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Education

Timeline

1. January 10, 2008: Governor Patrick files "An Act Reorganizing Certain Education Agencies" under Article 87 of the Massachusetts Constitution to reorganize the state's education system by creating a cabinet-level secretary of education (A-7, speech A-10).
2. January 29, 2008: Governor Patrick testifies on behalf of "An Act Reorganizing Certain Education Agencies" (A-13).
3. February 15, 2008: "An Act Reorganizing Certain Education Agencies" is approved by the legislature (B-1060).
4. June 23-25, 2008: Governor Patrick unveils his Education Action Agenda, the Commonwealth's blueprint to move Massachusetts through its next phase in education reform by 2020 (press releases/speeches A-19 to A-47, report B-489).
5. August 8, 2008: Governor Patrick signs "An Act Providing for the Public Higher Education Capital Improvement Needs of the Commonwealth," a $2.2 billion higher education bond bill (A-48, B-1052).
6. October 14, 2009: Governor Patrick signs Executive Order No. 513 "Establishing the Governor's Science, Technology, Engineering and Math Advisory Council" (A-50, B-51).
7. January 18, 2010: Governor Patrick signs "An Act Relative to the Achievement Gap" to turnaround underperforming schools, promote innovation and choice and eliminate persisting achievement gaps in Massachusetts (A-52, speech A-56, B-1007).
8. January 2010: Lieutenant Governor Murray chairs the first meeting of Governor Patrick's Science, Technology, Engineering, and Math (STEM) Advisory Council (A-64).
9. March 4, 2010: Massachusetts is selected as one of 16 finalists in the federal Race to the Top (RTTT) competition (A-67).
10. August 24, 2010: Governor Patrick announces that Massachusetts scores highest of the ten winners in the Race to the Top competition and will be awarded $250 million over the next four years to implement landmark reforms in public education (A-70, text of applications B-584).
11. September 28, 2010: Lieutenant Governor Murray outlines Massachusetts' first ever strategic plan for tying economic development to educational enhancement in the fields of science, Technology, Engineering and Math (STEM) (A-75, B-2).
12. March 1, 2011: Lieutenant Governor Murray announces that Massachusetts will serve as a national model for Science, Technology, Engineering and Math (STEM) education initiatives as national organizations look to further implement STEM education programming in schools across the country (A-79).
13. November 9, 2011: Governor Patrick announces new strategies to close educational achievement gaps, including the Gateway Cities Agenda (A-92, speech A-95).
14. December 16, 2011: The Patrick-Murray Administration announces that Massachusetts is one of nine grant award winners in President Obama's Early

Learning Challenge competition and will receive $50 million over the next four years (A-105, proposal B-58).

15. January 23, 2012: Governor Patrick proposes comprehensive community college reform in his State of the Commonwealth speech (A-109, speech A-112)
16. July 8.2012: Governor Patrick Signs the FY13 Budget, implementing his comprehensive community college reform plan and portions of his Gateway Cities Agenda (A-136, Gateway Cities Agenda fact sheet B-1108, community college fact sheet B-49, text of budget B-56)
17. September 26, 2012: Governor Patrick signs "An Act Relative to Third Grade Reading Proficiency," which will strengthen and streamline literacy initiatives in Massachusetts (A-149, B-1078).
18. October 9, 2012: Governor Patrick announces $298 million for community colleges over five years in his 2013 Capital Investment Plan (A-163, B-297).
19. November 29, 2012: Governor Patrick hosts the first meeting of the new Massachusetts Community College Board Chairs (A-198).
20. May 29, 2013: Lieutenant Governor Murray announces the appointment of Congressman Joe Kennedy to chair Governor Patrick's Science, Technology, Engineering and Math (STEM) Advisory Council (A-194).

Results

"An Act Reorganizing Certain Education Agencies" is approved by the Legislature (B-1060)

- Creates the Executive Office of Education headed by a Secretary of Education and containing the following departments: Early Education and Care (existing), Elementary and Secondary Education (new name for the existing Department of Education), Higher Education (new department that will include personnel now staffing the Board of Higher Education).[1]
- Establishes a Secretary of Education position with the following powers: approval authority over the boards' hiring of each of the three commissioners; a voting seat on the UMass board as well as on the three educational boards; approval of mission statements and 5-year master plans, both at the departmental level and, within higher education, at the institutional level; and approval of budget and capital outlay requests at the departmental and institutional levels.[2]
- Provides the Governor with the authority to appoint the chair of the UMass board.[3]

Readiness Centers

- Established in October 2009[4] based on recommendations by the Governor's Education Action Agenda to:[5]

[1] Governor Patrick Announces Plan to Create Secretary of Education (A-7).
[2] Ibid.
[3] Ibid (A-8).
[4] Readiness Centers Initiative (B-472).
[5] Request for Responses: Readiness Centers (B-479).

- Support the identification and development of best practices and replicable instructional models that can be utilized throughout the state, especially with regard to several statewide priorities:
  - Addressing achievement gaps;
  - Improving the quality of instruction in literacy, particularly early literacy;
  - Improving the quality of instruction for English Language Learners;
  - Improving the quality of instruction in science, technology, engineering, and mathematics (STEM) courses;
  - Using data more effectively to assess student progress and performance;
  - Improving the alignment of instruction across the educational continuum from birth through higher education; and
  - Improving the quality of instruction through the efficient delivery of services to smaller and under-resourced districts and communities.
- Collaborate with local, regional, and state partners to coordinate the delivery of professional development and instructional services that are already being provided and determine how to provide services that may not currently be available by:
  - Conducting an inventory of all service providers and professional development resources in the region;
  - Conducting needs assessments at the local and regional levels to identify gaps and determine which additional services should be provided; and
  - Coordinating statewide "training of trainers" initiatives to embed needed expertise at the local and regional levels.
- Collaborate with other Readiness Centers and state partners to identify statewide trends and coordinate the distribution of professional development and instructional services and other resources.

- The six centers are the Berkshire Readiness Center (BRC), Central Massachusetts Readiness Center (CMRC), Greater Boston Readiness Center (GBRC), Northeast Regional Readiness Center (NRRC), Pioneer Valley Readiness Center (PVRC), and Southeastern Massachusetts Readiness Center (SMRC).[6]

An Act Providing for the Public Higher Education Capital Improvement Needs of the Commonwealth (B-1052)

- Sets aside up to $1 billion for the five University of Massachusetts campuses and $1.2 billion for state ad community colleges. Funds cover projects at each of the Commonwealth's public higher education campuses, including: modernizations and expansions of classroom space; new academic centers for allied health;

[6] Readiness Center Initiative (B-472).

laboratory science and technology; repairs to existing research centers; and library renovations.[7]

Executive Order No. 513 Establishing the Governor's Science, Technology, Engineering and Math Advisory Council (B-51)

- Establishes the Governor's Science, Technology, Engineering, and Math (STEM) Advisory Council to advise the Governor and assist in informing the work of the Secretaries of Education, Labor and Workforce Development, and Housing and Economic Development on issues relating to STEM education and STEM careers in the Commonwealth.[8]
    - The Council confers with participants and parties from the public and private sector involved with STEM planning and programming as well as assesses how best to increase student interest in, and preparation for, careers in STEM.[9]
    - The Council makes recommendations concerning the creation and implementation of a statewide STEM Plan that establishes clear goals and objectives for the Commonwealth's STEM efforts over the next five years.[10]
- Massachusetts statewide STEM Initiative and STEM plan is recognized by the National Governor's Association as a top example for convening government, education and private sector resources to govern and attain quantifiable outcome improvements for students, educators, and the STEM workforce.[11]
- Massachusetts' @Scale Initiative, designed to identify and promote a portfolio of emerging "best practice" in-school and out-of-school projects spanning the STEM disciplines and grade levels from pre-K to college has been hailed as a breakthrough model for public/private funding to replicate and bring to scale transformative, system wide improvements in STEM education.[12]
    - $500,000 in funding for the first six Promising Practice Programs was secured in October 2011 and required private sector or non-profit matches. Phase II grants went out successfully as well and Phases II and IV are in the works for 2013.[13]
- The Massachusetts Afterschool Partnership program was recently selected among a cohort of only four states nationally to infuse STEM into expanded learning, afterschool and summer programs statewide.[14]

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[7] Governor Patrick Signs $2.2 Billion Higher Education Bond Bill (A-48).
[8] Executive Order No. 513 "Establishing the Governor's Science, Technology, Engineering and Math Advisory Council" (B-52).
[9] Ibid.
[10] Ibid.
[11] STEM Council Accomplishments (B-1081).
[12] Ibid.
[13] Ibid (B-1082).
[14] Ibid (B-1081).

- Massachusetts' annual STEM Summit, in its ninth year, is the longest running STEM conference in the nation. In 2012, the Commonwealth hosted 1,200 attendees in Gillette Stadium.[15]
- Massachusetts 15 out of 15 points, a 100% score on the STEM component on the Race to the Top application. The creation of the STEM Council was recognized as a reason for its top score.[16]

An Act Relative to the Achievement Gap (B-1007)

- Innovation Schools
  - Establishes Innovation Schools, new in-district schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.
    - These schools operate with increased autonomy and flexibility in six areas: curriculum; budget; school schedule and calendar; staffing (including waivers from or exemptions to collective bargaining agreements); professional development; and school district policies.[17]
    - There are currently 47 Innovation schools established in urban, suburban and rural communities throughout the Commonwealth.[18]
- Charter Schools
  - Raises the state spending cap for charter schools from 9% to 18% of new school spending in the lowest 10% performing districts.[19]
    - Requires charter operators to be "proven providers" if they open in the lowest performing districts (and the cap is at least at 9%).[20]
  - Eliminates the cap that limits the state's total charter school population to 4%. Preserves current caps of no more than 72 Commonwealth Charter Schools and no more than 48 Horace Mann Charter Schools.[21]
  - Establishes new requirements on charter schools to develop recruitment and retention plans, "back fill" student vacancies in half of the highest grades, and provide greater transparency and accountability in the approval process.[22]
  - Enables municipalities to sell excess property to charter schools.[23]
  - In February 2011, the Board of Elementary and Secondary Education awarded a historic 16 new charters (13 Commonwealth Charters, 3 Horace

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[15] STEM Council Accomplishments (B-1081).
[16] Ibid.
[17] Toward Closing the Achievement Gap: A One Year Progress Report on Education in Massachusetts (C-112).
[18] Innovation Schools: Using Innovation to Promote Academic Achievement (B-315).
[19] Toward Closing the Achievement Gap: A One Year Progress Report on Education in Massachusetts (C-117).
[20] Ibid.
[21] Ibid.
[22] Ibid.
[23] Ibid.

Mann Charters) the highest number of charters ever granted in a single year. These charters will result in over 7,700 new seats in charter schools.[24]

- Turnaround Provisions
  - Authorizes the Commissioner of Elementary and Secondary Education to designate up to 72 schools, or no more than 4% of all schools, as either "underperforming" (Level 4) or "chronically underperforming" (Level 5) based on student achievement and improvement measures.[25]
    - These schools and districts are targeted for aggressive intervention through a turnaround plan developed in collaboration with the superintendent, the school committee, the local teachers' union, administrators, community representatives and parents. The plan is implemented by the district superintendents and the Commissioner.[26]
    - Intervention powers include the ability to more expeditiously dismiss or replace poor performing teachers and administrators, as well as the authorization to reopen and amend collective bargaining agreements in order to drive rapid improvement.[27]
      - In both Level 4 and Level 5 schools, teachers may be dismissed for "good cause" with the right to arbitration.[28]
      - In Level 4 schools, collective bargaining agreements may be reopened without arbitration but with the option of a dispute resolution process featuring a panel of three members, with unresolved issues to be settled by the Commissioner.[29]
      - In Level 5 schools, the Commissioner shall resolve any disputes.[30]
      - In underperforming district intervention, the Commissioner may elect to trigger dispute resolution in which case the panel either must act unanimously or the Commissioner will settle any disputes.[31]
  - Since the implementation of the Achievement Gap Act in 2010, Massachusetts has identified 34 underperforming (Level 4) schools. After two years, 24 of the 34 schools have made combined gains in English

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[24] Toward Closing the Achievement Gap: A One Year Progress Report on Education in Massachusetts (C-115-116).
[25] Ibid (C-116).
[26] Ibid.
[27] Ibid.
[28] Ibid.
[29] Ibid.
[30] Ibid (C-117).
[31] Ibid.

language arts and mathematics of 10 percentage points or higher on their Composite Performance Index between 2010 and 2012.[32]
    - In November 2011, Laurence Public Schools was declared a Level 5 district and appointed a receiver to manage the district in January 2012.[33]
    - The state did not initiate school intervention models in any new schools in the 2011-2012 school year.[34]

Gateway Cities Agenda

- The FY 13 budget provides $3.5 million in funding for the Gateway Cities Agenda including:
    - $3 million in competitive grant funding to operate English Language Learners Enrichment Academies. The intended outcome of these grants include measurable increases in students' English language fluency and comprehension, longer-term improvements as measured by achievement in academic courses and on standardized assessments, and higher retention and graduation rates, especially for high school students.[35]
    - $500,000 in competitive grant funding to establish Career Academies and Education and Industry Coordinating Councils (EICCs), to help provide greater opportunities for students to explore career pathways earlier in their academic careers, more motivating learning opportunities inside and outside of the classroom and the creation of multiple pathways to postsecondary educational and employment opportunities.[36]

Comprehensive Community College Reform (B-56)

- FY 13 Budget
    - Each of the community colleges in the Commonwealth will have an 11-member board of trustees with a Chairwoman/Chairman appointed by the Governor.[37]
    - One member of each community college board will also serve as a non-voting member of the district trustees for vocational-technical schools that share the same geographic region as the college. This member will serve as a liaison between the two boards for the purpose of sharing information and promoting interaction.[38]
    - Each board of trustees will annually submit a report to the state government detailing estimates of maintenance, capital outlay budgets and proposed property acquisitions. This report will also include an analysis of

[32] Race to the Top Massachusetts: Year 2 Report (C-99).
[33] Massachusetts Year 2: School Year 2011-2012 (C-84).
[34] Ibid (C-85).
[35] The Gateway Cities Agenda (B-1108).
[36] Ibid (B-1109).
[37] Fiscal Year 2013 Outside Sections 46-51 (B-56).
[38] Ibid.

the collaboration between the community college and the vocational technical schools.[39]
    - The Commissioner of Higher Education will create an Office of Coordination in the Department of Higher Education and appoint a Director. This Director will, among other things, prepare an annual report for publication on progress to improve the effectiveness of the commonwealth's workforce development efforts offered through public higher education institutions.[40]
- On September 25, 2012, Governor Patrick awarded $4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at community colleges across the Commonwealth.[41]
- In the Governor's Five-Year Capital Investment Plan for FY 13, the Commonwealth will spend $297 million on community college projects from 2013-2017.[42]

An Act Relative to Third Grade Reading Proficiency (B-1078)

- Establishes an expert literacy panel comprised of nine members and chaired by the Education Secretary and an outside expert of children's early language and literacy development. The panel will make recommendations to the Departments of Early Education and Care, Elementary and Secondary Education, and Higher education on better aligning and coordinating initiatives and improving the implementation of programs to get every student in the Commonwealth reading proficiently by the end of third grade.[43]

Race to the Top

- Massachusetts came in first in Phase Two of the Race to the Top competition in 2010 and will be awarded $250 million over the next four years to implement statewide educational reforms in the Commonwealth.[44]
    - 236 of Massachusetts' 400 LEAs (1,278 schools) are participating in the Commonwealth's Race to the Top plan. These Local Education Agencies (LEAs) serve 69.3% of the students in the state (661,800 students) and over 86% of Massachusetts' students in poverty.[4546]
    - As of June 2012, 53 percent have aligned both their English language arts and their mathematics curricula to the new Massachusetts Curriculum

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[39] Fiscal Year 2013 Outside Sections 46-51 (B-56).
[40] Ibid (B-57).
[41] Governor Patrick Announces $4 Million for Community Colleges (A-145).
[42] FY 2013-2017 Five-Year Capital Investment Plan (B-302).
[43] Governor Patrick Sings Legislation to Help Close Achievement Gaps in Reading and Get All Students to Proficiency by Grade 3 (A-149).
[44] Governor Patrick, Congressional Delegation Announce Massachusetts Secures $250 Million in Race to the Top Funding (A-70).
[45] Massachusetts Year 2: School Year 2011-2012 (C-74).
[46] Race to the Top Massachusetts: Year 2 Report (C-95).

Frameworks and all districts and charter schools are expected to be aligned by the beginning of the 2013-2014 school year.[47]

- As of June 2012, over 12,00 educators and 1,700 (usually administrators) in Race to the Top districts had begun training on the new educator evaluation system.[48]
- Between fall 2011 and fall 2012, more than 1,000 teachers participated in nine regional pre-advanced placement trainings to help middle and early high school educators prepare their students to meet academic standards as AP students in 11th and 12th grade.[49]
- In December 2011, Massachusetts launched the Network of Priority Partners, intended to facilitate communication among Priority Partners (a group of educational organizations that work with low-achieving LEAs to improve academic outcomes) within and across LEAs. This Network will enable the partners to share information and best practices, and coordinate and align services.[50]
  - Currently 23 Priority Partners provide services in 54 districts; nine districts are being served by more than one of the Priority Partners.[51]
- Turnaround Teacher Teams and Turnaround Leader Teams recruit, train, place, and support both new and experienced educators specializing in boosting student performance in Level 3 and 4 schools. During the first two years Massachusetts trained 22 leaders through the programs and expects to place more than 200 of the trained teachers in low-performing schools in the next two years.[52]
- In 2012, Massachusetts launched one STEM Early College High School, a program to improve access to STEM courses and resources among traditionally underrepresented groups through LEAs' partnerships with colleges and universities that offer high school students the opportunity to earn 12 to 30 college credits in STEM fields. The Commonwealth also began the planning process for opening five additional such schools.[53]

Other Achievements

- Massachusetts ranked 1st in education and 3rd overall in The Annie E. Casey Foundation's *2013 Kids Count Profile* on child well-being in the United States.[54]
- In 2011, Massachusetts' 4th and 8th graders lead the nation in reading and mathematics performance on the National Assessment of Educational Progress

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[47] Race to the Top Massachusetts: Year 2 Report (C-96).
[48] Ibid (C-97).
[49] Massachusetts Year 2: School Year 2011-2012 (C-78).
[50] Ibid (C-71).
[51] Race to the Top Massachusetts: Year 2 Report (C-99).
[52] Massachusetts Year 2: School Year 2011-2012 (C-85).
[53] Ibid (C-86).
[54] Massachusetts Kids Count Profile 2013 (C-62).

exam. This was the fourth test in a row in which Massachusetts' students have scored first or tied for first place.[55]

- Massachusetts 4th graders had an average scaled score of 237 in reading, higher than in 2009 (234) and above the national average of 220. In mathematics, 4th graders scored 253, holding steady since 2009 (252) and higher than the national average of 240.[56]
- Massachusetts 8th graders scored 275 in reading, holding steady since 2009 (274) but higher than the national average of 264. In math, 8th graders scored 299, the same as in 2009 and higher than the national average of 283.[57]

- As of December 11, 2012, Massachusetts 8th graders tied for second in science achievement and tied for fifth in mathematics in the 2011 Trends in International Mathematics and Science Study (TIMSS). Massachusetts 8th graders made a 14-point gain in mathematics and an 11-point gain in science achievement from 2007. [58]
  - Since 1999, 8th graders from the Commonwealth have made the highest gains of any participating country or benchmarking entity in mathematics (+48, from an average scale score of 513 to 561) and the second highest gains in science (+34, from 533 to 567).[59]

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[55] Massachusetts Students Earn Top Scores On Nation's Report Card for Fourth Consecutive Exam Year (A-89).
[56] Ibid (A-90).
[57] Massachusetts Students Earn Top Scores On Nation's Report Card for Fourth Consecutive Exam Year (A-90).
[58] Massachusetts 8th Graders Again Perform Among World Leaders in Math and Science Achievement; Score Double-Digit Gains on 2011 TIMSS (A-201).
[59] Ibid.

Appendix A:
Press Releases and Speeches

GOVERNOR PATRICK UNVEILS $12 BILLION CAPITAL INVESTMENT PLAN

5-year plan reflects commitment to education, growing the economy

BOSTON - Monday, August 6, 2007-Governor Deval Patrick today announced a five-year capital investment plan that includes billions of dollars for higher education facilities, road and bridge repairs, transportation projects, housing, and environmental protection.
The $12 billion plan is reflective of the Patrick-Murray administration's commitment to achieving a world-class educational system and supports the administration's goal of creating 100,000 new jobs in four years. Through increased investment and careful prioritization, the administration's five-year capital plan takes a major step forward in addressing infrastructure needs and promotes shared prosperity and economic opportunity in every region of the Commonwealth.

"We are committed to restoring our Commonwealth's assets and to ensuring the long-term health, safety and prosperity of our citizens," Governor Patrick said. "Today we start reversing decades of neglect of our public colleges and universities, our roads and bridges. And we move closer to creating quality, well-paying jobs so that Massachusetts can remain competitive in our global economy."

The vast majority of the fiscal year 2008 capital budget is devoted to projects and programs with statewide eligibility and scope, and specific investments are widely-distributed across the state.

Investing in a World-Class Education

Public institutions of higher education must have high-quality instructional, research and residential facilities to offer students a world-class college education and produce a talented workforce for Massachusetts. State funding through the capital budget helps finance construction and maintenance of these facilities, while keeping the price of college affordable for students.

Massachusetts lags far behind the national average in higher education capital spending: the University of Massachusetts estimates that the FY04-06 three-year national average for capital spending on higher education was 12.5 percent of total capital spending; for the same period, Massachusetts spent just 2.8 percent of total state capital spending on higher education, ranking 43rd among all states.

The Administration's plan includes a 186 percent increase in state funded higher education investments in FY08, compared to FY07 spending. The University of Massachusetts and the Commonwealth's state and community colleges will receive an estimated $750 million over five years for campus capital improvements. By 2012, state-funded higher education capital investment will represent 10 percent of the states total bond-funded capital programs, compared to 3 percent in FY07.

In FY08, the plan calls for a total investment of $125 million in higher education, compared to $44 million in FY07.

In recognition of the Administration's increased capital investment in UMass, the University has pledged to raise $187.5 million over the next five years to further address its capital needs. In conjunction with the Administration's estimated five-year $375 million investment in our state and community colleges, the Board of Higher Education will eliminate its requirement for campuses to provide matching funds for state capital dollars. This will relieve pressure to increase student fees to pay for capital needs.

Investing in our Transportation Network

High-quality, strategically developed transportation infrastructure is an essential component of a thriving economy and a clean environment. Despite the significant amounts devoted to transportation capital spending in the last five years, substantial funding gaps remain. A report released in March by the Transportation Finance Commission estimates the state's transportation funding shortfall over the next 20 years to be $15 billion to $19 billion.

The Patrick-Murray Administration's capital plan includes a total of $1.12 billion in transportation funding in FY08, a 25 percent increase over FY07. Five-year total spending is expected to be $5.72 billion, representing nearly half of the Commonwealth's $12 billion 5-year capital budget.

The FY08 capital investment plan includes $613 million for statewide road and bridge construction and repair projects, compared to approximately $533 million in FY07, an increase of $80 million. The plan also includes $14 million in FY08 to begin addressing critical repairs to DCR bridges and roads, including the Longfellow Bridge and Storrow Drive Tunnel.

Recognizing that expansion and new projects are necessary for the growth of our economy and for promoting geographic equity, the plan invests $3.4 million to begin the planning phase of the South Coast Rail extension to Fall River and New Bedford and $2 million for mass transit planning, including the Blue Line extension to Lynn and the Urban Ring.

The plan also includes $20 million in FY08 to begin addressing the so-called State Implementation Plan, or "SIP" commitments, which are legally mandated projects intended to remediate the environmental impacts of the Central Artery/Tunnel projects. These projects include improvements to the Fairmount commuter rail, the Green Line extension to Medford, a Red-Blue Line connector study, and the creation of 1,000 new parking spaces at transit nodes.

Investing in Public and Affordable Housing

The Commonwealth faces enormous affordable housing needs. Private housing has become increasingly expensive, with over two-thirds of Massachusetts residents citing housing costs as a major concern in a recent survey.

The Patrick-Murray Administration's capital investment plan includes a total of more than $170 million in funding for public housing and private affordable housing development in FY08, a 33 percent increase over FY07.

The plan includes $90 million for public housing in FY08 (including $5 million through the Affordable Housing Trust Fund), a $30 million increase over the FY07 budgeted amount.

It also provides $80.5 million for private affordable housing development programs in FY08, an 18 percent increase over FY07 spending, including $20 million for the Housing Stabilization Fund and $25 million for the Affordable Housing Trust Fund (on top of $5 million from the Fund dedicated to public housing).

Consistent with its Sustainable Development Principles, the Administration's capital investment plan for FY08 also includes $7.5 million for housing near public transit - $5 million for the "Housing at Transit Nodes" program, and at least $2.5 million for housing projects from the $4.5 million total allocation for the Transit-Oriented Development program.

Investing in Safe Communities

The Commonwealth's capital spending supports important public safety projects and programs that ensure the safety of our citizens and communities.

Fiscal year 2008 public safety-related investment highlights include:

$4.2 million for the Chief Medical Examiner's office, for new equipment and for the construction of a new facility in southeastern Massachusetts that will alleviate the caseload at the CME's main facility in Boston;
$6 million for phase II of the expansion of the Massachusetts firefighting academy at Stow, the state's primary training center for fire fighters;
$3.6 million to replace and upgrade mobile data terminals in public safety and first responder vehicles;
$50,000 for a Municipal Police Training Committee study, which will evaluate the need for municipal police training facilities across the state.

Investing in Municipal Partnership

The quality of municipally-owned infrastructure has an enormous impact on our daily lives - from local roads and bridges to water and sewer systems to parks and downtown parking areas. It is also a critical foundation for economic growth and job creation.

The capital plan's investments in local infrastructure are a key part of the Patrick-Murray Administration's comprehensive efforts to partner with our cities and towns to improve the quality of life in our communities and grow our economy.

For the first time, the Commonwealth's capital budget dedicates a separate spending category specifically to "Community Investments" - which includes approximately $271 million for FY08, a 31 percent increase over spending on these projects and programs in FY07. These community investments include:

$150 million for Chapter 90 funding for municipal road projects, an increase of at least $30 million over annual bond-funded Chapter 90 investments in recent years;
$20 million for Library Construction Grants (a 25percent increase over FY07) to match municipal and private contributions for new town libraries;
over $8 million for the Urban Self-Help program, which assists cities and towns with acquiring and developing land for park and recreational facilities, and $5 million for the Self-Help program to help them purchase conservation lands;

$2.1 million for four municipal energy programs which help fund capital projects to improve energy efficiency and use renewable energy sources in municipal buildings;
$4 million for Municipal Police Matching Grants, re-establishing and increasing funding for matching grants to help fund municipal public safety facilities;
$10 million for Community Development Action Grants (a 19 percent increase over FY07), which supports community development projects to create and retain jobs and provide affordable housing.
$14 million for Public Works Economic Development Program grants and $2.5 million for the Small Town Road Assistance Program for local transportation infrastructure projects;
$11 million for the Water Pollution Abatement Trust, which will leverage approximately $50 million of federal funds. Together with other Trust funds, this will secure bonds financing $300-$350 million of subsidized loans for local water and sewer projects;
$7 million for off-street parking in our urban centers.

Other Highlights

The Patrick-Murray capital investment plan makes a number of other significant investments in other areas. Among them are:

An estimated $200-$250 million over the next five years to help fund key elements of the Administration's 10-year, $500 million capital commitment to making Massachusetts a global leader in the life sciences-including the creation of the world's largest stem cell bank and regional facilities to promote collaborative approaches to research and entrepreneurship.
An estimated $25 million over the next five years to capitalize a new Broadband Incentive Fund focused on expediting broadband deployment in Western Massachusetts and other underserved areas of the Commonwealth in order to spur economic development.
$50 million to protect open space in FY08, a 37 percent increase over FY07 and a 52 percent increase over average spending during the last five years.
$9.3 million in FY08 to complete a new Internet-based, streamlined reporting and billing service to reduce state-funded health care costs by an estimated $11 million annually.
$30 million in FY08 for the Massachusetts Opportunity Relocation and Expansion (MORE) Jobs capital program, which provides grants for public infrastructure improvements that support business expansion and relocation.

The Patrick-Murray Administration has worked to make its five-year capital plan transparent and accessible so the public can understand its investment decisions. For FY 08, the plan includes a description of all ongoing, legislatively authorized projects and programs as well as new capital investments the Administration has determined to fund to date. For the balance of FY08 and for FY09 through FY12, it includes overall amounts reserved for specific funding categories.

The plan also includes a debt affordability analysis describing how the Administration approached the process of setting the annual borrowing limit. This information is available in electronic form in the Capital Finance section of the Administration and Finance website at www.mass.gov/eoaf.

The Administration will begin filing bond bills this fall to secure legislative authorization for projects not currently authorized.

GOVERNOR PATRICK ANNOUNCES PLAN TO CREATE SECRETARY OF EDUCATION

Proposal Changes Governance to Create a Seamless System from Pre-K through Higher Education

BOSTON - Thursday, January 10, 2008 - Keeping to his vision to offer a world-class education for all children in Massachusetts, Governor Deval Patrick today will file legislation under Article 87 of the Commonwealth's Constitution to reorganize the state's education system by creating a cabinet-level secretary of education.

The plan will improve policy coordination across all sectors of education: early education and care, K-12 and higher education; guiding students seamlessly from one step to the next through every level of their education and into the workforce. The Governor's proposal creates an Executive Office of Education, including a Secretary of Education who would coordinate the work of the existing boards to create a comprehensive education system.

"There is no greater gateway to opportunity and success than a first-rate education. This reorganization, along with the work of the Readiness Project will guide us through the next phase of education reform to ensure all of our children are ready to compete in the global economy," said Governor Patrick. "A cabinet-level secretary of education will help us move forward."

The reorganization under Article 87 must be voted up or down without amendment by the Legislature within 60 days.

Creates Executive Office of Education
Headed by a Secretary of Education and containing the following departments:

- Early Education and Care (existing)
- Elementary and Secondary Education (new name for the existing Department of Education)
- Higher Education (new department that will include personnel now staffing the Board of Higher Education)

Establishes a Secretary of Education
Provides the Secretary with the following powers:

- Approval authority over the boards' hiring of each of the three commissioners;
- A voting seat on the UMass board as well as on the three education boards;
- Approval of mission statements and 5-year master plans, both at the departmental level and, within higher education, at the institutional level;

- Approval of budget and capital outlay requests at the departmental and institutional levels.

Maintains Existing Education Boards
Corresponding to each of the above departments expands the size of each board by two members and:

- Installs the secretary as a voting member on each board
- Staggers the board terms so that there are a fixed number of appointments that come up each year;
- Removes the peer commissioners from each board
- Other existing powers of the boards remain unchanged

Additional provisions

- Provides Governor with authority to appoint the chair of the UMass board

"This is a bold move by a bold leader who recognizes that continuous improvement in education is critical if we are going to compete in the global economy," said Dana Mohler-Faria, the Governor's Special Advisor on Education and President of Bridgewater State College.

"This proposal is the result of months of cooperative work between Governor Patrick and legislative leaders and I am pleased with the results. I am hopeful that the creation of an education Secretary will help better coordinate our efforts to promote greater educational achievement in the Commonwealth and encourage more cohesion and increased accountability in the system," said Speaker of the House Salvatore DiMasi. "This proposal strikes an appropriate balance between maintaining stability in our schools and positioning ourselves to meet the immediate challenges before us. I look forward to working with the Governor to pass this reorganization."

"This proposal by the Governor represents many months of collaboration and cooperation and sets the stage for an educational system with greater communication, coordination and accountability. Moving forward, the Governor's plan, featuring the new secretariat, affords us the opportunity to bring the Commonwealth into a new era of achievement and success," said Rep. Patricia A. Haddad, House Chair of the Joint Committee on Education.

"I commend the Governor on this bold and ambitious effort to coordinate the Commonwealth's public education system" said Senator Robert A. Antonioni, Senate Chair of the Joint Committee on Education. "After 15 years since the last major reform in the states education system, I believe the Commonwealth is ready for change and new ideas. This bill is a bold step in setting the stage for significant education reforms in the future."

"The Readiness Project is working to develop a long-term strategic plan for improving our education system, but that work alone is not enough. The Governor's central-governance proposal is important to ensure that we have the structure in place to act on those recommendations," said Joe Tucci, co-chair of the Readiness Project. "As we do in the business world, we need to make sure that accountability is

aligned with authority: that's exactly what the Governor needs to get the job done, and that's what this proposal does."

01.10.08 - Governor Announces Plan for New Education Secretary

Governor Deval L. Patrick

Governor Announces Plan for New Education Secretary

January 10, 2008

As Delivered

The vision we have for the success and growth of this Commonwealth requires world-class public education. And the vision we have for public education requires nothing less than bold, system-wide reform.

That is why, in June we launched the Commonwealth Readiness Project, our effort to re-examine how we deliver public education in Massachusetts. We want to move into the next era of educational excellence so that we are ready for the world and economy of tomorrow.

Being ready means a comprehensive, seamless education package that starts with high quality early education, universally available to three and four year olds, all day kindergarten and smaller class sizes, especially in the early years.

Being ready means extended learning time, so that there is more time for teachers to spend with individual kids and room in the daily schedule for music, and art, and exercise, and community service, and mentoring and other ways to expand a young person's mind and experience, and also to occupy young people in safe and supervised settings after the conventional school day ends.

Being ready means at least three years of mandatory high school math and science, and the chance for all Massachusetts students to complete at least an associate's degree or an apprenticeship in a trade - at the state's expense.

Being ready means well-prepared and well-respected teachers, qualified in the subject matter they are assigned to teach, with regular opportunities for skills development. Teachers whose ability to get certified is more straightforward, whose ranks range from fresh new graduate students to mid-career professionals or early retirees from other fields looking to bring practical life experience into the classroom.

Being ready means refurbished and well-equipped public college and university campuses, campuses that reflect the magic we seek and the achievement we honor in every dimension of academic life, from the laboratories of Nobel laureates to the classrooms for part-time commuter students.

Being ready means a higher ed program responsive to the demands for highly-skilled workers, producing nurses and lab technicians and teachers and entrepreneurs and clean energy engineers and whatever other skills our economy needs.

We want to restore esteem for learning and creativity, not just as the province of the privileged, but as the expectation for all.

We have initiated our Readiness Project by bringing together educators, business leaders and community advocates to put together a plan to implement this vision for the future of public education in Massachusetts. Some 200 individuals are involved in developing recommendations. I expect their recommendations in the spring.

And hundreds of grassroots organizers have signed up and are ready to mobilize. These "Readiness Reps" will bring the Readiness Project out of the haze of abstract policy and into our communities, to help citizens understand the stake we each have in these reforms.

This is the responsibility my administration has assumed. It is broad, ambitious and vital. It will take time, care and close coordination to implement.

But one thing I know from my experience in business: assuming responsibility without authority is a formula for failure. We want a seamless and comprehensive education pathway for young people. That will require seamless and comprehensive oversight. The silos that now make up our governance mechanisms will not do.

That is why I will file this afternoon legislation to create an Executive Office of Education, with a Cabinet Secretary, to serve as a single, responsible authority within the coordinated system we envision, and a chief liaison to my office.

The secretariat will consist of the Department of Early Education and Care, a Department of Elementary and Secondary Education (what we now call the Department of Education), and a Department of Higher Education, each headed by a commissioner. The Secretary will help coordinate the efforts of the boards and commissioners within the state's three education agencies and be a central source of planning and accountability, one place where all of our educational efforts can be connected and from which a comprehensive policy will be driven.

We have had Education Secretaries before. This will be different in that he or she will have authority to approve the boards' hiring of each of the three commissioners; the mission statements, 5-year master plans, budgets and capital outlay requests both at the board level and, within higher education, at the institutional level.

The Secretary will also hold a voting seat on the three education boards, as well as the UMass board.

This legislation - developed over many months in consultation not only with many of you in this room but with many, many others as well - is designed to improve coordination across all sectors of education: early education and care, K-12 and higher education. It creates a framework to accept accountability for the recommendations of the Readiness Project, with which we can guide students seamlessly through every level of their education and into the workforce.

Remember: "one generation" is not just my story it's the American story. There is no greater gateway to opportunity and success than a first-rate education. Even in the afterglow of our history, and our current strengths, this achievement is not inevitable.

But it is possible. Indeed it is essential to be ready for our future. I ask each of you to join with me in working to make that vision real.

Thank you very much.

01.29.08 - Governor Testifies On Behalf of Article 87 Legislation

Governor Deval L. Patrick

Governor Testifies on Behalf of Article 87 Legislation

January 29, 2008

As Delivered

Thank you very much Chairman Wilkerson and to all the chairs and members of the committee, thank you very much for convening today and for having me. I want to also acknowledge the presence of President Mohler- Faria from Bridgewater State, my Senior Advisor on Education, the Chairs of the Boards of Education and Higher Ed, and I think the Chair of the Board of Early Education and Care is coming as well, she has jury duty this morning, but she will get one civic duty to another. The Commissioners, the acting Commissioner, now House Commissioner Plummer is here as well. We thank you very much for coming.

First of all, just let me thank you all for convening this hearing on our Article 87 proposal and for the opportunity to appear this morning in support of our proposal to reorganize the state education bureaucracies under a Secretary of Education. I want to start by offering an historical and policy framework for the proposal.

As you know our Commonwealth is the home to America's first public school; America's first college; America's first college for women; America's first school for the sight-impaired. Our forbearers appreciated that education was about advancing civilization and securing our future, so much so that they wrote that fundamental value into our constitution.

Your leadership, all of you here, those you represent elsewhere in the legislature working together with yourselves and with innovators in education from all across the country has kept our progress going. Thanks to that support, Massachusetts students achieve top scores in the NAEP's tests, the National Assessment of Educational Progress, the so-called "national report card;" Massachusetts students are building on a foundation that you helped to strengthen. Indeed, on our trip to China just last month, reinforced a truth which you ought to know and celebrate, I certainly do, which is that pre-eminence in education is our calling card in the world. It is the reputation that this commonwealth bears and it is a tremendous asset in building our economy going forward.

Consistent excellence in public education is the signature objective of this administration. In that spirit I

believe, as you know, that the time has come for the next chapter in education reform. That's why in June we launched the Commonwealth Readiness Project, our effort to reexamine how we deliver public education in Massachusetts. We want to move into the next era of educational excellence with a seamless education strategy starting with high-quality, universally available early education, moving on to all-day kindergarten, on to smaller class sizes, particularly in the early grades, a stronger focus on math and science alongside art and music and other enrichment activities, and the chance to complete at least an associate's degree or an apprenticeship in a trade at the state's expense.

We have brought together educators, business leaders and community advocates to put together a plan to implement this vision for the future of public education in Massachusetts. Some 200 individuals are involved in developing recommendations, and I expect their recommendations in the spring, and look forward to sharing them with you and working with you to implement them. To implement the recommendations, to receive them if you will, and make them real, and to create a seamless and comprehensive education pathway for young people will take time, care, and very close coordination. The silos that now make up our governance mechanisms will not, in my opinion, work. That's why I'm here this morning.

Through our proposal we will create an executive office of education led by a cabinet secretary to serve as a single responsible authority within the coordinated system we envision and as a chief liaison to my office. The secretariat will consist of the Department of Early Education and Care, a Department of Elementary and Secondary Education, what we now call the Department of Education, and a Department of Higher Education, each headed by a commissioner. The secretary will help coordinate the efforts of the boards and commissioners within the states three education agencies and be a central source of planning and accountability. One place where all of our educational efforts can be connected and from which a comprehensive policy will be driven.

I know we have had education secretaries before. This will be different in that he or she will have authority to approve mission statements and five-year master plans, budgets and capital outlay requests, both at the board level and in the case of higher education, at the individual institution level. The secretary will also hold a voting seat on all four of the educational sector boards, including the University of Massachusetts board.

President Mohler-Faria, in a minute, will testify in greater detail, and will gladly respond to your questions, more detailed questions. For present purposes, I do want to say, this legislation has been developed over many many months with the close cooperation of many of you here and I appreciate that. It's been a wonderful collaboration and the ideas are better because of that collaboration. I think more likely, not just to pass, but to succeed in practical effect, and I thank you all for that.

It is designed to improve coordination across all sectors of education, early education and care, K-12, and

higher ed. It creates a sensible structure that will, with your help, be in place to implement the recommendations of the readiness project over the next many years, with which we can guide students seamlessly through every level of public education and on into the workforce. We will be able to take swift, synchronized actions to meet the rapidly evolving demands of the world and economy of tomorrow. No other place in America is as well positioned as Massachusetts to lead in progressive education development. No other place in the country. It's because of the work that you have done and you have partnered with others to do over the last 14 years. And the sign of any successful system or organization is continuous improvement, and it's in that spirit that we've brought this reorganization proposal forward.

I look forward to and appreciate your favorable consideration.

Thank you very much for having me this morning.

GOVERNOR PATRICK NAMES PAUL REVILLE SECRETARY OF EDUCATION

Highly Regarded Education Expert Will Encourage Seamless System from Pre-K through Higher Education; Patrick Also Appoints Dana Mohler-Faria and Four Others to Education Boards

BOSTON - Tuesday, March 11, 2008 - Governor Deval Patrick today announced his selection of Paul Reville as the Commonwealth's new Secretary of Education, overseeing the recently created Executive Office of Education.

The Governor also named three appointees to the newly expanded Board of Elementary and Secondary Education, including his Special Advisor on Education Dana Mohler-Faria, and tapped two others to fill vacancies on the Board of Early Education and Care.

Legislation passed in January established the new Executive Office of Education, which the Governor proposed to encourage the seamless delivery of education from pre-kindergarten through higher education.

"A first-rate education is the gateway to opportunity. The Readiness Project will give us the road map for the next phase of education reform, and a strong cabinet-level secretary will provide the leadership," said Governor Patrick. "Paul has done a fantastic job as chairman of the Board of Education and will continue to make great contributions as Secretary of Education. I am excited about what possibilities lie ahead for our kids."

Reville currently serves as the chairman of the Board of Education, appointed by Governor Patrick last August. He is a highly regarded education expert and was a leader of the Massachusetts education reform effort in 1993. He served as a member of the Board of Education from 1991 to 1996, and he is currently the president of the Rennie Center for Education Research & Policy in Cambridge. Reville is the Director of the Education Policy and Management Program and a lecturer on educational policy and politics at the Harvard Graduate School of Education. He is co-chair of the National Center on Time and Learning and the co-founder and former executive director of the Massachusetts Business Alliance for Education.

He will serve as the first Secretary of Education since 1996. His appointment will be effective July 1st.

"I am honored to assume the role of Secretary for a Governor who is deeply committed to making schools more effective instruments of building equity, excellence and opportunity for all students in the Commonwealth."

The Executive Office of Education will improve policy coordination across all sectors of education: early education and care, K-12 and higher education; guiding students seamlessly from one step to the next

through every level of their education and into the workforce. The Executive Office of Education will help to coordinate the work of the existing education boards to create a comprehensive education system.

The Governor today also appointed three members to the expanded and redefined Board of Elementary and Secondary Education including Dr. Mohler-Faria, Gerald Chertavian and Jeffrey Howard. He also appointed Carol Craig O'Brien and Chi-Cheng Huang to the Board of Early Education and Care.

"Each of these individuals brings a deep personal commitment to improving educational opportunities for children all across the Commonwealth," said Governor Patrick. "They will each serve the public well on these boards."

Appointees to the Board of Elementary and Secondary Education

Dana Mohler-Faria has served the Administration as Governor Patrick's Special Advisor on Education, helping the Governor form the Readiness Project and guiding him on education policy. Mohler-Faria is also the first President of Bridgewater State College, where he has been a leader for over a decade, and has been an administrator at three other public colleges in Massachusetts.

Gerald Chertavian is the founder and CEO of Year Up, a nationally recognized one-year training and education program that serves low-income youth ages 18 to 24, providing them with the skills needed to make successful transitions to careers and higher education. Year Up is based on the guiding principles of high support and high expectations and now operates across five states. Prior to founding Year Up, Chertavian co-founded and ran Conduit Communications, an internet strategy consulting firm. Prior to Conduit he was an Officer of the Chemical Banking Corporation. A native of Lowell and a graduate of Lowell High School, Chertavian earned an M.B.A., with honors, from Harvard Business School and a B.A. in Economics, Phi Beta Kappa, summa cum laude, from Bowdoin College.

Dr. Jeffrey Howard, a social psychologist, is the founder of The Efficacy Institute, a national not-for-profit agency of education reform which provides training and application methods to adults in school systems and community organizations throughout the United States. The training focuses on the root causes of the poor academic performance of so many American children, especially children in urban settings. He is also the founder of J. Howard and Associates, a corporate training and consulting firm that is part of the Novations Group, Inc. Howard holds an A.B. from Harvard College and a Ph.D. in Social Psychology from Harvard University.

Appointees to the Board of Early Education and Care

Carol Craig O'Brien, a resident of Westwood, is the Early Childhood Coordinator for Westwood Public Schools responsible for a community network of services for professionals and families. She manages multiple Early Childhood grants within the school district. Previously, she worked as an Early Childhood Special Educator in early intervention and preschool programs and was also an Adjunct Faculty Member at Wheelock College as a course instructor and field supervisor for undergraduate and graduate student teacher interns in early childhood, early intervention and special education.

Dr. Chi-Cheng Huang received his M.D. from Harvard Medical School and is Board Certified in Internal Medicine. He has been affiliated with the Boston University School of Medicine as an Instructor and Professor and received a Masters of Science in Epidemiology from the Boston University School of Public Health. He is also the President and Founder of the Bolivian Street Children Project a non-profit, social welfare organization that works to address the unique needs of street children in Bolivia.

Governor Patrick Launches New Era of Education Reform

Strategies for closing state's achievement gaps and preparing students for 21st Century global economy unveiled in Governor Patrick's Education Action Agenda

BOSTON- Monday, June 23, 2008 - Advancing his vision to offer a consistently excellent, world-class education for all children in Massachusetts, Governor Deval Patrick today unveiled parts of a long-term plan for education reform. Governor Patrick's Education Action Agenda is designed to raise achievement of all students as measured against global benchmarks and to help prepare all students by 2020 to compete successfully in the global economy. The Plan builds on the success of the landmark 1993 Education Reform Act, and continues to construct a system that meets the specific needs of each child.

The announcement comes after nearly a year of work undertaken by the Readiness Project - a statewide initiative involving more than 200 educators, business leaders, and community leaders to develop a strategic blueprint for the next phase of education reform in the Commonwealth. The full action agenda will be released on Wednesday, June 25th at the first-ever joint meeting of the state's education boards: the Board of Early Education and Care, the Board of Elementary and Secondary Education, the Board of Higher Education and the University of Massachusetts Board of Trustees.

"Education transforms lives, and there is no better way to position Massachusetts for prosperity in the 21st Century than to prepare our children with the skills they need to compete anywhere," said Governor Patrick, surrounded by students at the Dorchester Boys & Girls Club. "It's time to build on the remarkable achievements of the past 15 years, and take public education to the next level."

"I commend the hundreds of participants who helped formulate the bold and informative results of this unprecedented discussion on the future of education in Massachusetts," said Paul Reville, Secretary Designate of Education. "The recommendations outlined in Governor Patrick's Education Action Agenda provide a blue print to guide us through the next phase of education reform with our partners in the Legislature and the many committed stakeholders across the Commonwealth."

Raising the Bar for All Students

Since the passage of the Education Reform Act in 1993, Massachusetts leads the nation in education achievement, with our students consistently scoring at the top on national tests. Notwithstanding this

success, when measured against top scoring students in other nations, Massachusetts does not rank in the top tier, and after 15 years of education reform, achievement gaps persist throughout our system between African American and Latino students and white and Asian students.

"Addressing the achievement gap requires that teachers are given the tools and the time to focus on the educational needs of each child," said Reville.

Recommendations to address the achievement of students include the following:

Develop a **comprehensive, statewide child and youth data and reporting system that would lead to development of a "Readiness Passport"** for every child and youth enrolled in Massachusetts schools. The "Readiness Passport" will provide parents, guardians and agencies with a simple tool to document key elements of a child's educational experiences as well as to chronicle various services, interventions, supports, data and performance evaluations related to that child. Consistent with any privacy constraints established by applicable federal and state law, the Passport will be accessible to parents, guardians, teachers, providers and, as appropriate, students. The data and reporting system as well as the Readiness Passport will increase the efficiency, effectiveness and collaboration of the schools, state agencies and community youth organizations.

Immediately create, by means of an executive order, a Task Force to **establish a statewide birth-to-school age strategy** to ensure the healthy development of children, particularly those from low-income families. This strategy should include various service agencies, link multiple funding streams and align pre-school and school-age care.

Continue to work toward reducing class size in K-2 classrooms in high-needs school districts.

Increase availability and accessibility of state Adult Basic Education and English for speakers of other languages **(ESOL) programs**.

Launch an **Urban Schools Early Warning and Dropout Prevention Pilot** in qualifying districts to identify students at risk of dropping out of high school and to implement tailored and appropriate interventions.

Place **Student Support Coordinator(s)** in every low-income school to assist teachers, connect students and their families to appropriate, non-educational, state and community-based services, and to provide ongoing guidance and assistance with coordinating and integrating those services.

Establish a **Commonwealth Child and Youth Readiness Cabinet** an inter-governmental agency cabinet chaired by the Secretaries of Education and Health and Human Services and including a

stakeholder advisory group, responsible for developing and implementing a shared vision to advance the health and well being of all children and youth.

Continued Support for Early Education

"Quality early education is one of the best predictors of educational success and full day kindergarten is an essential part of this strategy," said Governor Patrick. "My Administration will continue to support and expand these areas of education."

The Governor's proposed budget for Fiscal Year 2009 includes a $368 million increase in education funding, including a record level of school aid to cities and towns and significant increases in Universal Pre-K and full day Kindergarten programs.

Recommendations include:

Continue support for high-quality early education by establishing a schedule of incremental increases in annual funding **to achieve universal pre-kindergarten**, beginning with the FY 2010 budget.

Continue state support for **high-quality, full-day kindergarten in every high-need district** by amending the Kindergarten Expansion Grant program in the FY 2010 budget to allow state funds to be used for transition from half-day to full-day programs, quality enhancements in all full-day programs in high needs districts, and to cover the gap year between grant funding and funding provided through Chapter 70.

Addressing Education Funding

Under the Education Reform Act of 1993, the Commonwealth established a minimum amount of funding to provide students with a "fair and adequate" education; but the foundation budget has not been recalculated in 15 years to reflect the resources schools need today to meet high standards and expectations.

School districts now spend an average of 18 percent above the foundation budget, and nearly every district spends at least at the level of foundation. The foundation budget clearly needs to be reexamined. Local funding, primarily in the form of property taxes, constitutes the bulk of education spending and property owners around the state feel the burden heavily - particularly in this time of economic uncertainty.

The Governor has named a Readiness Finance Commission comprised of top education, business, and policy leaders in the state. Its members will be charged with identifying short-term cost savings and potential new revenue sources, while outlining several options to correct the shortcomings of the current

state funding formula.

"The Governor has made a call to action to transform education in Massachusetts. It's our job to find the most efficient and financially-responsible way to fund it," said Gloria Larson, President of Bentley College and Chair of the Boston Chamber of Commerce, who will co-chair the Commission. "What's clear is that we can't afford not to do it."

"We are lucky to have the strong education system that already exists in Massachusetts, but we must do more to ensure every child in Massachusetts has access to a world-class education," said John Fish, President and CEO of Suffolk Construction Company, Inc., who will also co-chair the Commission. "The Commission will work to find the best way to fund these initiatives so children receive the resources they need from the time they start learning right through grade 12 and higher education."

The **Readiness Finance Commission** will recommend short-term education investments for the FY 2010 budget, including further adjustments to the Chapter 70 foundation budget and modifications to alleviate the burden on property tax. This Commission will also 1) project costs/cost savings for each Readiness Project Initiative and a 21 st century system of education; 2) recommend systemic cost savings and efficiencies; 3) identify potential sources of additional revenue; and 4) outline options for a comprehensive overhaul of the state's education finance system.

Members of the Readiness Finance Commission include:

Co-Chair John Fish

President and CEO, Suffolk Construction Company

Co-Chair Gloria Larson

President, Bentley College and Chair of the Greater Boston Chamber of Commerce

Chris Anderson

President, Massachusetts High Technology Council

Jeffrey Bussgang

General Partner, Flybridge Capital Partners

Jim Caradonio

Superintendent, Worcester Public Schools

Jack Connors

Founding Partner and Chairman of Hill, Holliday, Connors, Cosmopulos, Inc

Mark Edwards

Edwards & Company

Michael Flynn

2008 MA Teacher of the Year

John Hamill

Chairman of the Board, Sovereign Bank

Wendell Knox

President and CEO, Abt Associates

Grace Lee

First Deputy Treasurer/General Counsel, Office of the State Treasurer

Karen Hawley Miles

Executive Director, Education Resource Strategies

Tom Payzant

Professor, Harvard Graduate School of Education

Marta T. Rosa, M. ED

Director, Government Affairs/Senior Interim Director, Wheelock College

Jackie Jenkins-Scott

President, Wheelock College

Joe Tucci

Chairman, President and CEO of EMC Corporation

Mike Widmer

President, Massachusetts Taxpayers Foundation

Anne Wass

President, Massachusetts Teachers Association

06.23.08 - New Era of Education Reform

Governor Deval L. Patrick

Education Reform Announced

June 23, 2008

As Delivered

Our Readiness Project has completed their report and developed an action agenda which we expect to release on Wednesday. It's bold, it's ambitious, and it is just what we need to position the Commonwealth's next generation for success in the 21st century. Thanks to the foresight and the hard work of many who have come before us we undertake this effort from a position of strength and that has to be acknowledged.

Our students today are by many measures the best in the nation with leading scores on national assessment tests and the SATs and steady improvement on the MCAS. But we have also seen persistent and in some cases widening achievement gaps. Poor and minority students as a whole still under perform whites as a whole. And drop out rates have increased all across the system.

Meanwhile, competitor nations like China and India are roaring into the 21st century building educational foundations for growth industries and graduating new engineers at ten times the rate of American colleges and universities. All of that, while US achievement has in many respects plateaued.

While that global reality evolves, teachers in too many of our schools are using their own money for basic and required materials in the classrooms. And parents are paying added fees for school band, for academic clubs or sports experiences that round out a child's education. I see some of you nodding your heads. You know this is true. And we know that we can't let that reality go unaddressed. Our public schools must continue to be engines of economic growth, creativity, and social justice. It's education that makes the American story possible. And if we're going to make that story possible for more kids, then we have got to focus here.

To do so, schools must continue to drive innovation and cultivate the highly skilled talent that is our calling card all around the world. And that has to happen in every community in our Commonwealth. That is why we launched the Commonwealth Readiness Project, our effort to re-examine how we deliver public education in Massachusetts. We engaged more than two hundred educators, business leaders, community leaders, nearly seven hundred grass roots organizers and more than two thousand ordinary and interested citizens all across the state. And I want to

thank each and every one of those who participated and who gave their time and energy and insights. From their work we developed an action agenda organized around four key priorities.

First, we must raise the achievement of all students. That involves not only improvements in teaching and curriculum but also teaching 21st century skills in addressing external factors, external to the classroom that impede success and providing quality care in the earliest years of life. And I see you over there Margaret; I hope you wrote that down. You've been a part of developing that very important recommendation.

Second, we must elevate the profession of teaching. We must attract and retain the best and the brightest to lead our classrooms and give them the tools, support, and opportunities to develop themselves that they need in order to bring the magic forth - [sneeze in audience] god bless you - in order to bring the magic forward for young people in their classrooms.

Third, we must prepare every student for higher education, employment, and lifetime learning. That starts by assuring at least two years of post secondary learning and it includes a curriculum of 21st century skills including math, science, and technology as well as critical thinking and creative problem solving. Finally, we must use new ideas and approaches to transform our system fundamentally. The whole apparatus for supporting public education has to got to move, has got to be more flexible and has got to respond to needs in tomorrows and today's economy and society.

These are the places where we must be focused if we're going to prepare every student for the world and economy of the 21st century. This is how we must proceed if we hope to address the persistent and pernicious achievement gaps that are keeping too many of our kids from reaching their full potential. And this is how we must proceed if we want to move beyond what Paul calls the "one-size-fits-all" batch-processing approach to a system with flexibility to respond to individual student needs seamlessly from early childhood on into the work force. Now as we unveil these new initiatives over the next several days, we have to begin in earnest the discussion about education financing.

Now that we have a clear idea of what we want to fund, we need to focus on the best ways to do so. The foundation budget for education in the Commonwealth has not been re-calculated in fifteen years. It no longer reflects the support school's need to meet the expectations that we have of them. Our districts are suspending an average of 18% above the foundation budget, much of which comes from property taxes which puts extra burdens on homeowners and disproportionately impacts seniors and others on fixed incomes.

To address those and other issues I'm establishing the Readiness Finance Commission co-

chaired by Gloria Larson and by John Phish. Their charge is to cost out the proposals of the readiness project to recommend system savings and efficiencies, to identify potential sources of additional revenues and otherwise to consider options to overhaul the ways that we finance public education today. Gloria and John will be joined by some of the top education, business and policy leaders in the state and they will provide me with a report and recommendations by November 15th of this year.

Today we begin to unveil the blue print to transform our system of education into one that meets the needs of every young person in Massachusetts. All of us in state government and local government as well as in board rooms and at kitchen tables all across the Commonwealth must rise to this challenge. And so I ask all of you to join with us in this effort to ensure that he children of Massachusetts are ready for success in the 21st century. Thank you all for having me today and stay tuned because there will be an awful lot of good and important work that we have to do together over the next many, many months and years.

Governor Patrick Prepares to Unveil Long-Term Plan for Education Innovation

Governor's Education Action Agenda seeks to elevate the teaching profession and align substance with needs of the global economy

BOSTON - Tuesday, June 24, 2008 - Continuing his focus on preparing students and the Commonwealth to compete in the global economy, Governor Deval Patrick announced additional features today of the Education Action Agenda - the state's blueprint to move Massachusetts through its next phase in education reform by 2020.

"Great schools don't happen without great teachers," Governor Patrick said surrounded by business leaders at EMC Corporation in Hopkinton, a global leader of information infrastructure technology and solutions. "Unlocking their creativity and building their capacity is the key to developing a highly-skilled, global workforce for Massachusetts companies and a highly engaged citizenry for our society."

"These initiatives go to the heart of one of our greatest challenges in teaching: attracting, developing and sustaining top talent," said Paul Reville, Secretary Designate of Education. "These strategies will help the Commonwealth to build a genuine appealing, teaching profession."

"The recommendations in the Governor's Education Action Agenda will empower Massachusetts to grow beyond a national leader and into a global leader of innovation, education and competitiveness, giving our students the tools and training to compete and succeed in the 21st century world economy, " said Joe Tucci, EMC Chairman, President and CEO. "The time to drive fundamental, systemic change is now, when Massachusetts leads the country, not when we are falling behind."

The announcement comes after nearly a year of work undertaken by the Readiness Project - a statewide initiative involving more than 200 educators, business leaders, and community leaders to develop a strategic blueprint for the next phase of education reform in the Commonwealth. The full action agenda will be released on Wednesday, June 25th at the first-ever joint meeting of the state's education boards: the Board of Early Education and Care, the Board of Elementary and Secondary Education, the Board of Higher Education and the University of Massachusetts Board of Trustees. **Boosting School Capacity**

To equip students with the skills they need to succeed in the global economy, the state must help schools across the Commonwealth raise their capacity for teaching and learning. The Governor's Education Action Agenda encourages teachers and educators to take ownership over their schools, and rewarding schools that advance overall student achievement.

The state must attract the best teachers to the districts most in need, and ensure make resources are spent on learning - not bureaucracy. The Governor's Education Action Agenda creates incentives to teach

subjects like math and science that are required for 21st Century success, and establishes a fellowship program to increase the numbers of teachers qualified in these important subjects.
Recommendations include:

Establish the **Readiness Science and Math Teaching Fellowship Program** to increase the Commonwealth's supply of qualified math and science teachers. Reward outstanding school performance by providing financial rewards for "whole school improvement" - continuous advances in overall student achievement.

Establish differentiated pay for qualifying teachers in high-needs districts and schools, high-demand disciplines and for those who possess highly needed, extraordinary skills and knowledge or who volunteer for particularly challenging responsibilities.

Establish regional Readiness Centers dedicated to the continuous improvement of education at all levels of our public education system. These centers could be located at state colleges or universities but would be directed by boards comprised of regional pre-K through 12, higher education, business and community organization leaders.

The Department of Elementary and Secondary Education will accelerate efforts to make available to teachers an online, formative assessment system that will provide "real-time" data on student performance as measured against state standards. This data-driven instruction system will help teachers to analyze current student performance and continuously modify teaching practice to meet evolving student learning needs.

Maintain the current MCAS graduation requirement and strengthen the system by adding complementary measures of student growth and 21st century skills. This could include a culminating, multidisciplinary senior project on a student-selected topic of interest.

Launch a new high-autonomy, in-district school model - the Readiness School - to facilitate teacher ownership, innovation, choice, and responsiveness to student and family needs.

Increase the size while reducing the number of the Commonwealth's current school districts to streamline administration and management structures while expanding opportunities to ensure strong oversight and leadership and to improve teaching and learning. **Initiatives Empowering and Supporting Teachers**

Launch a competitive grant program with funding for qualifying districts as determined by the Department of Elementary and Secondary Education to pilot intensive, systemic induction and mentoring in the first three years of teacher service.

- Establish and support a statewide career ladder for educators, creating a path of professional advancements with commensurate salary increases for educators who assume instructional mentoring and leadership positions within our schools and school districts.

- Foster an intensive approach to teacher development, especially in schools with significant achievement gaps, through a pilot program that places an emphasis on dramatically improving early literacy achievement (K- 3.)

- Simplify the state teacher certification and licensure processes as well as other teacher development policies to eliminate bureaucratic barriers and facilitate state capacity to attract, prepare, develop and retain a high quality, culturally diverse and inspiring teaching force for the students of the Commonwealth.

- Partner with the state's teacher colleges to develop a statewide teacher residency program similar to medical residency programs that would combine rigorous coursework, practical training in diverse settings and certification and licensure.

- Update Massachusetts' Teacher Preparation Programs for 21st century teaching by providing: 1) subject matter knowledge which is aligned with state standards; 2) pedagogical knowledge and skill tailored to the student body teachers will be serving; and 3) field experiences that engage pre-service teachers in observation, analysis and practice in varied school and district settings.

- Establish regional Readiness Centers dedicated to the continuous improvement of education at all levels of our public education system. These Centers will be hubs for local partnerships and collaborations to support continuous improvement of teaching, the development of academic curriculum and content professional development opportunities and resources, teacher externships and student teaching internships.

Launch a Statewide Master Teacher Contract Initiative that would start a critical conversation about transforming the educator compensation and benefit structure to attract top talent into teaching by, for example, offering flexibility for teachers to receive different pay and benefit packages at different stages of their careers. In this kind of scenario, new teachers might have the option of choosing higher compensation in lieu of longer-term benefits. Such a contract might also provide for more equitable distribution of teachers throughout the state while creating the possibility of various cost savings. For example, the Master Teacher Contract would provide a vehicle for addressing escalating health care costs, disparities in pay across regions of the state, pension portability and other issues. Such a contract would achieve the efficiency of eliminating contract negotiations in more than 300 separate school districts.

06.24.08 - Education Reform Continues

Governor Deval L. Patrick

Education Reform Day Two

June 24, 2008

As Delivered

Thank you. Thank you everybody. Let me first say that we are fortunate indeed in the Commonwealth - is that for me? - is that we are fortunate indeed in the Commonwealth to have EMC, and to have Joe at its helm, and Joe, thank you so much for your leadership and your example, and the warm welcome that all of you have shown to us here today. I agree we've got just the right guy, in just the right position, at just the right moment in Paul Reville as the Secretary Designate of Education and I'm looking forward very much to working with you.

And Dana Mohler-Faria, who I think does not have a speaking role in the program, but is here because Dana is, as some of you may know, the president of Bridgewater State College, which has shown such extraordinary leadership down in the South Coast in partnering - you know, I see some heads nodding - in partnering with businesses and other educational institutions, K through higher ed, in making opportunities available in interesting and innovative settings for all kinds of kids. And though we could not persuade him to give up his presidency to work in the administration, he has given us just about full time and a half through the last year as my senior education advisor, and has been a key to the Readiness Project, and Dana, I'll never forget, I appreciate it, we all are in your debt. So let's give Dana a round of applause. I want to thank and acknowledge all the folks who are here, whether you have a big title or not, and for your support and your interest in this; I particularly want to acknowledge the Senator for being a partner in so many things, and for being ready for the series of proposals that we'll be bringing forward in the Legislature. Our Readiness Project has completed their report, and developed an action agenda, and we expect to release that in full tomorrow. It is bold, as you've heard; it's ambitious; and it's just what we need to position the Commonwealth's next generation for success in the twenty-first century.

Now, as Joe said, thanks to the foresight and the hard work of many who have come before us, including many of the business leaders who are here right now, we undertake this effort from a position of great strength.

Our students today are by many measures the best in the nation, based on National Assessment scores and the SATs, and they continue to make improvement year over year in MCAS scores.

That is something to be enormously proud of. For one thing, it's great news for our economy. Individuals with bachelor's degrees have $1.1 million in added lifetime earning potential over the earning potential of high school dropouts. In addition - I'll stop and let you process that, yeah - in addition, a focus on education is cost-effective from the perspective of taxpayers. Individuals with a bachelor's contribute a net $180,000 to - through taxes, really - to support road and bridge construction and other services like public safety. High school dropouts, by contrast, tend to cost our taxpayers about $275,000 over their lifetime. That's quite a delta. And when you multiply that by the numbers of dropouts that we have seen here in the Commonwealth over the last several years, it becomes a very, very big number indeed.

We've also seen persistent, and in some cases, widening achievement gaps. Poor and minority students, as a whole, still underperform white students, as a whole, all across the Commonwealth. And dropout rates have increased across the system. Today, in Massachusetts, for every ten high school freshmen, only eight will graduate with a diploma. Only six go on to college, and only four of them complete their college career.

Welcoming, learning-filled classrooms with state-of-the-art technology and exciting activities are just a few blocks away from broken, and underfunded, and ill-equipped classrooms. The digital divide is separating too many of our kids from twenty-first century information and twenty-first century economy. Lifelong access to opportunities are being determined not by intellect or effort, but in some cases by zip code.

And you know and I know that's not right. Meanwhile competitor nations like China or India are roaring into the twenty-first century, building educational foundations for growth industries and graduating new engineers at ten times the rate of American colleges and universities. All of that while achievement levels in the United States have been at a plateau. While, that global reality evolves, teachers in communities all over the Commonwealth are spending thousands of dollars, in some cases, of their own money for required materials in the classroom. And parents are paying added fees for school band, academic clubs, and sports experiences that round out a child's education.

The Milken Institute has ranked Massachusetts recently as the United States' top technology incubator in all three studies that they've released since 2002, including their most recent one, as I said, last week. Our economic future in Massachusetts is more and more tied to innovation industries - like yours - and like alternative or renewable energy, stem cell research, or nanotechnology and robotics.

And what happens if we don't have a workforce capable of doing those jobs in the future? If we want to maintain our leadership, we have to do a much better job not just of preparing students

for innovation jobs but also generating their interest in those fields. Only 1% of our college-bound high school seniors major in mathematics, today; 2% in physical sciences; 4% in biological sciences and 4% in computer and information sciences. We continue to trail the national average, and many of our competitor states in college-bound STEM majors. And on a global scale, U.S. students have dropped to 25th in math and 21st in science.

Our public schools have to continue to be engines of economic growth, creativity and social justice. To do so, they must continue to drive innovation and cultivate the highly-skilled talent that is in fact our calling card to the world. And that has to happen, ladies and gentlemen, in every community in the Commonwealth, not just in some.

That is why we launched the Commonwealth Readiness Project, our effort to re-examine how we deliver public education all across the Commonwealth. Tom Payzant, the former superintendant of the Boston city schools, Wheelock President Jackie Jenkins-Scott and EMC's own Joe Tucci, have very, very ably lead this group. They've done an incredible job, and they have engaged some 200 business leaders, education, and community leaders, policy thinkers, nearly 700 grassroots organizers in communities all over the Commonwealth, and a couple thousand others, who have involved themselves in public discussions about where we ought to go, where the gaps are, and what difference a change in specific policies might make.

I want to thank each and every one of them, Joe, and all of your team for the leadership you have shown for bringing us to where we are. From their work we have developed an action agenda, organized around four key priorities.

First, we have to raise the achievement of all students. That involves not only improvements in teaching and curriculum, but also teaching 21st century skills, addressing external factors that impede individual success, and providing heightened attention to quality care in the earliest years of life. By the way, we'll have some conversation when I'm done, so we can tease out some of these if there's any questions you may have.

Second, we must elevate the profession of teaching. We have to attract and retain the best and brightest to lead our classrooms and give them the tools and support they need to bring their magic to bear for our kids. Third, we must prepare every student for higher education, employment and lifelong learning. That starts by assuring at least two years of postsecondary learning. And it includes a curriculum with 21st century skills: math and science and technology as well as critical thinking and creative problem-solving. Teamwork: that is a part of the skill set that will make a difference in the economy we are becoming.

And finally, we have to use new ideas and approaches fundamentally to change the system of

education. We have got to de-emphasize administration and governance and place our emphasis on children and their abilities to succeed.

These are the places where we must be focused if we are going to prepare every student for the world and economy of the 21st century. This is how we have to proceed if we hope to address the persistent and pernicious achievement gaps that are keeping too many of our kids from reaching their full potential in communities of every type and kind all across the Commonwealth. And this is how we must proceed if we want to move beyond what the Secretary-designate describes as the one-size-fits-all sort of "batch-processing approach" to a system with the flexibility to respond to individual student needs seamlessly, from early childhood right up through a life in the workforce.

And I want to say just a word or two more about what we mean by elevating the profession of teaching, and then we can open this up to some conversation. To meet the needs of accelerated math and science curricula, we will be establishing a Readiness Science and Math Teaching Fellowship Program and grow our number of qualified math and science teachers.

We also want to offer financial incentives to attract the most talented and dedicated teachers to high-needs districts and schools, to work in high-demand disciplines and accept more challenging responsibilities. We want to look at forms of rewarding whole-school improvement, to encourage the kind of teacher collaboration that makes such a difference in the most highly successful schools.

We want to consider a statewide teacher contract that would offer teachers additional flexibility for pay and benefit packages at different stages of their careers, as well as creating a mechanism for more equitable distribution of teachers throughout the Commonwealth.

We want to reconsider the number of school districts in the Commonwealth. We have 391 separate school districts here in the Commonwealth; contrast that with Maryland, which has a student population of about the same size: they have 24 school districts. Why not ask the question, whether there's some efficiencies and savings we can capture by aggregating more of the - to fewer numbers of districts and applying those savings to the teaching of young people.

The process of becoming trained and certified for teaching is unnecessarily complicated. That has to be simplified. And we nee to develop a career ladder for teachers so they see a pathway for advancement and professional development, something I know is important to you in your own workplaces. I've known that in every setting I've ever worked.

And we have to deal with a significant compensation gap that exists today for teachers in public colleges and universities. That is a key factor of retaining the talent we need at the higher-ed

level.

Lastly, to encourage entrepreneurial teachers, we're proposing to create a number of what we're calling "Readiness Schools." These are in-district laboratories, in effect, to enable teacher autonomy and creativity and to further student choice.

Now I'm going to stop, but I want to tell you why I think this is so vitally important. And I think its reasons go beyond, at least for me, beyond the importance of preparing our economy for twenty-first century competitiveness, as important as that is. It has to do with who we are as Americans.

Some of you here know my personal story, but for those of you who don't, I grew up on welfare on the South Side of Chicago. I shared a room and a set of bunk beds with my mother and my sister, so I used to go from the top bunk to the bottom bunk to the floor, every third night on the floor. I can't remember a time when I didn't love to read, but I don't actually remember ever owning a book, let alone my own bed, until I got a break in 1970 from a program called A Better Chance to go to Milton Academy. Now, that was my high school.

I contrast that with our daughter Katherine, who graduated high school last year. She's always had her own room. Most of that time in the leafy neighborhood in Milton where I used to deliver newspapers when I was a student at Milton Academy. By the time she got to high school, she had already traveled on four continents; she knew how to use and pronounce a concierge; and she had shaken hands in the White House with the President of the United States. When she was five years old - this is a favorite story in our household -- five years old and in kindergarten they were studying the changes in the seasons and her homework assignment was to come home and describe the four seasons to Mom and Dad. So she came home and proceeded, in accurate detail, to describe her several visits to the Four Seasons Hotel in Washington, D.C. She said, "First you drive up and the doorman takes your car." You know - five years old.

One generation. One generation. And the circumstances of our family were profoundly transformed. Now that story isn't told as often as we'd like in this country, but it's told more often in this country than any other place on Earth. That's an American story. And for a whole lot of us, that story has been about getting educational opportunity and having the sense of life learning ignited in us.

That has nothing to do - or ought have nothing to do - with zip code, or poverty. It has got to have to do with our willingness as a society to invest in ourselves, and make the American story possible for the next generation, the way a generation before us made it possible for us. That's why this is important, and I am so glad to be a part of rolling this out with all of you. Thank you for having me tonight.

Governor Patrick Calls for 'Unleashing Innovation' to Spur Education Reform

Governor's Education Action Agenda targets access to higher education and growing a global, 21st century workforce

BOSTON - Wednesday, June 25, 2008 - Preceding an historic meeting of all education boards in Massachusetts, Governor Deval Patrick unveiled the final portions of his Education Action Agenda - the state's blueprint to move Massachusetts through its next phase in education reform by 2020 - focused on improving access to higher education for all Massachusetts residents, and unleashing innovation to spur long-term system change in the state's public education system.

"We must prepare all students to be lifelong learners and successful, contributing citizens in a world economy and global society by creating a progressive education system that is fully integrated, coherent and seamless - serving children from birth through higher education and beyond," said Governor Patrick. "Success in the 21 st Century requires more than a high school diploma, and we must expand opportunities for post-secondary education for anyone who seeks it."

The announcement comes after nearly a year of work undertaken by the Readiness Project - a statewide initiative involving more than 200 educators, business leaders, and community leaders to develop a strategic blueprint for the next phase of education reform in the Commonwealth. The full action agenda is now available at **www.mass.gov/governor/education** . Reports completed by the Readiness Project's 13 sub-committees are also available on the same Web site.

"It is fitting the results of this report are shared publicly today as all of the state's education leaders meet together for the first time," said Paul Reville, Secretary Designate of Education. "It is now time to put these recommendations into action, and start the work necessary to transform the Commonwealth's public education system by 2020."

Transforming Higher Education

Whether it is community college or the equivalent training in a professional trade, the Governor's Education Action Agenda identifies the baseline public education system in Massachusetts will include two post-secondary years.

The Commonwealth is expanding its commitment to public education to include full access to community college for anyone who seeks it. Our long-term goal is to establish a public education

system that guarantees access to free community college or the equivalent postsecondary or vocational education. The first step toward that goal will focus first on existing and aspiring early education and care educators and the parents or guardians of income-eligible students in our pre-K through 12 system.

Recommendations include:

To capitalize on the critical role of community colleges in our education and workforce development system and to enhance the ability of Massachusetts' students and businesses to compete internationally, the public education system should **include guaranteed access to free community college** or the equivalent postsecondary or vocational education.

Create a **pilot program to provide community col-lege opportunities** to: 1) existing and aspiring early education and care educators in exchange for sev-eral years of service in the Commonwealth's early education and care workforce; and 2) parents or guardians of income-eligible students in our pre-K through 12 system.

Increase high school graduation rates and college readiness, particularly among minority and low-income youth, by increasing the number of **Early College High Schools in the Commonwealth**. These high schools provide a unique and proven **opportunity for traditionally underserved students to earn simultaneously a high school diploma and two years of college credit** that can be applied toward an associate degree or a bachelor's degree.

Leverage information technology to expand student access to courses, content and credit by establishing **Mass Online University and Mass Virtual High School**.

Introduce budget language in increasing increments each fiscal year to create **the opportunity for dual enrollment (high school and college) for all students**, focusing initially on first-generation college-goers, students interested in Science, Technology, Engineering and Mathematics (STEM) disciplines and concurrent enrollment programs for students with special needs.

Beginning with the fiscal year 2010 budget, **increase needs-based financial aid for higher education to low-income students** and extend and pro-rate the same benefit to part-

time students.

Provide opportunities for **accelerated graduation and early entry into college** for qualifying students who at age 16 or over pass an internationally benchmarked exam, such as the International Bac-calaureate, Programme for International Student Assessment (PISA) or Advanced Placement exams to bypass all other requirements, graduate from high school and enter college.

Support legislation to allow children of undocumented immigrants to attend a public college or university in the Commonwealth at the in-state tuition rate if they have attended Massachusetts' schools, passed the MCAS, received a high school diploma and are on a path toward citizenship.

Provide students with **maximum flexibility and mobility to earn a college degree** by guaranteeing transfer of course credit between and among the state's public higher education institutions.

Innovation and Systemic Reform

Bold and broad-based education reform calls for unleashing innovation and systemic change throughout the Commonwealth's schools, school districts, colleges and universities as well as in the partnerships and collaborations among education institutions, communities, businesses and nonprofits.

Recommendations include:

Establish the **Commonwealth Education Innovation Fund**, a public-private fundraising partnership to strengthen our collective capacity to meet pressing, statewide education challenges. Building on a modest annual investment, the state will seek additional funds from the business and nonprofit communities, as well as individual donors and philanthropists. Based on recommendations from the Executive Office of Education - developed in consultation with the Boards and Commissioners of Early Education and Care, Elementary and Secondary Education, and Higher Education, and the president and Board of Trustees of the University of Massachusetts - the Fund will establish a discrete list of evolving funding priorities to foster innovation in policy, practice, research, professional development and other capacity-building measures.

Charge each of the education sector boards with **strengthening, clarifying and improving accountability** and linking the functions of accountability and assistance.

Develop **a comprehensive statewide strategy for integrating 21 st century skills into all aspects of public education**: standards and assessments, curriculum and instruction, professional development and learning environments. These reforms will be guided by the work of task forces of the Boards of Early Education and Care, Elementary and Secondary Education, Higher Education, and the University of Massachusetts' Board of Trustees.

Establish **regional Readiness Centers dedicated to the continuous improvement of education** at all levels of our public education system. These Centers will be hubs for local partnerships and collaborations to support continuous improvement of teaching, the development of academic curriculum and content professional development opportunities and resources, teacher externships and student teaching internships.

Allow **tuition retention** for both state supported and continuing education courses.

Fully fund the **Department of Higher Education funding formula**.

Continue investing in the state's **Expanded Learning Time Program**.

Work with the Massachusetts federal congressional delegation to explore options for **advocating for the reallocation of federal Title I and special education funds** for early education and care programs.

Close the compensation gap between faculty at Massachusetts' higher education institutions and peer institutions in other states, particularly the New England states.

Prioritize the state's commitment to and investment in **a robust high school-to-college Web portal** by supporting and advancing the existing partnership among the Department of Elementary and Secondary Education, the Department of Higher Education, and the Massachusetts Educational Financing Authority. The Web portal will improve student, parent and counselor access to information and tools about postsecondary education opportunities.

Develop and make available a state **diagnostic College Readiness Assessment for all 11th graders** to inform their course selection and senior-year activities. These assessments may be similar to those currently given to entering college freshmen.

Establish **incentives to encourage expansion of the school year** and launch a competitive grant program to support high-impact summer programming, tutoring and mentoring opportunities in high-needs communities.

Ensure access to **high-quality after-school and out-of-school time programming in every high-needs community** by streamlining responsibility, funding, authority and accountability of all state after-school and out-of-school-time programs.

Close the home-family technology gapby establishing a state framework for low-cost, district-driven, home-computer lease programs.

Provide incentives for **information technology partnerships** to improve teaching and learning, education administration and management, or delivery of education services and support.

Provide **incentives for regional pre-K through higher education purchasing and service delivery partnerships** beginning with legislation to provide full funding for districts that participate in regional partnerships for transportation of special education students.

Introduce **legislation to allow state and municipal agencies to lease available space in state-owned facilities** at below-market rates to qualified early education and care program providers.

Growing a 21 st Century Workforce

Growing a highly-skilled workforce in Massachusetts requires a strong partnership between the state's public education system and the workforce system to work with students, particularly in high-need districts, to identify how they fit into the workforce and what skills they need to be productive.

Recommendations include:

Better **align the education system to real world market needs** by analyzing and

communicating the academic, skill, and training needs of emerging and high-growth business and industry sectors through a schedule of state studies designed to provide public schools and higher education institutions with easy access to current information that will inform programming and planning decisions.

Develop a statewide **Research and Development Co-facilities Plan**.

Market licensable intellectual propertygenerated at state supported colleges, universities, research and other institutions to businesses located in and out of state.

Build on the Connecting Activities work of the Executive Office of Labor and Workforce Development and the Department of Elementary and Secondary Education to place a **Career Readiness Counselor** first in every high-needs high school, and then into every high-needs middle school **.**

Introduce legislation to provide **incentives to businesses that provide space at below-market rates for high-quality early education and care programs**, or that give community residents access to the company's early education and care programs.

06.25.08 - Action Agenda, Final Reports Released

Governor Deval L. Patrick

Education Reform Day Three

June 25, 2008

As Delivered

Assembled in this room today is the Commonwealth's education leadership - the keepers of a flame lit 228 years ago when John Adams enshrined the notion of education as a public good in the Massachusetts constitution. "Wisdom, and knowledge," Adams wrote, "as well as virtue" are essential to the people in "the preservation of their rights and liberties," and these "depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people."

This declaration set Massachusetts on a course of unparalleled enlightenment, advancement and productivity.

We stand on the shoulders of Adams and his vision, and as our four boards of education gather together here in one place for the first time ever. Your presence together marks a departure from the silos that have characterized our education system. Today, interdependence replaces independence.

In that same spirit of collaboration, this room is filled with leaders from every facet of the education system - teachers and parents, administrators and union representatives, business executives and local officials, nonprofit advocates and concerned citizens. The ideas, wisdom and energy we need to deliver bold reform in Massachusetts schools is all right here in this place, making room for each other's views, sharing a vision for tomorrow. Today is a new day.

We also stand on the shoulders of the visionaries who launched the 1993 Education Reform initiatives. Many are in this room. Thanks to your foresight, we have a system of standards and accountability in place that is proven and respected. Our students consistently rank first on important national measures. Our kids' SAT scores are better than most. Our NAEP scores are higher than most. And our successes have lifted us to a place where we can see an even brighter horizon beyond.

Today is a new day. Today is the day to challenge the fundamental assumptions of public

education - from the age at which children begin learning to the length of time they need for learning. Today is the day to confront the fact that despite our best efforts - despite unprecedented financial investment - poor students do not yet consistently achieve at high enough levels. Today is the day to ask ourselves just what we are prepared to do to bring a system designed for the 19th century into the 21st. Why? Because today is a new day.

Last June, we launched the Commonwealth Readiness Project. Thoughtful individuals with a wide range of perspectives and experience came together to consider what it means to be an educated person in this new century. We asked them, for the sake of coming generations, to rethink and reinvent.

I would like to recognize the members of the Project's leadership council and its subcommittees and especially to thank its three chairs: Jackie Jenkins-Scott, Tom Payzant and Joe Tucci. Each of them has given their time and talents to ensure a brighter future for Massachusetts - our students, our educators, and our economy. Those of you who are here, please stand and accept our collective thanks.

This is also an auspicious setting to talk about our goals and ideas for educating children and to think ahead for coming decades. President Kennedy understood the power of big dreams, and of thinking ahead to achieve them. His big dream was American exploration of space - an ambitious effort to push the boundaries of human experience.

"For we meet in an hour of change and challenge," he said, "in a decade of hope and fear, in an age of both knowledge and ignorance . . . . The greater our knowledge increases, the greater our ignorance unfolds." (Rice University, September of 1962.)

My grandmother was more blunt: when we didn't know the answer to one of her questions, she would say, "What you don't know would fill a whole new world."

Creating an education system for the 21st century - a time of more rapid change than ever in history - requires us to do some exploration of our own. The Readiness Project has started the process. Its members have articulated what we all know to be true: that our children are stuck today in a system that was built for another time.

But today is a new day. While our economy and our society have become ever more "global" in nature, American student achievement has not kept pace with our international peers. We now rank 25th in math and 21st in science - down from 18th and 14th respectively. There was a time, not so long ago, when we led the world in the number of students with college degrees. Today, we rank 10th.

Meanwhile, competitor nations like China and India are roaring into the 21st century, building educational foundations for growth industries and graduating new engineers, for example, at ten times the rate of American Colleges and Universities.

For Massachusetts, with an economy increasingly dependent on innovation and technology, on knowledge itself, these new realities present a significant challenge. Employers struggle to find workers with the academic content and skills needed for jobs in high-growth sectors. Many report that our graduates lack certain basic competencies, that they are entering the job market without the kinds of communication and collaboration skills the workplace demands today.

Last week I was proud to be at the BIO Conference in San Diego with a $1 billion life sciences bill in hand. Let's think about that. Over the next decade, we will invest in an industry that promises to make Massachusetts the epicenter on the planet for care and comfort for millions. Right now, Nobel Prize winning work is taking place at the University of Massachusetts Medical School in Worcester, while UMass-Lowell is widely regarded as one of the leading nanotech centers in the world. Every one of these new phenomena means new and good jobs.

In clean energy, Massachusetts is poised for rapid expansion, with new developments in solar and wind energy. Once again, higher ed is leading the way, for example with the development at UMass- Amherst of the Q-microbe, some of you know this is one of my favorites, bacteria that convert cellulose to ethanol in a single step - a transformational breakthrough in next generation biofuels. Just think: We in Massachusetts can meet what may be the defining challenge of the coming generation and make the whole world our customer as we do so. Here again, thousands of new jobs. Our High Tech sector is the enabler for every other innovation industry that thrives right here. It represents some $26 billion and employs more than 170,000 individuals across the state already, and is poised for further growth as those other growth industries grow.

Massachusetts is leading the way in robotics research and development. These technologies are not only changing the face of industrial automation, but also revolutionizing the defense sector, particularly through robots that detect and remove roadside bombs, saving numerous lives throughout the world.

These are the sectors that have kept our economy moving, over the years, and in face of recent national economic unease. This is where the opportunities lie. Evergreen Solar in Devens; Vertex in Cambridge and Shire Pharmaceuticals in Lexington; EMD Serono in Billerica; EMC in Hopkinton; MassMutual and Bay State in Springfield; Google in Cambridge.

These and like companies are betting on the intellectual capability and creativity of our people. Over the next decade, we must provide our young people with the skills they need to take

advantage of a technology-based global economy, why, because today is a new day.

The education system we re-create together will focus on the individual learning needs of each student. Gone are the days of a one-size-fits-all diploma. Students will learn what they need to succeed, but they will do it at a pace that suits their learning styles and abilities.

For most, that will mean starting their formal education in preschool and continuing with full-day kindergarten. Extra learning time may help a student thrive in the primary years. Summer programs may give them a boost in high school. They could finish their primary and secondary education in 12 years. Or perhaps 10. At least two years of community college or training in a trade will be the new baseline for a complete education. Or they may head directly to the state's college and university system, which will consistently offer a world-class higher education experience. Adult learners we have to pay attention to their needs as well and create similar opportunities.

Throughout this process, students will meet high standards to be sure, but those standards will rise in turn to meet the changing intellectual and professional demands of a 21st century world and economy. This is real education in real time. And while we're holding students responsible, let's not forget that our educators and our policymakers will be on the hook for performance, too. We are all accountable for results.

The system we create together will embrace the innovation and technology that now defines our lives and our economy. That means enhanced teacher preparation and access to affordable computers for all families. That means taking advantage of the Internet as a conveyer of information and a convener of diverse people. All students deserve the chance to participate as equals in the stunning advances of their time. Even as we honor our past, we will chase our future.

And the education system we create will include every child. All means all. For all its successes, 1990s education reform failed adequately to address the impact of poverty on achievement. We can raise standards. We can create systems of assessment and accountability. But unless we offer poor kids the support they need, unless we help them overcome obstacles at home as well as at school, unless we give them reason to believe that education can transform their circumstances, like education transformed my own, then they will never be able to take advantage of the opportunities we are building everywhere in this commonwealth.

For educators, these new realities mean transforming your professional culture to accept and indeed to lead rapid change in what and how you teach, so that it is always current and relevant and powerful. Teachers will be the cornerstone of the success of this vision, not through reforms

imposed on them by the way, but through reforms they invent and implement.

For education policymakers, this means supporting teachers and administrators with the tools they need to adapt quickly and effectively. It means engaging in bold transformational thinking outside the zone of isolated interests and silos. It means working through the new Secretary of Education as your point of contact and collaborating intensely for the sake of kids, not systems.

Readiness schools offer an instructive example. I believe very, very strongly in the principles of teacher ownership, autonomy, choice, innovation and responsiveness. Our proposal for Readiness Schools applies those principles to all schools, breaking the standstill on charter schools and insuring that more students see the benefits of these proven practices in the classroom.

The Readiness Project Action Agenda is broad and ambitious on purpose. Our goal is to reinvent and re-engineer an entire system and all of its components. We are not tinkering. And ambition this bold often attracts naysayers, it may be fair to say it always attracts naysayers - people insisting it can't be done. But the richness of the agenda's action items ought to inspire the enthusiasm and energies of those who truly care about doing better by our children. The realities of the 21st century ought to be enough to underscore how new today really is.

At the same time, these recommendations are not a manifesto, carved in stone and delivered from a mountaintop. It is the product of an extensive grassroots process of information gathering, questioning, discussing and brainstorming. It represents a new way of thinking about teaching and learning in the 21st century. And it is just the beginning.

We won't all agree on every strategy. That's okay. Let's work together through the details together. I'm not asking you to abandon your particular concerns, but I am asking you to bring more to the table than your single interest. Bring your paramount commitment to the success of all children. What's not okay is for us to retreat to our respective silos.

As a kid, my old neighborhood as many of you know, was poor and broken in many ways. But we had a community. Every child was under the supervision of every single adult on the block. If you messed up down the street in front of Mrs. Jones, she would go upside your head as if you were hers. And then call home so you get it two times.

I might not have seen it so clearly then, but Mrs. Jones took responsibility. When she saw me act out, she knew it wasn't just my problem; it was her problem. Her obligation as an adult and a part of a community, she believed, was to show me how to see my stake in another's dreams and struggles, as well as my own.

You here this morning must accept that same responsibility for the all of the children of Massachusetts. Hundreds here, representing thousands more, must accept the challenge that every child is your responsibility even when he or she is not your child; an achievement gap matters even when it's not your community; an opportunity gap matters even when it's not your chance; a skills gap matters even when your own kids are all grown up and fully employed. We all have a stake in a better future. Public education is the way to get to that future. I know that and so do you.

A year ago, we launched the Readiness Project together so that we could measure ourselves against that vision and build a plan to get us closer to it, for every student, in every community.

Today is that new day. Let us join hands and write the next chapter in the story of our Commonwealth community together. Thank you all for being here.

Governor Patrick Signs $2.2 Billion Higher Education Bond Bill

Investment Will Modernize Facilities to Prepare Students for Success in 21st Century Global Economy

BOSTON - Thursday, August 07, 2008 - Governor Deval Patrick has signed into law a bill to invest $2.2 billion over 10 years for new building or renovation projects at every one of the Commonwealth's 29 community and state colleges and at each of the University of Massachusetts's campuses.
"This legislation represents an important investment in the future of our Commonwealth, and in the future of our students," said Governor Patrick.

The bill sets aside up to $1 billion for the five University of Massachusetts campuses, and $1.2 billion for the state and community colleges. Funds will pay for much needed projects at each of the Commonwealth's public higher education campuses, ranging from minor renovation to new construction Examples include:

- Modernizations and expansions of classroom space
- New academic centers for allied health
- Laboratory science and technology
- Repairs to existing research centers
- Library renovations
- General deferred maintenance projects and sealing of old buildings

"This bill is historic not only in terms of the sheer dollar investment it makes in higher education, which is significant, but in aligning the educational and economic needs of the Commonwealth," said Frederick W. Clark, Chair of the Board of Higher Education.

"The Commonwealth's public institutions of higher education have been vastly underfunded over the past decade, making it difficult for the schools to remain affordable," said Senator Robert A. O'Leary, Senate Chairman of the Joint Committee on Higher Education. "This bond bill is a momentous commitment to helping the public campuses stay innovative and modern, and most importantly accessible to all of the Commonwealth's citizens."

"There is a tremendous and long standing need for investment in the infrastructure that supports our state and community colleges and the University of Massachusetts. These institutions are attempting to educate a 21st century workforce in facilities that are often decades out of date and deteriorating. This bill provides funds for every public higher education institution in this state to help address these pressing

capital needs," said Rep. Kevin J. Murphy, House Chairman of the Joint Committee on Higher Education. "I believe that investing in our public higher education system pays dividends not only for our students and their individual well-being, but for the economic health and success of the Commonwealth as a whole: that it is essential to maintaining the long term viability of our economy and our standard of living."

The bill is based on the Commonwealth's first ever debt affordability analysis and five-year capital plan. It authorizes the Governor to implement a significant shift in capital spending priorities reflected in the five-year capital plan, taking higher education capital investments from just 3% of all state bond-funded spending to 10% of all bond-funded capital spending in just five years. The bill is also based on a master capital plan developed in consultation with the Board of Higher Education (BHE), college and university presidents and chancellors, the Division of Capital Asset Management (DCAM), and three nationally recognized architectural and planning firms. The plan addresses the unique mission and needs at each campus.

GOVERNOR PATRICK SIGNS EXECUTIVE ORDER ESTABLISHING SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH ADVISORY COUNCIL

Advocates in the public and private sector, legislators, and educators to advise on statewide agenda for STEM education

BOSTON - Wednesday, October 14, 2009 - Governor Deval Patrick today joined Lieutenant Governor Tim Murray and other elected officials and community leaders to sign an executive order establishing the Governor's Science, Technology, Engineering, and Math (STEM) Advisory Council. The new council will serve as a central advisory body, bringing together public and private sector stakeholders involved with STEM planning and programming, with the goal of increasing student interest in, and preparation for, careers in STEM.

"The STEM disciplines are essential building blocks of a cutting-edge highly skilled workforce," said Governor Patrick. "This effort to bring together the very best resources and ideas the Commonwealth has to offer around these areas of study means that today's students will be ready for tomorrow's jobs."

The STEM Advisory Council will take a multi-faceted approach in its first year, assessing how best to increase the number of STEM programs in schools in Massachusetts, advising on the creation and dissemination of a statewide STEM Plan with clearly defined goals and objectives for the next five years, and providing recommendations on a campaign to build public support across the Commonwealth for the STEM disciplines. Through working with families, educators, and community leaders, the STEM Advisory Council seeks to achieve a greater understanding about the importance of these essential disciplines to a student's individual success.

The Council builds upon the existing infrastructure and work already established by the Patrick-Murray Administration, including the IT Collaborative, the Readiness Project, the Goddard Council, and the 21 st Century Skills Task Force, as well as work being done in the private sector across the Commonwealth.

"It is imperative for the Commonwealth to promote STEM careers and courses of study for our young people," said Lieutenant Governor Murray, who will chair the STEM Advisory Council. "Reports indicate that Massachusetts students actually outpace most of the nation in math and science, yet our students' interests in STEM fields remain low. Improving the level of coordination in the state will lead to increased opportunities for students of all ages and help us also retain and attract businesses that need a highly skilled workforce."

Data from the College Board for the 2008 SAT exam indicates that only 22.5% of all students taking the SAT test in Massachusetts expressed interest in pursuing a college major in science, technology,

engineering, and mathematics. However, data from the 2008 ACT exam indicates 65% of all ACT test takers in Massachusetts were considered "college ready" in math. In recognition of these findings, advocates of STEM education and awareness are committed to leveraging the state's existing talent with the successful implementation of a comprehensive STEM agenda statewide.

The Council will consist of members from both the public and private sector. Education Secretary Paul Reville will join Housing and Economic Development Secretary Greg Bialecki and Secretary of Labor and Workforce Development Suzanne Bump, as well as legislators and leaders from the education, business, and non-profit sectors.

"We are firmly committed to working with our colleagues to ensure that all students are fully educated and prepared for positions in the STEM field that will drive our economy," said Education Secretary Paul Reville.

"Massachusetts has one of the most highly skilled, innovative and entrepreneurial workforces in the world and STEM education is key to ensuring we maintain that leadership position," said Housing and Economic Development Secretary Greg Bialecki.

"We look forward to this thoughtful collaboration across agencies and sectors to create a better prepared workforce," said Labor and Workforce Development Secretary Suzanne Bump. "Training in STEM fields will ensure our economic growth and prosperity."

"The STEM program is already working to prepare our students for technology careers at schools like Natick High School, which has an innovative STEM program where math and science teachers spend their summers at state-of-the-art technology firms and bring that experience back to the classroom," said State Representative David P. Linsky, House Chair of the Federal Stimulus Oversight Committee.

"I am pleased to hear that with the establishment of this commission, the Governor has made STEM one of his administration's top priorities," said State Senator Thomas McGee, Senate Chair of the Labor and Workforce Development Committee. "STEM is central to creating sound education, economic development, and workforce policy. It is important that we have an elevated forum such as this commission, to bring together leaders in their respected fields to help move forward STEM planning and programming."

"It is an honor to be selected to serve on the Governor's STEM Advisory Council and I look forward to building on the success of the Goddard Council as we go forward securing our place in the Commonwealth as a leader in the creativity and innovation that has been the trademark of the Massachusetts economy," said State Representative Daniel E. Bosley, House Chair of Bonding, Capital Expenditure, and State Assets.

Governor Patrick Signs Historic Education Reform Bill to Close Achievement Gaps, Transform Massachusetts Public Schools

Signed on Martin Luther King, Jr. Day, new law delivers on Governor's promise to give all students access to a world-class education, strengthens state's ability to access $250M in federal funds

Additional and full size photos available on **Governor Patrick's Flickr Account** .

BOSTON - Monday, January 18, 2010 - Delivering on his promise to transform public education in Massachusetts and give all children the chance they deserve to succeed, Governor Deval Patrick today signed historic legislation that will turnaround underperforming schools, promote innovation and choice and eliminate achievement gaps that persist despite the successes of the state's landmark Education Reform Act of 1993.

"For far too long, too many of our children have been left behind. Today is the beginning of the end of that achievement gap," said Governor Patrick. "What a fitting tribute to Dr. King's message of hope and opportunity to launch the second chapter of Massachusetts education reform today."

Watch the video on YouTube

"The Patrick-Murray Administration has made education a top priority with a vision to provide world-class public education to students in the Commonwealth," said Lieutenant Governor Timothy P. Murray. "Today, with the support of the Legislature, the signing of this landmark education bill will help deliver the promise of reforming public education, close achievement gaps and improve underperforming schools so that all students have an equal opportunity to succeed."

Joined at the Boston Children's Museum by a cross-section of state, municipal, education and business leaders, Governor Patrick applauded Senate President Therese Murray, House Speaker Robert DeLeo and members of the Legislature for their commitment to making a difference in the lives of the Commonwealth's children and noted that the new law greatly strengthens Massachusetts' ability to access $250 million or more in federal Race to the Top funding. The Patrick-Murray Administration will submit the state's application for the $4.35 billion competitive grant program aimed at driving reform and change in the nation's schools tomorrow, Tuesday, January 19th.

U.S. Secretary of Education Arne Duncan, who oversees the Race to the Top program for the Obama Administration, joined Governor Patrick when he announced his reform legislation last summer, praising the proposal for its innovative approach to eliminating achievement gaps by aggressively intervening in low-performing schools, enhancing opportunities for autonomy and innovation and expanding the number of charter schools in Massachusetts. Last Thursday, the Senate and House of Representatives gave final approval to a bill that largely mirrors the proposal the Governor filed in July.

"The changes provided in this legislation strengthen the Commonwealth's ability to compete for federal Race to the Top funding worth up to $250 million or more," said Senate President Therese Murray. "This money represents a one-time-only opportunity to help improve our education system, which is especially important in this economy when budgets are being slashed and programs are being cut."

"Thanks to the work we have done together, the Commonwealth has strengthened its position to receive much-needed federal Race to the Top dollars," said House Speaker Robert DeLeo. "Governor Patrick, Senate President Murray and I -- along with the members of the House -- are taking strong action to narrow our unacceptable achievement gap and promote accountability and innovation in our schools."

The bill the Governor signed today includes the following provisions:

- Establishes the state's first-ever Innovation Schools to serve as in-district charter schools developed and managed at the local level to implement autonomy and flexibility in how students are educated to the state's high standards;
- Authorizes new approaches to underperforming and chronically underperforming schools by granting authority to the commissioner of Elementary and Secondary Education and superintendents to make the changes necessary to allow for rapid improvement; and
- Institutes a "smart cap" increase on charter schools in the 10% lowest performing districts from the current 9% of school spending to 18% and allows only proven providers with track records of success with students in the greatest need and requires new schools to present student enrollment recruitment and retention plans.

"Not since 1993 has the Commonwealth taken such a bold step to transform public education," said Education Secretary Paul Reville, who was responsible for helping to develop and guide the administration's bill through the Legislature. "The education reform bill passed by the Legislature provides Massachusetts with strategies and authority to close achievement gaps and help all, and all means all, students achieve success. We are now poised to strengthen our role as a national leader in education reform by fundamentally changing the way we deliver education to students.

"This legislation will provide better educational opportunities for young people in Massachusetts by closing the achievement gap in our poorest communities and by encouraging innovations in all our schools," said Senator Robert A. O'Leary, Senate Chair, Joint-Committee on Education.

"The achievement gaps in our state starkly illustrate how we are leaving some children behind even as we have some of the highest achieving students in the country. With this legislation, we are assuring that all students in Massachusetts can achieve their full academic potential," said Representative Marty Walz, House Chair, Joint-Committee on Education.

"I have said all along that education reform is about our kids. Equal access to quality education is the civil rights issue of our time, and we've delivered a tremendous win for students and families with this legislation," said Mayor Menino. "Boston is well-positioned to take action with the tools provided, but we can't lose sight of how important this bill is for all urban school districts in the Commonwealth. These reforms have been a long time in the making, but the hard work that is delivering on the promise of outstanding results for all of our youth begins in earnest today."

"Education reform is a difficult but necessary step needed to give municipalities like Fitchburg the tools it needs to ensure its students are ready for the workplace," said Fitchburg Mayor Lisa Wong.

According to the U.S. Department of Education, Massachusetts stands to gain $250 million or more in Race to the Top grants, based on the size and enrollment of the state. The state's application will include four assurance areas:

- Developing and retaining an effective, academically capable, diverse and culturally competent educator workforce;
- Providing curricular and instructional resources that support teacher effectiveness and success for all students;
- Concentrating great instruction and supports for educators, students and families in our lowest performing schools; and
- Increasing our focus on college and career readiness for all students

By the end of last week, 256 school districts and charter schools had signed onto the Massachusetts Race to the Top application expressing their intent to implement the bold reforms outlined in the state's plan. The signatures represent superintendents, school committees and teachers unions coming together with the expressed interest of improving student achievement through new strategies and approaches.

In addition to the immediate boost provided by earning a Race to the Top grant, the new law stands to help Massachusetts secure its designation as a preeminent state for future funding opportunities. For example, Race to the Top states are likely to receive further considerations under the reauthorization of the federal Elementary and Secondary Education Act and from national foundations who have indicated they will strongly consider investing in states that receive Race to the Top grants.

Governor Deval L. Patrick

Education Bill Signing

Children's Museum, Boston, MA

Monday, January 18, 2010

As delivered

Seventeen years ago, with the passage of the Education Reform Act in 1993, we embarked on a journey to improve the public schools and raise the expectations of young learners all across the Commonwealth. The results have been impressive. Our students have scored first in the Nation on the NAPES achievement tests in each of the last three years and in the top three in the world on math and science. As parents, as teachers, as policy makers and as a community, we should be proud of these extraordinary outcomes. I know I am. We ought to give these kids a hand.

And yet for nearly as long we have left some children behind. Poor children, those who speak English as a second language, or who have special needs, more often than not children of color, have lagged other students. These are our children too. And they are just

as hungry for knowledge and education as any other. We can tolerate this no longer.

As James Baldwin wrote, “For these are all our children, we will all profit by or pay for what they become.” The Achievement Gap is an educational problem and an economic challenge, to be sure, but it is also a moral issue. And we can withstand that, and tolerate it, no longer.

To be clear, teachers are not the problem. Poverty is. Charter schools are not the singular answer, only part of it. The problem has been that the debate about what to do has been stuck in well-worn rhetoric focused mainly on adults, when it’s the children who demand our focus.

That is what our bill is all about. New tools, new rules and supports to enable teachers to do whatever is necessary to ignite a love of learning in every child. Today, in this building devoted to exploration, discovery and the power of a child’s imagination, we are standing up for children. We are showing the hungry minds in our

classrooms that we believe in them, and the committed teachers that populate those classrooms as well that we trust them to do what's best to help every child excel. And here's how:

First, the bill I am signing today creates Innovation Schools. This will furnish public schools with greater autonomy and flexibility in curriculum, in budget, school schedule and calendar, school district policies and professional development. Innovation is part of the Commonwealth's character and starting today we can harness that spirit and bring it to life in the classroom with new freedoms and flexibility.

Secondly, this bill strengthens the state's ability to intervene in underperforming schools and districts. We do our kids a grave disservice when we identify underperforming schools and then do nothing about it. What kind of message is that to send about what it means to be a mature and contributing and responsible adult? From now on, superintendents – and in some cases the Commissioner of Primary and Secondary Education – working collaboratively with teachers, principals and others, will develop turnaround plans for

underperforming schools, including new curriculum, increased planning time for teachers and budget reallocations. And all the adults will bear a higher level of accountability for reaching the kids who are struggling.

Third, this bill increases the charter caps in the state's lowest performing districts, so that charters can be part of our strategy to reach the harder to reach learners. New charter schools will have increased accountability and transparency standards. They will employ deliberate, specific strategies to attract, enroll and retain the high-needs students who are right now stuck in the achievement gap.

This bill is important for the future of public education in the Commonwealth on its own merits. I believe it will also enhance the chances we have in competing for federal Race to the Top funding as well. In these fiscal times, those resources will allow Massachusetts to retain its leadership role in education. And also significantly advance the Readiness agenda in education for the next decade.

I have more gratitude than I can express; I am so full and so excited. The spirit of partnership and collaboration that went into creating this bill, in all the ways the Mayor referred to and others, has been magnificent. And it is worth pausing and thinking about what we could do if we brought that same spirit to bear on a whole host of other needs and challenges facing this Commonwealth.

The contributions of teachers, union leaders, principals, superintendents and other education administrators, charter advocates, business leaders, parents groups, legislators have all made this a better bill. Thanks to each and every one of you for keeping kids the center of our focus.

Speaker DeLeo and President Murray showed extraordinary leadership in moving this bill, and I thank them for their efforts and passion for the schoolchildren of Massachusetts. It was also fun just checking in as we went along and doing the… I won't say co-conspirator, but working out those issues as we went along.

Chairman Walz, Chairman O'Leary, Senator Panagiotakos, Chairman Murphy, Leader Mariano and the other members of the conference committee: all were instrumental in this process, able shepherds of once-in-a-lifetime legislation.

And by the way, the members of the Legislature as a whole deserve our recognition and thanks for taking a courageous vote. It was a courageous vote, and political courage is not often recognized. Thank you.

And I also want to thank Mayor Menino for his tireless advocacy and commitment to bettering education in Boston and through this bill all across the Commonwealth. He was joined by many, many Mayors – some of whom are here today – we thank you so much for being a part of this, and other urban leaders who like the Mayor really put their back into getting the very best bill, and getting the sign-on necessary to take advantage of the Race to the Top funds should we win.

And I want to express really special appreciation to Education Secretary Paul Reville. Paul and I have spent hours and hours together, talking with teachers and students, seeing what works and what doesn't, witnessing the transformative power of education when everything in the way of that magical relationship between a great teacher and a hungry student is pushed aside. We have spent hours talking about what it would take to create those kinds of conditions in every school, in every community in the Commonwealth. And more than a policy-maker and leader – though he is that – he understood how important it is to me personally to get this right, and to make this meaningful. How important it is to me personally not to leave any child behind. Paul, you did a wondrous and a meaningful thing. And it's an extraordinary accomplishment. The children of the Commonwealth and all of us adults owe you a tremendous debt of gratitude. Thank you.

Now, in a minute I'm going to sign this bill, and I'm going to do it with pride and with hope. But this, as other speakers have said, is not the end of the Achievement Gap. It's the just the beginning of the end. I am counting on all of you who care about the future of children

– teachers and advocates, unions and school managers, parents and policy-makers – to work together, to collaborate on successful implementation.

Be respectful of differences in approach and solution. Share what works, and acknowledge what doesn't in candor and honesty. For the sake of the children, commit to get it right. If we do, there is nothing better we could do to honor Dr. King's Dream, and our own. Thank you.

LIEUTENANT GOVERNOR MURRAY LEADS INAUGURAL MEETING OF THE GOVERNOR'S STEM ADVISORY COUNCIL

Advocates From the Public and Private Sectors Partner to Focus on Policy and Resources for Science, Technology, Engineering and Math Education to Better Prepare Our Students and Workforce for Careers in These Fields

BOSTON - Thursday, January 28, 2010 - Building on the Patrick-Murray Administration's commitment to education in Massachusetts, Lieutenant Governor Timothy Murray chaired the first meeting of the Governor's Science, Technology, Engineering, and Math (STEM) Advisory Council today at the Museum of Science in Boston.

Upon signing the Executive Order creating the council in October, Governor Patrick said "the STEM disciplines are essential building blocks of a cutting-edge highly skilled workforce. This effort to bring together the very best resources and ideas the Commonwealth has to offer around these areas of study means that today's students will be ready for tomorrow's jobs."

As part of the agenda for the inaugural meeting, Lieutenant Governor Murray announced that the Massachusetts Technology Collaborative will provide $500,000 in funds to support the Patrick-Murray Administration's budget proposal for investing in STEM resources through the STEM Pipeline Fund. The fund will provide resources to the seven regional STEM networks across the state, which will fund STEM education and teacher development programs as part of the administration's efforts to increase student interest in STEM fields.

"Investing in and improving STEM education will help us continue to build a highly skilled workforce in Massachusetts," said Lieutenant Governor Murray. "As we focus on retaining and attracting businesses that need employees trained in the STEM fields, we must simultaneously promote STEM education and STEM careers for our young people who will be the future leaders of the Commonwealth's innovation economy."

The Governor's STEM Advisory Council will work to increase the number of STEM programs in schools in Massachusetts, advise the Governor on the creation of a statewide STEM Plan with clearly defined goals and objectives for the next five years, and provide recommendations on a campaign to build public support across the Commonwealth for the STEM disciplines.

Education is a top priority for the Patrick-Murray Administration. On Martin Luther King, Jr. Day, last week, Governor Patrick signed historic legislation that will turnaround underperforming schools, promote innovation and choice and eliminate achievement gaps that persist despite the successes of the state's landmark Education Reform Act of 1993. The single biggest change to education law since 1993, the bill

includes new rules, tools and supports for the state and superintendents to act decisively in areas on underperformance; employs a "smart cap" lift on charter schools in the state's lowest performing districts; and grants new local authority to school committees to approve Innovation Schools allowing them to operate with greater autonomy to promote excellence in teaching and learning.

The education law also strengthens the state's ability to compete for the federal Race to the Top program for which Massachusetts has the potential to receive up to $250 million or more to help implement the policy changes.

"Building interest in the STEM fields provides new and exciting opportunities for students to achieve academically while at the same time acquiring the skills they need to become leaders in our global economy," said Education Secretary Paul Reville. "Our task as adults is to inspire students' interest and ensure that they have the confidence as well as ready the access to high quality STEM programming. The Advisory Council will play an integral role in that work."

"We work across agencies to develop sound programming and opportunities in the fields of science, technology, engineering, and math for our current and future workforce," said Secretary of Labor and Workforce Development Joanne Goldstein. "STEM is an important component of the Commonwealth's jobs portfolio, and we look forward to helping students become more knowledgeable so they can choose careers that have a promising future."

Today's inaugural meeting of the council, which serves as a central advisory body, convened public and private sector stakeholders involved with STEM planning and programming, all with the goal of increasing student interest in, and preparation for careers in STEM.

"As a long-time advocate of STEM education, I applaud Governor Patrick and Lieutenant Governor Murray for convening this council and I look forward to working closely with them to realize concrete results in this vital area," stated Senator Karen Spilka, Senate Chair of the Joint Committee on Economic Development and Emerging Technologies and a member of the Goddard Council. "From scaling-up successful STEM programs to coordinating our STEM efforts across the state, this council will advance our goal of providing companies with the workforce of tomorrow, ensuring our economic strength and furthering the promise of well-paying jobs close to home for our young people."

"With the commencement today of the Governor's STEM Advisory Council, the Governor and Lieutenant Governor are laying the groundwork to strengthen our economy for years to come," said Senator Tom McGee. "Over the next decade most new jobs will be in STEM industries, and this administration is ensuring that our students will have the skills necessary to fill those jobs. I look forward to working with the Governor, Lieutenant Governor, and other council members to ensure STEM instruction remains a cornerstone of both education and workforce development policy."

Representative Daniel Bosley said, "I applaud the Patrick-Murray Administration and the Advisory Council members for their commitment to the further advancement of STEM in the Commonwealth. It is vital to our future that we maintain our competitive advantage in education and continue to build the pipeline of STEM learning in all of our institutions."

"I am honored to be appointed by Speaker DeLeo to the STEM Advisory Council," said State Representative Thomas Conroy. "In Massachusetts and across the country we need more engineers, scientists, and mathematicians to compete successfully in the global economy, and I look forward to helping formulate a path with other Council members toward achieving that goal."

Recognizing the large task at hand, the Council's charter has organized six sub-committees within the Council. The sub-committees include:

Public Awareness Subcommittee: Creating and Maintaining Student Interest; Teacher Development Subcommittee: Training, Recruitment, and Retention; Infrastructure Subcommittee: Grants, Strategic Partnerships, and Sustainability; Data Collection Subcommittee: STEM Metrics, Indicators and Evaluation; Curriculum Framework and Standards Subcommittee: Alignment and Upgrades; and Diversity Subcommittee: Improving the Achievement Gap and Pursuing Additional STEM Opportunities for Women and Minorities.

"As a scientist and as an educator, I am very pleased to serve on a council that is focused on the critical issue of encouraging greater numbers of students to dedicate themselves to the study of science, technology, engineering and mathematics," University of Massachusetts President Jack M. Wilson said. "For many reasons, it is crucial to our success as a Commonwealth that more students pursue careers in the STEM fields and Governor Patrick and Lieutenant Governor Murray are displaying astute, visionary leadership in placing a real emphasis on this issue. All of us understand that today's students must possess high-level science, technology, engineering and math skills if they are to succeed in the global 21st century economy. I commend the Patrick-Murray administration for making STEM an essential component of the state's education agenda and I look forward to serving on this important council."

Ioannis Miaoulis, President of the Museum of Science, who hosted today's meeting, stated: "The Museum of Science is honored to host the inaugural meeting of the Governor's Science, Technology, Engineering, and Mathematics (STEM) advisory council. The Museum's renewed mission to transform the nation's relationship to science and technology and to strengthen technology and engineering standards and curricula in K-12 is perfectly aligned with the Governor's vision to further enhance our state's leadership in technology workforce development and to inspire future generations of engineering leaders."

Last October, Governor Patrick and Lieutenant Governor Murray joined other elected officials and community leaders to sign Executive Order # 513 establishing the Governor's STEM Advisory Council. The Council, chaired by the Lieutenant Governor, will meet as a full council quarterly and as sub-committees more frequently. Membership of the Council consists of a diverse cross-section of STEM leaders from across the Commonwealth. To learn more about the Governor's STEM Advisory Council and for a complete listing of council members, please visit: http://www.mass.gov/governor/stem.

MASSACHUSETTS SELECTED AS FINALIST IN RACE TO THE TOP COMPETITION

Final Decisions Expected from USED Next Month

BOSTON - Thursday, March 4, 2010 - Governor Deval Patrick and state education officials received word from the U.S. Department of Education (USED) today that Massachusetts has been selected as one of 16 finalists in the federal Race to the Top (RTTT) competition.
A team of five people from the Department of Elementary and Secondary Education will be going to Washington, D.C. the week of March 15 for an in-person interview with federal officials, and final award notifications are expected to be made the first week in April. If selected, Massachusetts could receive as much as $287 million in federal funding for education reform over the next four years.

"This is very exciting news, but this is only the first hurdle we have to cross," said Governor Patrick. "I am extremely proud of our proposal, and for the sake of our school kids we need to keep fighting for it."

"This news is very encouraging for the state's education system, especially on the heels of the successful passage of our education reform legislation," said Lieutenant Governor Timothy Murray. "Our administration is dedicated to improving the quality of public education and providing all students equal opportunity for success."

"Our proposal is a strong one, and I am extremely hopeful that we will be one of the states eventually selected for funding, but I know that this is a competitive process," said Education Commissioner Mitchell Chester. "Regardless of the final outcome, this effort has prompted us to develop a bold, forward thinking plan to improve our schools that will define our work going forward, with or without the federal funding."

"Massachusetts is hard at work to reform our education system and provide a school of excellence for every student," said Education Secretary Paul Reville. "The education reform legislation and our application both lay out the strategic vision for the Commonwealth to accomplish those goals."

"I'm thrilled to see education reform in Massachusetts acknowledged nationally as a trail-blazer and success. Massachusetts is working to close achievement gaps and ensure that every single student receives a world-class public education. Our entire congressional delegation pulled together with the Governor and the legislature to advance Massachusetts' case and we hope to see our state win the race to the top," said Senator John Kerry.

"The joint efforts of so many - from legislators to local educators - in the preparation of an innovative and far-reaching Race to the Top Application is already paying dividends for Massachusetts students and their families," said Congressman John Tierney. "This national race was backed by the historic levels of federal financial support in the Recovery Act, and I look forward to continuing to work in partnership with the Commonwealth to help nurture reform and improve the quality of our education system as this process continues."

"A world-class education system is essential for us to compete in the 21 st Century economy," said Congressman James McGovern. "I look forward to the next round in the Race to the Top competition."

"As one of only sixteen finalists from an application pool that included 39 states, I congratulate Governor Patrick, our State Legislature, and education leaders from across Massachusetts," said Congresswoman Niki Tsongas. "Massachusetts' selection as a finalist in the Race To The Top competition is a testament to the excellent education reform proposals they have put forward, which aim to eliminate achievement gaps and improve troubled schools so that every child in Massachusetts is given the opportunity to achieve. I urge the Secretary of Education to give this impressive proposal the support it deserves from the federal government."

"It's very encouraging to be one of 16 finalists," said Senate President Therese Murray. "This next step is critical, and we have to keep fighting for our schools and capitalize on this unique opportunity."

"I'm delighted that we are now one step closer to qualifying for much-needed federal 'Race to the Top' dollars," said House Speaker Robert DeLeo. "This announcement shows that when we work together everyone benefits - most importantly the students of our state."

Statewide, leadership teams in more than 250 districts and charter schools, more than two-thirds of the state, agreed to implement the initiatives outlined in the state's RTTT application. In all, these Local Education Agencies represent 72 percent of K-12 students across the Commonwealth and 86 percent of the state's low-income students.

Each of these communities have committed to participating in efforts to:

- Develop and retain an effective, academically capable, diverse and culturally competent educator workforce.
- Develop curricular and instructional resources that support educator effectiveness with all students.
- Concentrate great instruction and supports for educators, students and families in our lowest performing schools.
- Increase our focus on college and career readiness for all students.

In January, Governor Patrick signed historic legislation that will turnaround underperforming schools, promote innovation and choice and eliminate achievement gaps that persist despite the successes of the state's landmark Education Reform Act of 1993. The law expands supports for students and schools needing the most help, and represents a major part of the Governor's education reform agenda designed to give all children the chance they deserve to succeed.

"After the successful passage of the Education Reform Act this year I feel very confident that Massachusetts is in a fantastic position to be eligible for Race to the Top Funds," said Senator Robert O'Leary, Senate Chair, Joint Committee on Education. "This announcement today reaffirms my belief that the reforms we passed in January will make our state stronger educationally and better serve all of our students in the long run."

"I am delighted that Massachusetts is a finalist for Race to the Top funding," said Representative Marty Walz, House Chair, Joint Committee on Education. "This designation recognizes the strong commitment we have made to closing our achievement gap and providing high quality education for all students."

The other finalists are Colorado, Delaware, Florida, Georgia, Illinois, Kentucky, Louisiana, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina and Tennessee and Washington, D.C.

Massachusetts' full Race to the Top application is posted athttp://www.doe.mass.edu/arra/?section=2.

GOVERNOR PATRICK, CONGRESSIONAL DELEGATION ANNOUNCE MASSACHUSETTS SECURES $250 MILLION IN RACE TO THE TOP FUNDING

Massachusetts scores highest of 10 winners; Governor will use funds to implement landmark reforms to turn around underperforming schools, promote innovation

Governor Patrick offers remarks on Massachusetts securing $250 million in Race to the Top funding. (Photo credit: Matt Bennett/Governor's Office)

BOSTON - Tuesday, August 24, 2010 - Governor Deval Patrick, members of the congressional delegation and state legislative leaders today announced that Massachusetts is one of 10 award recipients in the federal Race to the Top competition and will receive $250 million over the next four years to implement landmark reforms in public education. The Commonwealth's application received the highest score among the winners, which, in addition to Massachusetts, are Washington, D.C., Florida, Georgia, Hawaii, Maryland, New York, North Carolina, Ohio and Rhode Island.

"This is a momentous day for our students, our teachers and our future," said Governor Patrick, who traveled to Washington, D.C. on August 10th to advocate for the state's proposal. "This is further confirmation of our leadership in education reform. And though our kids top the nation in student achievement, these resources will help us reach those we have not reached, the kids stuck in the achievement gap."

The cornerstone of the Massachusetts Race to the Top application is the Governor's Achievement Gap Act of 2010. The most sweeping education reform legislation since the landmark Education Reform Act of 1993, Governor Patrick's bill, which he signed into law in January, provides new and more immediate opportunities to turn around underperforming schools and close achievement gaps, expand access to successful charter schools and authorize new Innovation Schools to provide greater choice for students and their families.

"We've had the talent, commitment and the dedication, and now we have the funding we need to dramatically improve every student's educational experience," said Lieutenant Governor Timothy Murray. "Race to the Top will bolster our actions to transform schools and ensure every student has access to an excellent education."

Thirty-five states and the District of Columbia applied for the groundbreaking $4.35 billion reform grant in the second phase of the competition, and Massachusetts was one of 19 finalists selected last month. Governor Patrick led a delegation of state officials to Washington, D.C. to present the state's proposal and discuss in detail how the funding will be utilized to implement strategies to increase educator effectiveness, turn around underperforming schools and ensure every student has access to high quality instruction tied to high standards and expectations.

"The hits keep on coming, and we're keeping our eye on the prize which is winning more resources for Massachusetts to support reform," said Senator John Kerry. "Our entire congressional delegation pulled together with the Governor and the legislature to advance our state's application and we are proud to see Massachusetts go all the way and win the Race to the Top."

"Massachusetts has always been a leader in providing a quality public education to children who live in the state. We have the best teachers and school administrators. That is why today's important announcement should come as no great surprise. These federal funds will help implement reforms that will ensure that our students remain the best and the brightest," said Congressman Richard E. Neal.

"Every student should have access to a quality education and, at a time of state budget shortfalls and ongoing economic challenges, Race to the Top funds will provide local school districts with critical resources to make further improvements to the state's already first-class education system," said Congressman John F. Tierney. " I look forward to continuing to work in partnership with the Commonwealth to help move Massachusetts schools forward."

"Today's announcement that Massachusetts has been chosen as a winner in Phase II of the Department of Education's Race to the Top competition reaffirms the Commonwealth's strong commitment to leading the way in setting high educational standards," said Congressman William Delahunt. "It is a testament to

the hard work of Governor Patrick and his Administration in aggressively pursuing this funding and I am pleased to join today in recognizing the hard work of our students, parents, teachers and administrators."

"This is wonderful news for our schools and communities and I congratulate all those whose hard work and dedication made this possible," said Congressman Stephen F. Lynch. "Massachusetts has some of the highest educational standards in the country and I am proud that these funds will be used to implement reforms that will further improve our schools."

"Massachusetts' selection for Race to the Top funding is a testament to the excellent and innovative education reform proposals that Governor Patrick and education leaders from across the Commonwealth have put forward," said Congresswoman Niki Tsongas. "This significant award of federal dollars will help eliminate achievement gaps and improve troubled schools so that every child in Massachusetts has the opportunity to succeed."

"Massachusetts is already ahead of the nation in education, but we should never rest on our laurels," said Senate President Therese Murray. "Today's great news is the latest example of our ongoing commitment to always do the best for our schools and our students. Along with recent education reform legislation and continuing high expectations, this funding will help us reach even higher marks for quality education and success for all students."

"Thanks to our passage of landmark education reform legislation designed to narrow our unacceptable achievement gap and promote accountability and innovation in our schools, we have positioned our state to receive the much-needed federal dollars that were announced today," said House Speaker Robert A. DeLeo. "As we seek to ensure that every child in Massachusetts receives a world class education, these Race to the Top funds will be instrumental in providing each and every student across the Commonwealth with the education they deserve."

Massachusetts earned the top score in Phase II of the competition with a total of 471 points, which is also higher than the two states selected for funding in Phase I.

The successful Massachusetts proposal includes strategies to:

- Attract, develop and retain an effective, academically capable, diverse and culturally competent educator workforce to ensure every student is taught by a great teacher and every school and district is led by a great leader;
- Provide curricular and instructional resources to equip every educator with the tools necessary to promote and support student achievement;
- Concentrate great instruction and supports for educators, students and families in the lowest performing schools and districts to create the conditions needed for improved student achievement; and
- Increase dramatically the number of students who graduate from high school ready for college and career.

Large, small, urban, suburban and rural districts from across the Commonwealth - more than two-thirds of the state - agreed to implement the initiatives outlined in the state's RTTT application. In all, these 275 participating communities and schools represent 74 percent of K-12 students across the Commonwealth and 88 percent of the state's low-income students.

"This was an incredibly competitive process, and I am thrilled to have Massachusetts selected," said Elementary and Secondary Education Commissioner Mitchell Chester. "This funding is going to allow us to implement reforms, innovations and improvements that will benefit every single child in the Commonwealth. We have a lot of work ahead, and I cannot wait to get started."

"Race to the Top will allow Massachusetts to fund the reform strategies that we know will make a difference for students," said Education Secretary Paul Reville. "Our sharp focus on improving instruction, increasing the use of student data and expanding supports for both teachers and students position us well to take the next big step in education reform."

"This is outstanding news for the Commonwealth," said Tom Scott, executive director of the Massachusetts Association of School Superintendents. "Race to the Top will allow us to bring together our teachers, principals, superintendents and school committees as key partners in designing improved education opportunities for our students, and will lead to improved educational opportunities across the state."

"I believe that we will look back on this award as the real stimulus of 2010," said Glenn Koocher, Executive Director of the Massachusetts Association of School Committees. "This will revolutionize the way we promote teaching and learning as well as the way we implement standards of curricula and accountability for educators and public policy makers."

"I'm proud of the work that went into this winning proposal," said Paul Toner, President of the Massachusetts Teachers Association. "A great deal of effort was made to ensure that all key stakeholders in our public schools, including our teachers, collaborated on the final application. One of the most important elements of our proposal is a system that measures the value of a teacher's work by a broad range of indicators - not just an arbitrary test score. I'm hopeful that the additional resources and funding from the Race to the Top program will allow our public school educators to expand on the great work that they are already doing every day in their classrooms."

"This award will give schools and districts the resources and direction they need to prepare every child for success in college, career and citizenship," said Massachusetts Business Alliance for Education Chairman Robert Richardson, East Coast Education Manager for Intel Massachusetts.

"This designation is about more than much-needed funding - it recognizes that Massachusetts is serious about maintaining high standards, turning around low performing schools and creating a human capital system than ensures we have the very best teachers in all of our classrooms," said Linda Noonan, Executive Director of the Massachusetts Business Alliance for Education.

"The Progressive Business Leaders Network (PBLN) is proud that Massachusetts is a winner in the national Race to the Top competition," said Executive Director Andy Tarsy. "PBLN congratulates US

Secretary of Education Arne Duncan for the vision behind this competition as well as Governor Deval Patrick and the extraordinary coalition we are proud to be part of in Massachusetts. Massachusetts earned this victory by putting the needs of the children above all else. This is a victory for innovation and excellence, a victory for the economy and a victory for all students."

"This is a great day for Massachusetts and there is no question that the funds are urgently needed," said Paul Grogan, President of The Boston Foundation. "But it also represents confirmation at the highest level that Massachusetts is in the vanguard of K-12 education reform nationally. We at the Boston Foundation are particularly grateful to all of the members of the Race to the Top Coalition and the crucial role that it played in the passage of education reform legislation and in turn it played in getting the Race to the Top funding."

Massachusetts was also selected as a finalist in Phase I of the competition, but did not receive an award when only two states out of the 41 who applied, Tennessee and Delaware, were selected for funding earlier this year. Prior to submitting the Phase II proposal, state officials worked closely with teams of educators, administrators, business leaders and other stakeholders to evaluate, strengthen and sharpen the focus of the state's application. The enhanced proposal focused on results over process, clarified how students and teachers will benefit from the initiatives and strategies and clearly defined how the state's public school system will be improved over the next four years.

Massachusetts' full Race to the Top application is posted at http://www.doe.mass.edu/arra/default.html?section=2

PATRICK-MURRAY ADMINISTRATION ANNOUNCES NEW STRATEGIES TO ENHANCE STATE'S ECONOMIC AND EDUCATION FUTURE IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATH

Lieutenant Governor Murray highlights plans at the 7th Annual STEM Summit; Summit attracts hundreds of educators, business leaders and community partners

STURBRIDGE - Tuesday, September 28, 2010 - Building on the Patrick-Murray Administration's commitment to maintaining the Commonwealth's position as a national leader in education, Lieutenant Governor Timothy P. Murray today outlined the state's first ever strategic plan for tying economic development to educational enhancement in the fields of Science, Technology, Engineering and Math (STEM). The Lieutenant Governor also highlighted funding awarded to Massachusetts that will support STEM initiatives during the 7 th Annual STEM Summit in Sturbridge.
"Our best resource as a state is our people and our best way forward is through a highly motivated and well-prepared workforce ready to tackle the challenges of the 21 st century," said Governor Deval Patrick. "Massachusetts is a worldwide leader in STEM but we must keep making progress to ensure our students are prepared for the jobs of the future. Today's announcements will ensure we maintain our leadership."

After Governor Deval Patrick signed Executive Order 513 on October 14, 2009 creating the Governor's STEM Advisory Council, Lieutenant Governor Murray charged the Council with creating a comprehensive plan to strengthen STEM by teaming with education and business leaders to develop a series of strategies that will increase student interest in STEM, training for teachers and new opportunities for learning in STEM areas.

"I hear all the time from students and their teachers as well as from our top business leaders that a sharp focus on STEM education is the key to our current and future success," said Lieutenant Governor Murray, Chair of the Governor's STEM Advisory Council. "We are the home to cutting edge companies and top notch public schools but we know that we must continue and increase our efforts to ensure innovation can thrive in the Commonwealth."

Students in Massachusetts lead the nation in academic performance on the National Assessment of Educational Progress (NAEP), SAT and ACT exams. Massachusetts 8th graders tied for first in the world in science on the 2007 Trends in International Mathematics and Science Study.

Despite these successes, the rate of Massachusetts students who want to study the STEM fields in college ranks below the national average. According to the Donahue Institute at the University of Massachusetts, a key stakeholder and organizer of the annual STEM Summit, students in schools with

higher STEM performance indicated less interest in continuing their studies than those in lower performing schools.

"As we move forward in these challenging budgetary times, STEM educational development is a top priority," said Education Secretary Paul Reville. "We have jobs to grow, achievement gaps to close and the challenge of inspiring our students to embrace the STEM fields which are so rapidly becoming vital to our society and to our economy."

"STEM education has become increasingly important as a means of ensuring economic security for the Commonwealth and for the nation. In Massachusetts, our top industry sectors each create high demand for well educated people in the full array of STEM fields. And, these careers are rewarding - often paying higher salaries and providing desirable career ladders," said Dr. Jack M. Wilson, President of the University of Massachusetts. "Governor Patrick and Lieutenant Governor Murray have made STEM education a top priority, understanding that facility in this area will open career doors for young people across the Commonwealth and is crucial to our state's ability to compete and to win in the global knowledge-based economy. Lieutenant Governor Murray has chaired the Administration's STEM council and has provided leadership that will provide enormous benefits to the Commonwealth and its citizens. The STEM Plan provides a critical roadmap and will lead us to greater success in an area that will help to define our future."

The STEM plan, known as "A Foundation for the Future: Massachusetts' Plan for Excellence in STEM Education," includes recommendations in five areas:

1. Increase Student Interest in STEM 10 percentage points to surpass the national average.
2. Increase the percentage of all students scoring proficient or advanced on the MCAS Math, Science, Technology and Engineering Assessments, with specific benchmarks established to track improvement.
3. Increase the percentage of students who demonstrate readiness for college-level study in STEM fields by setting the ambitious goal of having all high school students take four years of math and at least three years of science by 2016.
4. Double the number of bachelor degrees in STEM majors earned by students from Massachusetts High Schools by 2016.
5. Increase both the number and the percentage of STEM classes in our public schools that are led by effective and passionate STEM educators.

As a result of the STEM Advisory Council's work over the last year, the Patrick-Murray Administration has helped to form partnerships with key stakeholders that have led to funding support for STEM education as the Commonwealth builds a strong foundation for future academic success.

Today, in addition to announcing the Commonwealth's STEM plan, Lieutenant Governor Murray also highlighted:

- $6 million that will be directed to STEM from the Massachusetts Race to the Top award. The creation of the STEM Council within the Executive Branch was recognized by the U.S. Department of Education as one of the reasons Massachusetts' Race to the Top application received a 100% score on the STEM component.

- $2.5 million in funding to vocational and technical schools, community colleges and workforce training programs in Massachusetts provided by the Massachusetts Life Science Center's new Equipment and Supplies Program. Funding is intended to purchase equipment and supplies for life science skills training and education, and will be matched by industry sponsors in the Commonwealth, with the total potential for up to $5 million in funding.

- $50,000 in planning grants to implement the plan as a part of the new partnership between the Governor's STEM Advisory Council, the National Governors Association Center for Best Practices (NGA Center) and Innovate+Educate. Over the next year, the NGA Center and Innovate+Educate will work closely with the Governor's STEM Advisory Council and state agency staff to strengthen STEM education through the sharing of best practices and through leveraging industry investments, which will highlight Massachusetts as a leader in strengthening STEM education.

  "One of the most common concerns that I hear from leaders in the life sciences industry is the need for skilled workers, such as lab technicians and individuals with training in biomanufacturing," said Dr. Susan Windham-Bannister, President & CEO of the Massachusetts Life Sciences Center. "By matching funding from industry partners for lab equipment, we can better prepare students and retrain workers for jobs in the life sciences. These jobs require great skill, but not a Bachelor's or more advanced degree."

  Attended by hundreds of educators from early childhood, elementary and secondary and higher education as well as partners in workforce training, economic development, the private sector and community organizations, the STEM summit provides the opportunity to focus on the state's progress and the need for improvement in expanding interest in and opportunity for growth in the STEM fields.

  "Investing in human and intellectual capital is a key component of the Roundtable's strategy to improve the state's long term economic vitality," said Alan Macdonald, Executive Director of the Massachusetts Business Roundtable, an organization of leading business executives that has made STEM a priority through the release of Tapping Massachusetts' Potential: The Massachusetts Employers' STEM Agenda report. "The statewide STEM plan provides an exciting blueprint and challenge to all of us to ensure that Massachusetts is producing a pipeline of workers who can think creatively, innovate, and lead our economy to the forefront of global competitiveness. Thanks to the leadership of Governor Patrick and Lieutenant Governor Murray, in conjunction with a wide variety of STEM stakeholders, this Administration has responded to a long-awaited call to strengthen STEM education in Massachusetts."

To learn more about the Governor's STEM Advisory Council, to read "A Foundation for the Future: Massachusetts' Plan for Excellence in STEM Education", and for a complete listing of council members, please visit: http://www.mass.gov/governor/stem.

MASSACHUSETTS TO SERVE AS A NATIONAL MODEL FOR STEM EDUCATION INITIATIVES

Patrick-Murray Administration's leadership and long-term planning lauded

BOSTON - Tuesday, March 1, 2011 - Lieutenant Governor Timothy P. Murray today announced that Massachusetts will serve as a national model for Science, Technology, Engineering and Math (STEM) education initiatives as national organizations look to further implement STEM education programming in schools across the country. Joined by the National Governors Association (NGA) Center for Best Practices, Innovate + Educate, an education partnership organization, signed a Memorandum of Understanding (MOU) with the Patrick-Murray Administration this afternoon that will make Massachusetts the first of many states for these groups to work with in the coming year.

"Massachusetts is honored to answer the call to serve as a national model for building successful partnerships between education and industry," said Governor Deval Patrick. "Our ability to build and maintain a strong economy is directly linked to our ability to educate our students and employing powerful partnerships is critical to that work."

"The STEM fields in Massachusetts are contributing to a thriving local economy and a vibrant education system," said Lieutenant Governor Murray, who chairs the Governor's STEM Advisory Council. "Through the work of the STEM Council, we appreciate the support of the NGA Center for Best Practices, and look forward to our continued partnership with Innovate + Educate to serve as a national model as we work to ensure all students in the Commonwealth have an equal opportunity to gain the skills and knowledge to succeed."

The Lieutenant Governor made today's announcement during the NGA Center for Best Practices, and Massachusetts Governor's STEM Advisory Council's Public-Private Partnership Forum in Boston, where national and state business leaders gathered to discuss how business and industry can best support the implementation and sustained success of Massachusetts' STEM education plan. In addition to the MOU between Innovate + Education and the Patrick-Murray Administration, the NGA Center for Best Practices will work with the Governor's STEM Advisory Council to convene a range of stakeholders from across leading STEM states to engage in cross pollination of effective practices. The NGA partnered with Innovate + Educate to provide support for the implementation of Massachusetts' STEM plan.

At the Commonwealth's 7th Annual STEM Summit in September 2010, Lieutenant Governor Murray released the state's first ever strategic plan for tying economic development to educational enhancement in the STEM fields. The STEM Plan includes a set of five measurable goals and outlined new sources of funding and support. Among the resources announced was a $50,000 investment from Innovate + Educate, a non-profit organization led by top industry across the country, working to serve as a broker of industry investments across STEM education. Led by top companies that invest in STEM education,

Innovate + Educate is focusing on the return on investment by industry in their support of state STEM plans.

Jamai Blivin, President and CEO of Innovate + Educate stated, "Innovate + Educate is pleased to see the industry leaders here today from across Massachusetts as well as representation from our national board companies and NGA Center for Best Practices Corporate Fellows here today. We believe that Massachusetts is a critical partner to advancing our efforts across states for aligning top industry to advance STEM education. Massachusetts' work on their STEM vision for all students is a great example for other states."

The five goals as presented by the STEM Advisory Council's plan include increasing student interest in STEM education, increasing the percent of students scoring proficient and higher on statewide exams in STEM, increasing the percent of students who demonstrate readiness for college-level work in STEM, doubling the number of bachelor degrees in STEM majors earned by Massachusetts high school students and increasing the number of STEM educators with deep content knowledge and brimming passion for the fields.

The Council also noted that building successful partnerships with local employers was vital to the successful implementation of the initiatives outlined in the plan to ensure students are acquiring the content knowledge and real-world skills necessary to access gainful employment.

"We are urgently working to increase interest in and access to the valuable STEM fields to all of our students," said Education Secretary Paul Reville. "Enhancing partnerships between employers and educators will ensure our students are motivated and prepared for the rigors of our knowledge economy."

"Massachusetts has one of the most highly skilled, innovative and entrepreneurial workforces in the world, and support for STEM education is key to ensuring we maintain that leadership position in the growing innovation economy," said Secretary of Housing and Economic Development Greg Bialecki.

To learn more about the Governor's STEM Advisory Council, to read "A Foundation for the Future: Massachusetts' Plan for Excellence in STEM Education", and for a complete listing of council members, please visit: http://www.mass.gov/governor/stem.

GOVERNOR PATRICK VISITS FIRST INNOVATION SCHOOL IN BOSTON

Visit underscores Administration's work in closing achievement gaps through flexibility, innovation in education

Governor Patrick visits with students and teachers at the Roger Clap Innovation School to highlight efforts to close the achievement gap.(Photo: Matt Bennett/Governor's Office)

BOSTON - Tuesday, September 13, 2011 - Governor Deval Patrick today welcomed students back to school at the Roger Clap Innovation School in Dorchester, Boston's first Innovation School, to highlight the Innovation School model as a successful tool in helping close achievement gaps in communities across the Commonwealth.

Governor Patrick has named closing the achievement gap as one of his second-term priorities and today's visit is part of a series of events the governor and Education Secretary Paul Reville will be participating in over the next two months to demonstrate the Administration's progress on this front.

"Innovation Schools give educators the tools they need close achievement gaps and create an environment where every student can access a high quality education," said Governor Patrick. "I want to thank the team here at Roger Clap for being willing to try some new things with us in education, and look forward to many more Innovation School proposals to come here in Boston."

The Roger Clap Innovation School is a newly reopened K-5 school with a mission of ensuring that every

student, regardless of socio-economic, linguistic or academic history, is educated to the highest level through a rigorous and comprehensive curriculum. The school was among 10 schools in the Boston Public School system slated to be closed last year, but through strong community support has been approved to re-open this year as an Innovation School under new leadership and staff.

The school will use its innovation model to extend the school day by thirty minutes, increase professional development prior to the start of the school year, provide language instruction in Mandarin to all students and increase academic rigor by using the BPS advanced work curriculum for all of its 4th and 5th grade students. Additionally, the school will create a strong governing board comprised of the school principal, teachers, parents, community leaders, business and university partners who will deliberate on school policies and procedures, including principal evaluation.

The Administration also recently awarded the Roger Clap a $50,000 Innovation School Implementation Grant to train teacher leaders on a variety of student assessment techniques that will help support the school's more demanding curriculum.

"Innovation Schools are a signature feature of the governor's nation-leading education reform agenda, providing every district with the tools to deliver creative strategies that improve learning outcomes for all students and reduce achievement gaps," said Secretary Reville. "I applaud Mayor Menino, Superintendent Johnson and the entire Roger Clap School community for pioneering an Innovation School model that holds enormous promise for our students and our future."

The Innovation Schools Initiative is a signature component of the Patrick-Murray Administration's education reform efforts and was authorized as part of the Achievement Gap Act of 2010. Innovation Schools provide educators, and a wide range of community stakeholders, the opportunity to create in-district schools that operate with greater autonomy and flexibility while keeping school funding within districts. These schools can implement creative and inventive strategies related to curriculum, budget, school schedule and calendar, staffing, professional development, and school district policies to improve learning outcomes for all students and reduce achievement gaps.

"As part of the educational reform legislation passed last January, the Roger Clap School and its innovation concept is the first in our city," said Senator Jack Hart. "This school will provide the foundation for our students so that they may compete as adults in our World's innovative economy."

"With the Roger Clap School initially slated for closure last year, I am delighted that it was chosen to be an Innovation School," said Representative Nick Collins. "Despite the challenges that lie ahead, I am looking forward to a successful 2011-2012 school year at the Clap."

"I am thrilled to finally see the fruits of a collaborative effort that saw our state adopt the comprehensive Education Reform Act in 2010 and win coveted Race to the Top funds from the federal government," said Representative Linda Dorcena Forry. "I look forward to watching and evaluating the progress of this first Innovation School in Boston."

Innovation Schools are approved by local school committees through a collaborative process that invites

community and school stakeholders to engage in solving their communities particular issues by taking advantage of the flexibilities and autonomies afforded to Innovation Schools. These schools have been established at the elementary, middle and high school levels, and range from new or converted schools, to programs within an existing school.

Many Innovation Schools are organized around specific themes like Science, Technology, Engineering and Math (STEM), dual language instruction, International Baccalaureate (IB) programs, alternative education opportunities including dropout prevention and dual enrollment at community colleges, virtual platforms and wraparound services. Several of these schools also operate with non-traditional schedules that significantly increase instructional time for students and professional learning opportunities for educators. There are currently 18 operating Innovation Schools located across the state.

Governor Patrick, State Education Officials Celebrate First Year of Race to the Top Initiative

MARLBOROUGH – Wednesday, September 28, 2011 – Governor Deval Patrick and state education officials today celebrated the accomplishments of the first year of the state's Race to the Top (RTTT) initiative at the Science, Technology, Engineering, and Mathematics (STEM) Early College High School in Marlborough.

In August 2010, Massachusetts was awarded $250 million from the U.S. Department of Education, receiving the highest score of any applicant in the national RTTT competition. Massachusetts will receive this funding over four years, through academic year 2013-2014, to bolster the Administration's efforts to increase educator effectiveness, turn around underperforming schools and provide educators with the tools they need to ensure that all students are prepared for college and career.

"Race to the Top is providing critical support to our statewide reforms aimed at closing achievement gaps and ensuring that all children have access to a world-class education," said Governor Patrick. "The progress we have made to date is a direct reflection of the commitment and support of our federal, state and local partners, and I look forward to building upon the successes of the first year to see continued improvement for all children."

"All students deserve an opportunity to achieve academic excellence, and Race to the Top is helping to provide a high quality education for every student," said Lieutenant Governor Timothy Murray, Chair of the Governor's STEM Advisory Council. "This initiative is also providing schools with resources to engage students in STEM fields so our youth can be more competitive and prepared for the growing, innovative economy and workforce."

"The educators, administrators, parents and kids at Whitcomb Middle School have set the bar high and that's what Race to the Top is all about. Principal Murphy and Assistant Principals Pantazopoulos and Labbe have launched the kind of innovative learning that strengthens the entire community. We need to be their partners and advocates in Washington, and that's an effort I'm proud to keep pushing," said U.S. Senator John Kerry.

In its first year, RTTT has already proven successful in spurring several of the Administration's key education reform initiatives including Innovation Schools, which give schools an array of flexibilities to improve learning outcomes for all students and reduce achievement gaps, and Wraparound Zones, which help address non-academic and out-of-school learning barriers, while maximizing teaching and learning time to allow educators to focus on raising student achievement. These initiatives, along with other critical supports provided in the Administration's Achievement Gap Act of 2010, have placed schools in the 258 participating districts, and beyond, on a pathway for success.

"We are proud of our accomplishments so far," said Education Secretary Paul Reville. "The Race to the Top initiatives are having significant and positive impact on teaching and learning across the state, and we will continue to work hard for the next three years of the program."

"We made significant progress on many of the goals set forth in our winning Race to the Top application, and have set the groundwork for even more rapid implementation," said Elementary and Secondary Education Commissioner Mitchell Chester. "Our goals are ambitious and bold, but achievable. Most importantly, this is work that is worth doing."

Among the primary objectives of the Commonwealth's RTTT plan and the Administration's Achievement Gap Act are increasing college and career readiness for all students; attracting, developing and retaining a highly effective educator workforce; and turning around the state's lowest performing schools.

Progress in each of these areas has been demonstrated through:

- Adoption of the Common Core Standards in July 2010 and adoption of new Curriculum Frameworks in English Language Arts, Math and pre-K standards which are now being implemented in schools across the state;
- Establishment of 18 Innovation Schools across the state, the majority of which have received planning and implementation grants through RTTT funds;
- Adoption of groundbreaking regulations regarding the evaluation of teachers and principals;
- Launch of a superintendent induction program to develop and coach emerging education leaders;
- Allocation of RTTT funding to the state's six Readiness Centers that will provide and coordinate professional development opportunities and increase coherence across the public education system;
- Establishment of STEM Early College High Schools (the Marlborough STEM Early College High school is one of six to be established); and the
- Implementation of aggressive and creative intervention strategies in the state' Level 4 schools, many of which are now showing tremendous gains in MCAS scores.

Over the next three years, the Administration will work in close partnership with federal, state and local leaders to continue leveraging the excitement and collaboration with educators and other stakeholders to achieve the Commonwealth's ambitious and nation-leading education reform agenda.

"It is of critical importance that we prepare our middle school students for the high school curriculum, and ultimately, a college education. In an increasingly competitive world, focusing on STEM education gives our students the best opportunities to succeed. I am pleased that the Commonwealth, and especially Marlborough, is leading the way," said Representative Steven L. Levy.

“Here at the ground level, we can demonstrate the state’s valuable function in implementing the goals of Race to the Top. This collaboration is evident today as Marlborough highlights new opportunities for student engagement, achievement and readiness,” said Mayor Nancy Stevens.

"Marlborough is fortunate to have developed strong partnerships with local industry and to have received Race to the Top program assistance to help fund our STEM Early College High School effort," said Marlborough Superintendent Anthony Pope. "The heightened awareness of science, technology, engineering and mathematics literacy has given us the opportunity to draw from these partnerships and collaborate with Framingham State University to create an innovative design that enriches students' STEM experiences and their pursuit of STEM careers. The dual enrollment with Framingham State will enable these students to receive up to 16 college credits, well on their way to a college STEM degree and career."

The Marlborough STEM Early College High School was developed by district officials in the 1LT Charles W. Whitcomb Middle School this fall for students entering grade 6 at Whitcomb and grade 9 at Marlborough High School. Additional grades will be added each year until the school reaches 6-12. The Marlborough STEM Early College High School will integrate project-based learning experiences and personalized portfolio assessment with community involvement and internships in STEM-related careers. Students at Marlborough STEM will also have the opportunity to earn up to 16 college credits through Framingham State University while they are still in high school.

For more information on the Commonwealth’s Race to the Top plan, visithttp://www.doe.mass.edu/rttt/

Massachusetts Submits Race to The Top - Early Learning Challenge Proposal

Plan outlines comprehensive strategies to ensure all children have access to high quality early education services

BOSTON – Wednesday, October 19, 2011 - Massachusetts Education Secretary Paul Reville and Department of Early Education and Care Commissioner Sherri Killins today announced that the Commonwealth has submitted its application for the Race to the Top – Early Learning Challenge, a $500 million national competition sponsored by the U.S. Departments of Education and Health and Human Services to encourage states to develop bold and comprehensive plans for improving the quality of early learning programs across the nation.

The Commonwealth's proposal, *From Birth to School Readiness: Massachusetts Early Learning Plan, 2012-1015,* will advance the Patrick-Murray Administration's goal of ensuring that all children, particularly high-needs children, have access to quality pre-K education that will put them on an early path to success; and builds on the Administration's efforts to build a more aligned, statewide early learning and development system. Massachusetts is eligible for $50 million in federal funding under the Early Learning Challenge.

"We are deeply committed to providing our pre-K children with access to the types of high-quality, educational and developmental experiences they will need to succeed in school and beyond," said Secretary Reville. "Our application lays out some exciting new strategies to achieve that goal, and continues our efforts to remain a national leader in student achievement and education reform."

The plan includes bold, comprehensive and creative strategies that will improve child outcomes in Massachusetts. Key strategies include:

- Enhance the quality of all early education programs in the state by securing universal participation in the Massachusetts tiered Quality Rating and Improvement System (QRIS), a definition of quality and standards designed to elevate the quality of care in state early care and education systems and to ensure growth as children develop.

- Implement early learning and development standards, including the creation of English Language Development standards for birth to age five.

- Create the Massachusetts Early Learning and Development Assessment System (MELD) from

birth to grade three by expanding screening for children and developing a common tool for a kindergarten entry assessment (in its first year, 17,500 kindergarten students or 26% of statewide enrollment could be assessed by an estimated 874 teachers or 29% of the kindergarten workforce)

Increase culturally and linguistically appropriate engagement with parents, families, and community members regarding literacy, universal child screening, and other statewide priorities.

Provide essential support to early educators and enhance their effectiveness (especially for educators whose home language is not English) by providing educational opportunities and targeted professional development opportunities.

Create greater alignment between early education and grades K-3 to promote healthy child development.

The Massachusetts Early Learning Plan supports the Administration's commitment to creating a comprehensive, child-centered education system extending from birth to post-secondary studies, one that is necessary for students to be ready for success in the 21st century. This proposal serves as a blueprint for the next phase of early learning and development efforts across the state.

"Massachusetts' Early Learning Plan is an aggressive action agenda that builds upon the strong foundation of our statewide early education and care system and will result in greater integration of state and local resources that supports the growth of high needs children starting at birth through age five," said Department of Early Education and Care Commissioner Sherri Killins. "By strengthening successful activities including workforce development and scaling up new promising initiatives such as the Massachusetts Early Learning and Development Assessment System, we will help to build a more prosperous future for the Commonwealth and our nation. Massachusetts has made significant progress so far, and the RTTT-ELC program will give us the chance to expand and accelerate our work."

State applications for the Race to the Top – Early Learning Challenge were due today, and grant awardees are expected to be announced no later than December 31, 2011.

MASSACHUSETTS STUDENTS EARN TOP SCORES ON NATION'S REPORT CARD FOR FOURTH CONSECUTIVE EXAM YEAR

Governor Patrick visits Cobbet Elementary School to make an announcement relative to National Assessment of Education Progress (NAEP) scores. (Photo: Matt Bennett/Governor's Office)

LYNN – Tuesday, November 1, 2011 – Governor Deval Patrick today announced that Massachusetts 4th and 8th graders lead the nation in reading and mathematics performance on the National Assessment of Educational Progress (NAEP) exam. This is the fourth NAEP test in a row in which Massachusetts students have scored first or tied for first place.

According to the 2011 NAEP results, Massachusetts students ranked first alone among states in 4th grade reading and in 8th grade mathematics, and tied for first in 4th grade math and 8th grade reading. Massachusetts 4th graders scored higher in reading since the last test in 2009, and scores held steady for 4th graders in mathematics and for 8th graders in reading.

"These promising results reaffirm our position as a national leader in education," said Governor Patrick. "I am extremely proud of the work our students and teachers put in to achieve these results and remain committed to ensuring that every child is prepared for success in the classroom and beyond."

“These NAEP results reflect the hard work of Massachusetts students and teachers,” said Lieutenant Governor Timothy Murray. “With Massachusetts once again ranking as a national leader in reading and math performance, we remain committed to providing our students with skills to succeed now and in the future.”

Governor Patrick, Executive Office of Education Secretary Paul Reville, Department of Elementary and Secondary Education Commissioner Mitchell Chester and other state officials today celebrated the announcement with students and teachers at the Cobbet Elementary School in Lynn.

"NAEP sets a very high bar, as we do here in Massachusetts, and I am proud that our students have held their performance since last time – and even improved in grade 4 reading," said Commissioner Chester. "Our overall performance is a reflection of the high expectations and smart work by students and educators across the Commonwealth. At the same time, we have much work to do before all student groups enjoy a high level of success."

Overall, Massachusetts 4th graders had an average scaled score of 237 in reading, higher than in 2009 (234) and above the national average of 220. In mathematics, 4th graders scored 253, holding steady since 2009 (252) and higher than the national average of 240. At grade 8, Massachusetts students scored 275 in reading, holding steady since 2009 (274) but higher than the national average of 264. In mathematics, 8th graders scored 299, the same as in 2009 and higher than the national average of 283.

“These remarkable results are further proof that engaged students and talented teachers can produce and sustain high levels of achievement,” said Secretary Reville. “Now, more than ever, we must accelerate our efforts to help every student reach proficiency and higher.”

NAEP, known as "The Nation's Report Card," is the only nationally representative and continuing assessment of student knowledge in core subjects. NAEP assesses representative samples of students in all 50 states every two years and reports state-level results at grades 4 and 8. In Massachusetts, 10,000 students were randomly selected at grade 4 to take a NAEP reading or mathematics test, and 7,400 students were randomly selected at grade 8 to take a reading, mathematics or science test. Grade 8 NAEP science results will be released in spring 2012. The scale for NAEP reading and mathematics ranges from 0 to 500.

Over the past two decades, African American and Hispanic students in Massachusetts have made particularly significant strides on the NAEP exams. In 2011, Hispanic students scored an average of 216 in Grade 4 Reading, a 20-point increase since 1992 that narrowed the gap with white students during that time from 34 to 27 points. Likewise in mathematics, Hispanic students made a 39-point gain since 1992 at grade 4 (from 197 to 236) and a 34-point gain at grade 8 (from 239 in 1992 to 273 in 2011). Over that time, the gap between Hispanic and white students closed in mathematics from 34 points in 1992 to 22 points in 2011 at grade 4; and from 38 points to 31 points at grade 8.

African American students increased their scale score in math by 40 points at grade 4 between 1992 and 2011, and by 34 points at grade 8. Over that time, the gap between African American and white students narrowed in mathematics from 36 points in 1992 to 24 points in 2011 at grade 4; and from 34 points to 29 points at grade 8.

Massachusetts continues to lead the nation in student achievement and education reform efforts. Recognizing that there is more to be accomplished ahead, Governor Patrick has named closing the achievement gap as a top priority for his second term. Since the Achievement Gap Act was signed by Governor Patrick in 2010, the Administration has been working on several fronts to implement the tools and flexibilities outlined in that plan to ensure that all students are prepared for success in school and beyond.

Other results for Massachusetts students include:

Grade 4 Reading:

- 50 percent of all Massachusetts students scored Proficient or above, substantially higher than the national average of 32 percent and higher than in 2009 (47 percent).
- In 2011, white students in Massachusetts scored 243, Asian/Pacific Islander students scored 243, African American students scored 216 and Hispanic students scored 216.
- 59 percent of white students scored Proficient or above, as did 56 percent of Asian/Pacific Islander students, 24 percent of African American students and 23 percent of Hispanic students.
- Massachusetts' female students at grade 4 outperformed male students in reading both in terms of scaled scores (239 to 234) and the percent scoring Proficient or above (54 percent to 47 percent).
- The performance of students with disabilities (213), English language learners (204), and students eligible for free or reduced price lunch (218) did not change significantly between 2009 and 2011.

Grade 8 Reading:

- 46 percent of all Massachusetts students scored Proficient or above, significantly higher than the national average of 32 percent and compared to 43 percent in 2009.
- In 2011, Asian/Pacific Islander students in Massachusetts scored 288, white students scored 282, African American students scored 255 and Hispanic students scored 248.
- 61 percent of Asian/Pacific Islander students scored Proficient or above as did 53 percent of white students, 20 percent of African American students and 18 percent of Hispanic students.
- Massachusetts' female students at grade 8 outperformed male students in reading both in terms of scaled scores (280 to 271) and the percent scoring Proficient or above (51 percent to 41 percent).
- The performance of students with disabilities (249), English language learners (211), and students eligible for free or reduced price lunch (257) did not change significantly between 2009 and 2011.

Grade 4 Mathematics:

- 58 percent of all Massachusetts students scored *Proficient* or above, similar to 2009 (57 percent) but significantly higher than the national average of 40 percent.
- In 2011, Asian/Pacific Islander students in Massachusetts scored 267, white students scored 258, Hispanic students scored 236 and African American students scored 235.
- 76 percent of Asian/Pacific Islander students scored Proficient or above, as did 67 percent of white students, 32 percent of Hispanic students and 27 percent of African American students.
- Massachusetts' male and female students at grade 4 performed similarly in 2011 in mathematics both in terms of scaled scores (255 to 252) and the percent scoring Proficient or above (60 percent to 57 percent).
- The performance of students with disabilities (233), English language learners (228), and students eligible for free or reduced price lunch (239) did not change significantly between 2009 and 2011.

Grade 8 Mathematics:

- 51 percent of all Massachusetts students scored Proficient or above, similar to 2009 (52 percent) but significantly higher than the national average of 34 percent.
- In 2011, Asian/Pacific Islander students in Massachusetts scored 320, white students scored 304, African American students scored 275 and Hispanic students scored 273.
- 72 percent of Asian/Pacific Islander students scored Proficient or above, as did 58 percent of white students, 26 percent of African American students and 21 percent of Hispanic students.
- Massachusetts' male and female students at grade 8 performed similarly in 2011 in mathematics both in terms of scaled scores (299 to 298) and the percent scoring Proficient or above (52 percent to 51 percent).
- The performance of students with disabilities (268), English language learners (247), and students eligible for free or reduced price lunch (280) did not change significantly between 2009 and 2011.

“Along with Governor Patrick, state officials, and local parents, I am extremely proud of our students. Our teachers, parents and students continue to excel and, in doing so, highlight the strength of our education system and our role as a national leader in education,” said Congressman John Tierney. “Moving forward, I will continue my efforts in support of our schools and work to provide every student with the tools needed to succeed.”

“It is great to see that the commitment of Massachusetts’ students, teachers, parents and policy makers has paid off with these impressive exam scores,” said Senator Thomas McGee. “The quality of education that a child receives can transform communities in countless ways and we must continue to make education a top priority.”

“Education is the foundation for future success and Massachusetts students and schools are setting a high watermark for the rest of the country,” said Representative Lori A. Ehrlich. “I applaud the students and teachers who made these rankings a reality, and know they will continue to build on this achievement.”

“I am pleased that Governor Patrick has chosen the Cobbet Elementary School in Lynn to make such an important announcement relative to the education of the Commonwealth’s youth,” said Representative Donald Wong. “The advancement of childhood and adolescent education has always been, and continues to be a top priority for the City of Lynn; and I am pleased to hear that it remains a leading priority in the Commonwealth as well.”

"I applaud Governor Patrick and his administration as he visits the city of Lynn to announce the results of the 2011 NAEP exam and to recognize the hard work and commitment shown by our teachers, administrators and students here in Lynn and throughout the Commonwealth," said Representative Robert F. Fennell. “I look forward to working with the administration and my colleagues in continuing to provide the tools and resources that are necessary to reach these goals.”

Additional information on NAEP is available on the Nation's Report Card website atwww.nationsreportcard.gov.

GOVERNOR PATRICK ANNOUNCES NEW STRATEGIES TO CLOSE PERSISTENT ACHIEVEMENT GAPS IN EDUCATION

Next steps to focus on Gateway Cities, building on success of Governor's landmark 2010 Achievement Gap Act

Governor Patrick outlines bold new strategies aimed at closing the most persistent achievement gaps among Massachusetts students, Wednesday, November 9, 2011. (Photo: Matt Bennett/Governor's Office)

Click here to watch the video.

Click here to read the speech.

BOSTON – Wednesday, November 9, 2011 – Governor Deval Patrick today announced several new strategies aimed at closing the most persistent achievement gaps among Massachusetts students during the Patrick-Murray Administration's Education Summit at University of Massachusetts, Boston. The Governor outlined significant progress made in closing achievement gaps since the Achievement Gap Act was signed in 2010, and laid out key initiatives that the Administration will pilot in the Commonwealth's Gateway Cities to ensure that all students are prepared for success in the classroom and beyond.

“The Commonwealth’s record of student achievement is second to none and a model for the nation,” said Governor Patrick. “I am proud of the progress we have made, but we won’t be satisfied until we have a system that prepares all of our students for success.”

“With this renewed education strategy, we will build upon the state’s academic success by focusing more resources within Gateway Cities,” said Lieutenant Governor Timothy Murray. “In doing so, we will help Massachusetts move towards our goal of closing the achievement gap among students and preparing students for the future workforce while also driving regional economies across the state.”

The Governor’s second term education strategy will focus on four goals: (1) getting every child to reading proficiency by the third grade; (2) providing every child with a healthy platform for education; (3) creating a differentiated education system that meets each student, particularly English Language Learners, where they are; and (4) preparing all students for college and career success. Governor Patrick’s plan also calls for the creation of a statewide Commonwealth Education Innovation Fund, a public-private fund-raising partnership that will strengthen our capacity to meet 21st Century education challenges. This fund will not be limited to the Gateway Cities.

Each of these goals align with the Administration’s efforts to ensure that every child, regardless of socioeconomic background, is prepared for success. These initiatives will focus on closing achievement gaps in Gateway Cities, where they are most persistent. The Commonwealth’s Gateway Cities are home to many of the state’s immigrants, low-income students, English Language Learners and others stuck in the achievement gaps. The challenges faced by students, their families and their educators in the Gateway Cities are pressing, and the Governor’s plan provides an intense focus achievement gaps where they are most persistent, to help overcome those challenges.

Every child must read proficiently by the third grade. Three-quarters of children who struggle with reading in third grade will continue to struggle academically, greatly reducing their chances of graduating high school, going to college or successfully participating in our high skill economy. To meet the Governor’s goal of reading proficiency by grade 3, the Administration will create a Kindergarten Readiness Literacy Pilot Program in Gateway City Districts. The program will be designed to support at-risk students with an intensive summer program between pre-k and kindergarten and will place special emphasis on early literacy development.

Every child is entitled to a healthy platform for education. In order to benefit from high quality education, students must attend school regularly and be attentive, motivated and ready to learn. The challenges associated with poverty present serious impediments that prevent students from realizing their full academic potential. To combat these challenges, the Administration will create Student Support Councils in all Gateway Cities and provide Student Support Counselors to predominantly low-income schools in Gateway Cities. Support Councils will consist of local human and social service providers focusing their efforts on connecting with students and families in each city’s predominantly low-income schools. Support Counselors will work to connect families and students with service providers who can help them mitigate the problems that impede school attendance and effort.

Students need an education system that meets them where they are. Every student should receive the quantity and quality of instruction they need to meet high proficiency standards. In order to better

provide students, specifically students for whom English is a second language, with the opportunities, challenge and support needed to be successful, the Administration will pilot Gateway Cities Summer English Learning Program designed to give English Language Learners (ELLs) more time to acquire competence in English. This program will improve learning and close achievement gaps for ELLs while establishing the necessity of differentiating between our students and giving those who need it sufficient time to learn English.

Students must be prepared for both college and career success. A successful education system is one that prepares all students for lifelong success. This means establishing multiple pathways through secondary school and college education by exposing our students, early in high school, to career options, giving each student access to quality internships, assessing career readiness and more tightly linking secondary school achievement with college admission. To this end, the Administration will pilot high school career academies in several Gateway Cities to offer high school students the opportunity for early career exploration, more applied learning, and motivating educational experiences.

“This set of strategies will continue our efforts to close persistent achievement gaps among our neediest children, while challenging all of our students to do significantly better, meeting the challenge for success in our global economy,” said Education Secretary Paul Reville.

Massachusetts continues to be a national leader in student achievement and education reform efforts. In Early Education and Care, the Department recently launched the Quality Rating and Improvement System, a framework of high standards designed to elevate the quality of care for pre-K children. In higher education, the Administration has set a course for national leadership in post-secondary education through the Vision Project, recognizing that the Commonwealth needs the best educated citizenry and workforce in the nation and it is the job of public higher education to achieve that result.

The Achievement Gap Act, signed by Governor Patrick in 2010, ushered in the most significant set of changes in education since the landmark 1993 Act. With new focus, rules, tools and supports provided by the Achievement Gap Act, two-thirds of the state’s chronically underperforming schools have already shown significant improvements on the latest MCAS exams. Last year, a record number of charter schools, operated by the best providers in the Commonwealth, opened new schools in districts with the greatest need, providing services to students caught in achievement gaps. Additionally, 18 Innovation Schools are now open in communities across the Commonwealth, and another eight are well underway in the planning process. The Achievement Gap Act is providing educators with the tools and flexibilities they need to prepare all students for success, and the new strategies outlined by the Governor today will ensure that all means all.

11.09.11 Education Summit 2011: Closing the Achievement Gap

Governor Deval L. Patrick

Education Summit 2011: Closing the Achievement Gap

UMass Boston

Wednesday, November 9, 2011

I stand before you today, the incredibly proud governor of the nation's leading education state and I want to thank you for that. No other state in America comes close to the bragging rights we have in public education. We achieved this enviable status because of our hard-working students and teachers, our dedicated parents, school leaders, and policy makers at all levels of our system – from school committees, to our various boards of education gathered here together for the first time today, to our partners in the Legislature. Humbly and from the heart, I want to begin with a simple and heartfelt "thank you" for all that you have done to make Massachusetts the Education State. Our record of achievement is second to none and a model for the nation. And that's not by accident.

In Cambridge, there is a group of people working on a project called "Opportunity Nation." Concerned about the stagnation in mobility in our country, they originally started with a goal of uniting all of the anti-poverty organizations in the country. But they quickly realized that if they wanted to focus on solutions, they had to focus on opportunity. They realized, in other words, that the antidote to poverty is opportunity. I know this from my own life. It was opportunity that lifted me and my family out of poverty.

Opportunity is the great American hope: the idea that in this country, in our lives, we will all have a fair chance to do a little better than our parents. To leave things a little better for our children. To realize our full potential.

But "chance," to paraphrase Louis Pasteur, "favors the well prepared." Today more than ever, opportunity depends on education. If opportunity is our nation's hallmark, we have a patriotic, indeed a moral obligation to provide a superlative education.

In Massachusetts schools today, we have a lot to be proud of.

We lead the nation in student performance. Last week, for the fourth time in a row, Massachusetts

students finished first in the National Assessment of Education Progress – the so-called “nation’s report card.” Our students are among the top three in the world on international math assessments and tied for first in science on the international science and math assessment, TIMMS.

We lead the nation in standards and accountability. From the Education Reform Act of 1993 to our recent leadership on and adoption of the Common Core Standards, we have declared our intention to educate all students to high standards. We have brought that commitment to early education and care with our recent launch of the Quality Rating and Improvement System, a framework of high standards designed to elevate the quality of care for our pre-K children. Today, our system of standards and accountability is stronger than ever and we are firmly committed to maintaining our leadership and advantages in this area.

In higher education, we have undertaken the Vision Project, setting a course for national leadership in post-secondary education by putting college and career success in sharp focus and tracking our results. In Massachusetts, where brainpower is our calling card, we need the best educated citizenry and workforce in the nation, and it is the job of public higher education – every campus working together -- to achieve that result.

Passage of the Achievement Gap Act of 2010 was another national milestone. It was a bold mid-course correction. We studied the data and owned up to the fact that we are not educating all students to proficiency. That bill gave us a number of policy and practical tools to reach the young people whom, despite our overall successes, we have been leaving behind. Too often those students are poor, or they are black or brown, or they are disabled or have special needs, or they speak English as a second language. The Achievement Gap Act is a values statement: it proclaims the simple truth that the kids we are leaving behind are our kids, too, and that we will not accept subpar results for any of our kids.

Thanks to our partners in the legislature and many in this room, and informed by what we learned from the countless teachers, principals and students across the state, we passed a bill that moved beyond the stale debate of district schools versus charter schools, management versus unions. We decided to reaffirm the notion that education is first and foremost about the students in the classroom. And it’s working.

There are now 18 Innovation Schools open in Massachusetts and another 8 are in the planning process to open next year. These in-district laboratories are using a whole range of creative and inventive

strategies, increasing student achievement and reducing achievement gaps within district structures. You only have to look at the Springfield Renaissance Innovation School or the five new innovation schools in Worcester, which has more of these experiments underway than any other city in the Commonwealth, to see marvelous results.

The Turnaround Schools – what used to be our lowest performing, non-improving schools – are turning around, through the most aggressive interventions. This year, two-thirds of our turnaround schools made combined gains of 5 percentage points or higher in proficiency in English and Math on the MCAS. One school I visited in Boston, the Orchard Gardens K-8 Pilot School, is using virtually every tool available in the Act and saw a significant improvement in student achievement and MCAS scores in the first year, demonstrating dramatic gains in 8th grade English, 5th grade English and Math and 3rd grade Math. The pride that whole school community has in itself is palpable.

We also lifted the cap on charter schools, encouraging the highest performing charters to grow in regions of the state that serve our neediest students. No “creaming” or “skimming” or whatever. Just show us what the autonomies for which charters are so famous can produce when you are willing to take all comers, like the district schools do. And then share those lessons with the rest of the system. That’s all.

MATCH Community Day is an example of the type of new-era charter school brought online by the Achievement Gap Act, using innovative ways to target English Language learners. In a school where 85% of students speak another language other than English at home, students are tutored by an elite group of recent college graduates called MATCH Corps. With a focus on reaching students at a young age and growing partnerships with other charter schools, MATCH Community Day is a grand experiment for us to learn from.

So as our students learn, so do we. Bolstered by the state’s successful Race to the Top application (and here leading again – we were the highest scoring application in the country), there is more innovation happening in Massachusetts’s classrooms than ever before. Why? To enable teachers to reach each and every one of their students. Because each and every one of them is ours.

This is all good news. And I want again to thank the teachers, principals, parents, policymakers, civic and business leaders who have brought their creativity and hardheadedness to bear on getting these results.

But there is more we can do and more we must do. As important as these early steps have been, and as confident as I am that we will build on them in the coming years, the Achievement Gap Act, in word and spirit, beckons us forward. And faster.

This for me is personal. I have told you before about growing up on the South Side of Chicago. Everything was broken: broken sidewalks, broken playgrounds, broken lives. The schools were overcrowded, under resourced, sometimes violent. And yes, thanks to great teachers and other adults, and a scholarship to Milton Academy in 1970, I got my break. I have told you before about all of that.

But what I rarely talk about, and what you also all know, is that there were lots of other kids on the South Side of Chicago just like me: just as wide-eyed and hopeful, just as eager to learn, just as curious and ambitious, but who got no break. And you know that still today for every one of me there are thousands of others in Massachusetts's neighborhoods hoping for a break, entitled to one, in fact. To repeat, they are ours, too.

I have made closing the Achievement Gap a priority for my second term. Today, I am asking all of you here to make it your priority as well. Whether you're on the board of Early Ed and Care or the board of the University of Massachusetts; whether you are a teacher or a principal or a parent; whether you agree with everything my administration has proposed or you don't: the Achievement Gap must be closed. Opportunity must have meaning in America.

That means we need to deal with some hard truths. In spite of all of our successes, many students are not enjoying the benefits of a high-quality education. There is still an inescapable correlation between socio-economic status and education achievement, between your childhood zip code and your future achievement. And hardest of all, some of what we have done in the past isn't working well enough now and won't work at all in the future. Eighteen years of experience and data tell us that our current system, enviable as it may be due to your hard work, is still not broad or strong enough to successfully educate children stuck in these gaps.

At our current pace, we won't close the Achievement Gap until the start of the next century. Today, we need to complement the tools and strategies of the Achievement Gap Act with additional measures to accelerate our efforts to reach all students. And we must have a sense of urgency about it. A third grader doesn't get to sit out the third grade until the recession is over or until we get perfect consensus on all the things that have to be made just right in the education system. Her chance is now.

We know what the problem is and we know where the problem is.

The problem is poverty. It's not unions, people; we are leading the nation in student achievement in one of the most highly-unionized environments in American education. It's not money; in K-12 we are spending at record levels and have sustained that spending, thanks to the Legislature and the Obama

administration, through the worst economy in living memory. It's poverty. A recent comparison of the 2009 graduating classes of ten affluent, suburban districts versus ten urban school districts lays it out for us. On-time graduation rates were 97 percent in the suburbs, 59 percent in the cities. 97 percent of suburban kids went on to enroll in four-year colleges; 49 percent of city kids. According to a separate survey, fewer than 10 percent of young men of color in Boston are graduating from four-year colleges. I'm not saying that we don't need more flexibility in the classroom and more money. I'm saying when it comes to patterns of educational achievement nothing is as significant as poverty.

And if the problem is poverty, where do we find it? The answer, as you all know, is in Gateway Cities. Our two dozen Gateway Cities are home to much of our immigrant population, most of our low-income students, and English Language Learners, as well as families for whom navigating the educational system through college is unfamiliar. The challenges faced by students, their families, and their educators in the Gateway Cities are monumental. We cannot be truly successful as a state in closing achievement gaps unless we succeed in Brockton, Fall River, Lawrence, Holyoke, Fitchburg and Pittsfield. We must focus on achievement gaps where they are most persistent.

So, the problem is poverty and it lies mainly in Gateway Cities. Here are four things I want us to do right now.

First, every child must read well by the 3rd grade. Three-quarters of children who struggle with reading by third grade will continue to struggle academically, greatly reducing their chances of graduating high school, going to college, or successfully participating in our high skill economy. I want you to go to work now on developing the best ways to address this early in a child's academic career, in children entering kindergarten. In my next budget, I will propose a pilot program for Kindergarten Literacy Readiness.

Second, all children need a healthy start – and when they can't get it at home, we must find a way to provide it for them. Poverty begets a whole host of out-of-school problems that affect the readiness of a child to learn in the classroom. Mental health issues, family violence, housing instability and inadequate nutrition – all are real and present obstacles to student attendance, attentiveness and success. Teachers know it and they, along with school nurses, do their very best to help; but they can't be expected single-handedly to solve such complex problems in the lives of their students.

So, we propose establishing Student Support Councils and deploying Student Support Counselors to predominantly low-income schools. Possibly even early education centers or colleges. These Councils will consist of local human and social service providers focusing their efforts on connecting with students

and families through the schools to help meet their needs outside of school.

Third, the student-first education must trump the system of adult convenience. A one-size fits all, batch-processing model never was intended to work for all of our children, does not meet our goal of proficiency for all, and falls far short of what will be necessary to maintain our top economic advantage: a highly-educated workforce. The most profound examples are our dropouts. No statistical achievement gap is as great as the singular one separating those children in from those who dropped out.

As another example, I look at the continuing achievement gaps afflicting our students who are English Language Learners. We are more and more a majority minority Commonwealth and recent immigrants, the overwhelming number of whom are fully documented, make up more and more of our student population, especially in poorer communities. I welcome the many rich contributions that these new students and their families bring to the Commonwealth and I thank the schools and communities who show them the same sense of welcome I was shown when I first came to the Commonwealth 40 years ago. But it is a special challenge to learn the lessons in an unfamiliar language, and we need to help. We are trying to teach these students English while keeping them up to speed in their academic subjects all in the same amount of time that other students need for core subjects alone. It doesn't make sense. Therefore, I will propose the establishment of Summer English Learning Camps specifically designed to give English Language Learners more time, in an active, engaged "camp" atmosphere, to become fluent in English.

And finally, we must prepare students for lifelong success. Success means the capacity to land and hold a 21st Century job in a high skills/high knowledge economy like ours. It means being an informed citizen and a leader in our democracy. It means being prepared to be the head of a family with all the characteristics we associate with family leadership. And it means being a lifelong learner, capable of solving problems that today's educators can't even imagine. We are working hard to prepare our students to be admitted to college and to complete college once there, and our efforts in this area are intensifying. But we do not do enough to prepare students for whom college is not their best or preferred path. We need to prepare our young people to think about and succeed in middle-skill careers, too, careers just as valuable to them and their families, and just as important to our economic future. We are stepping up our support of vocational and technical schools, and looking at ways to better align the community colleges to meet the regional workforce needs of area businesses. I also propose that we pilot career academies to offer high school students the opportunity for early career exploration, more applied and experiential learning, and similar educational experiences that motivate students who do not see themselves as college bound.

A 21st century education system will require us to work in unprecedented ways to meet all the educational and developmental needs of our students to prepare them for success in a rapidly changing world. This system will need to serve society as well as the individual. It will need to prepare our students for meaningful work, active citizenship, family leadership and lifelong learning. It will require reinventing our approaches to child development, utilizing time and space differently, drawing on the expertise of a wider variety of people who can serve as co-educators, and harnessing technology in ways that are unprecedented to meet students where they are and give them a tailored program of what they need in order to become successful.

We need a renaissance of innovation in education, a period of intense experimentation, an urgent quest for the design features of an education system as diverse and vital as are our students. We, in government and policy, need to seed and incentivize new ways of working both within and outside of our mainstream system. We need to focus on results by nurturing innovative approaches.

I know you are all asking how we pay for these initiatives. I will ask the Legislature's support in the budget I file in January. But just as we seek new approaches in the classroom, we will need new ways to support our experiments. So I want you to develop an innovation fund, a public private means by which we can approach businesses, individuals, unions, foundations and others to leverage public money to invest in new experiments in the classroom, experiments that reach the children we are leaving behind. The Commonwealth Education Innovation Fund was a recommendation from the Readiness Project. Such a fund might offer incentives to school districts to encourage them to utilize "social impact bonds" to support solutions to the drop-out crisis, or pre-K programs to ensure that children enter kindergarten with the momentum necessary to succeed, or our higher ed campuses to enhance their work with high-risk drop-out populations, or other achievement gap issues. Perhaps it could seed innovations that promote a more seamless education continuum, from pre-K through higher education. The point is to bring new resources of time and money and attention to this renaissance of innovation and reform in our schools – because we all have a stake in it.

Today, I ask you to focus on these four initiatives. We won't close this achievement gap unless we work together, across boards and disciplines, across ideology and background. I know you're going to spend some time this morning talking in small groups about some of these strategies. Don't end the conversation here. Keep it going. Challenge us with new ideas. Engage with us and hold us – and each other -- accountable. And above all, act

This matters to all of us, no matter where we live or in what capacity we serve. Not as a question of

abstract policy, but as a question about what kind of country we want to live in.

America is the only nation in human history not organized around a common language or religion or even culture, but instead around a handful of civic ideals. Among them is the ideal of opportunity. It defines who we are. It shapes what we expect of ourselves and inspires others all over the world. It is central to the American Dream.

I walked around Occupy Boston one day several Saturdays ago and heard how much anxiety there is about the future of the American Dream. It might surprise you to know that at a town hall meeting I had at Goldman Sachs a couple of weeks later I heard much the same sentiment. In a sense the Tea Party and the Occupy movements, and lots of the rest of us in between, are united by that common anxiety. People are asking themselves, for their own sake and their children's, if the American Dream is at risk.

The people in this room, all of us, are in a position to do something about that. We have the power we need to make a change. We have the chance here to provide an opportunity to every child in Massachusetts, a chance to show them that in the face of an uncertain future we were willing to act and to lead, to preserve for them what our parents and grandparents gave to us. I want history to record that we in our time stood up for the American Dream, and made it real in Massachusetts for a generation to come.

Let's get to work. Thank you for all that you do.

PATRICK-MURRAY ADMINISTRATION ANNOUNCES MASSACHUSETTS AWARDED FEDERAL GRANT IN PRESIDENT'S EARLY LEARNING CHALLENGE COMPETITION

Funds will increase access to high quality early education and close achievement gaps

BOSTON – Friday, December 16, 2011 – The Patrick-Murray Administration today announced that Massachusetts is one of nine grant award winners in President Obama's *Early Learning Challenge* (ELC) competition and will receive significant funding over the next four years to expand high quality early education services and close achievement gaps in education.

Massachusetts is eligible for $50 million under the ELC and the U.S. Department of Education will announce final grant amounts to each winner in the coming days. Other winners of the ELC competition include California, Delaware, Maryland, Minnesota, North Carolina, Ohio, Rhode Island and the state of Washington.

“Today’s announcement demonstrates our place as a national leader in education reform and achievement,” said Governor Deval Patrick. “These resources will help us reach kids at an early age, before achievement gaps form, to ensure they are prepared for lifelong success in school and beyond.”

The ELC is part of President Obama's Race to the Top initiative, which Massachusetts won in 2010, receiving $250 million to implement landmark reforms in public education. The U.S. Departments of Education and Health and Human Services made $500 million available nationally in the Early Learning Challenge to encourage states to develop bold and comprehensive plans for improving the quality of early learning programs across the nation. Thirty-five states, the District of Columbia and Puerto Rico applied for this groundbreaking reform grant.

The Commonwealth's plan, *From Birth to School Readiness: Massachusetts Early Learning Plan, 2012-2015*, represents extensive community outreach and input on best practices and key strategies for moving forward early education outcomes. Today's grant will support the Commonwealth’s continued work across the education and health and human services sectors to build strong foundations for our youngest citizens.

"Massachusetts is way out front on early learning and this win cements the work we're doing,” said U.S. Senator John Kerry. “It's a big deal for our students, teachers and principals and parents."

“I’m proud that Massachusetts was a winner in the Early Learning Challenge,” said U.S. Senator Scott Brown. “The initiatives funded by this grant will help our children receive the educational foundation necessary to be successful students and citizens.”

"Today's award is a tribute to the hard work being done in classrooms across the Commonwealth each and every day," said Congressman Jim McGovern. "This funding will ensure that our teachers and schools are able to offer all children the highest quality developmental education possible from a young age, preparing them for the global challenges of the 21st century."

“Access to early education is absolutely essential in preparing our children for continued success throughout life,” said Congressman Stephen F. Lynch. “This is encouraging news and I congratulate Governor Patrick and all those whose hard work and dedication made this possible. I am proud that these funds will help provide high quality early education opportunities and close achievement gaps.”

Massachusetts' Early Learning Plan will advance the Patrick-Murray Administration’s goal of ensuring that all children, particularly high-needs children, have access to quality pre-K education and experiences that will put them on an early path to success; and builds on the Administration’s efforts to build a more aligned, statewide early learning and development system. Key strategies of the plan include:

Enhancing the quality of all early education programs in the state by securing universal participation in the Massachusetts tiered Quality Rating and Improvement System (QRIS), which uses a definition of quality and standards designed to elevate the quality of care in state early care and education systems and to ensure growth as children develop. Currently the Department of Early Education and Care (EEC) licenses over 12,000 early education and care and out of school time programs across the state, and there are over 2,000 programs currently are engaged in the Massachusetts QRIS

Aligning birth to age five early learning and development standards, including the creation of English Language Development standards for birth to age five.

Creating the Massachusetts Early Learning and Development Assessment System (MELD) from birth to grade three by expanding screening for children and developing a common tool for a kindergarten entry assessment. .

Increasing culturally and linguistically appropriate engagement with parents, families and community members regarding literacy, universal child screening and other statewide priorities.

Providing essential support to early educators and enhance their effectiveness in practice by providing educational opportunities and targeted professional development. Over 48,000 early educators

have registered with the EEC Professional Qualifications Registry. The ELC grant will support new partnerships and expansion of existing initiatives with higher education to increase early educators' competencies.

Creating greater alignment between early education and grades K-3 to promote healthy child development. The Commonwealth's grant will support securing kindergarten entry assessment data from school districts with pre-kindergarten and kindergarten classes and will help create effective partnerships between coordinated family and community engagement grantees and local early learning initiatives, such as the Boston Children Museum's Countdown to Kindergarten, to support successful school transitions.

"This plan reflects our ongoing commitment to providing our pre-K children with access to the types of high-quality, educational and developmental experiences they will need to succeed in school and beyond," said Massachusetts Secretary of Education Paul Reville. "I look forward to working with our education, business and other stakeholder partners across the Commonwealth to implement this bold and critical set of strategies."

"This award will enable Massachusetts to accelerate the implementation of our plan that is designed to yield improvements in our early childhood system that significantly raises the level of quality opportunities and experiences for children and families," said Department of Early Education and Care Commissioner Sherri Killins. "The Early Learning Challenge recognizes the importance of early learning in providing the foundation for children's healthy growth and brain development and ensuring the collective future prosperity of our Commonwealth and our nation. Both educators and families alike will benefit from this award."

The Massachusetts Early Learning Plan will bolster the Administration's efforts to create a comprehensive, child-centered education system extending from birth to post-secondary studies, one that is necessary for students to be ready for success in the 21st century. The plan serves as a blueprint for the next phase of early learning and development efforts across the state for the next four years.

"Today's announcement serves as another example of the Commonwealth's steadfast commitment to public education," said Representative Alice H. Peisch. "Early learning prepares our children to be productive members of society in an increasingly competitive world and I commend the Patrick-Murray administration and my colleagues in the state legislature for continuing to work hard to better our students' future."

"This grant award validates Massachusetts' vision for investing in its young children and their families. This is a significant milestone in the Patrick- Murray Administration's efforts to close the achievement gap and an important investment in the Commonwealth's long term economic prosperity," said JD Chesloff,

Chair of the Board of Early Education and Care and Executive Director of the Massachusetts Business Roundtable. "On behalf of the Board, we congratulate Commissioner Killins and her team, as well as the early childhood field and the children and families they serve. This is a good day for early education and care in the Commonwealth."

Community College Reforms to Spur Workforce Development

BOSTON – Monday, January 23, 2012 – In his annual State of the Commonwealth address tonight, Governor Deval Patrick will propose a set of reforms to help Massachusetts community colleges provide residents looking for work with the skills they need to help fill the estimated 120,000 current job openings in the state. The proposal calls for the fifteen individual community college campuses to come together as a unified, state-wide system offering a more streamlined curriculum as well as locally developed, regionally specific jobs and skills training.

By aligning a unified community college system with employers, vocational-technical schools and Workforce Investment Boards, the Governor's proposal will give community colleges the tools they need to help get people back to work. In order to help the community colleges meet this mission, Governor Patrick is proposing a $10 million increase in funding as well as a streamlined budget and leadership selection process for the campuses.

"A central piece of our economic recovery strategy is ensuring that the skills of our workforce meet the evolving needs of our employers," said Governor Patrick. "That's why we are advancing a new and innovative mission for our community colleges, to train highly-qualified candidates for jobs in every corner of the Commonwealth. I look forward to partnering with our community colleges, educational professionals, students and the business community in these efforts."

"By working with community colleges in all regions of the Commonwealth, Massachusetts has the opportunity to increase partnerships between academia and industry to provide more workforce training resources to help students, employers and job seekers advance critical skills," said Lieutenant Governor Timothy Murray, Chair of the Governor's STEM Advisory Council.

The Administration's plan to increase the budget and centralize the leadership selection processes of community colleges will ensure a cohesive system of education and skills training responsive to the needs of local employers.

Under the proposal, the Board of Higher Education (BHE) will have the authority to allocate all state funding to community colleges in Massachusetts, consolidating fifteen separate funding lines into a single line item within the Department of Higher Education budget. The BHE will be responsible for developing a system for making funding allocations to the individual community colleges that will take into account enrollment data; institutional performance and innovation; the creation of "stackable credentials" and

credits that can be easily transferred across campuses; and the creation of new programs that are better aligned with regional labor market needs.

This plan also gives the BHE authority to establish new parameters for the setting of student fees at the community colleges and the use of revenues generated from these fees to ensure an appropriate and efficient use of taxpayer and student dollars.

Additionally, the Administration's plan creates new guidelines governing the selection processes for community college presidents, and also charges the BHE with establishing new procedures for the annual review of presidents. Clearly established selection processes and comprehensive performance reviews will help ensure excellence in leadership and a coherent vision throughout the entire system of community colleges across the state.

"This strategy will help us create the structure and incentives necessary to operate an integrated and comprehensive community college system," said Secretary of Education Paul Reville. "A more unified vision among our campuses will better serve our students, our employers and our Commonwealth in the long-term."

"Our community colleges are in a unique position to provide targeted workforce development," said Secretary of Labor and Workforce Development Joanne F. Goldstein. "That training and course work is especially important given the gap that exists between the skill sets of job seekers and the skill sets employers need. It will ensure that students entering the workforce are better qualified for job opportunities in their respective regions."

"The Patrick-Murray Administration has made job creation and economic growth a top priority, and the importance of a highly-skilled workforce is a vital part of that strategy as highlighted in the Economic Development Plan submitted by the Governor in December," said Secretary of Housing and Economic Development Greg Bialecki. "The Administration and the Economic Development Plan recognizes the importance of workforce development, and the role of our community colleges in that effort, as we continue to improve our strong competitive position in the world's economy."

"Our colleges and universities are the state's largest source of educated workers and citizens," said Commissioner of Higher Education Richard M. Freeland. "We have much good work to build upon, with examples of effective partnerships with the employer community like the promising work being done by Bunker Hill Community College in partnership with the Massachusetts Competitive Partnership. We are determined to do all we can to expand such efforts."

Taken together, these changes will strengthen the historical role of community colleges of offering high-

quality training and certification programs so that students can immediately enter the workforce – as well as create seamless pathways to additional educational opportunities.

"By leveraging our community colleges, streamlining the system, and aligning the mission, we can reverse this prediction by providing our workers with the skills they need to fill the jobs of the future in all areas of the Commonwealth," said John Fish, CEO of Suffolk Construction. "I applaud the Administration for its focus & commitment on this issue, and believe it will allow us to continue to prosper as we grow our strong Knowledge Based Economy."

"This could not come at a better time and will be a shot in the arm for the economy. We fully support increased funding tied to substantial updates to the structure and alignment of community colleges in Massachusetts," said Andrew H. Tarsey, Executive Director of the Progressive Business Leaders Network. "There are many companies ready to be a full partner on this project with the Governor and with the colleges themselves."

"Workforce development must be a top priority in 2012 and beyond," said Kip Hollister, CEO of Hollister Inc. "There is a clear competency gap and reform at the community colleges can only help us develop and retain talent in Massachusetts. This is a fundamental jobs issue and a big step in the right direction."

"Community colleges play a critically important role in helping Massachusetts develop a workforce that is second-to-none," said Sue Parsons of the Workforce Solutions Group. "We support measures that align our state's community college system with employers' needs for training and mid-level skills development. A highly skilled, well educated workforce is our state's most important competitive advantage, which enables Massachusetts to compete effectively in the global economy."

01.23.12 Governor Patrick's State of the Commonwealth Address

Governor Deval L. Patrick

State of the Commonwealth Address – As Delivered

State House – House Chamber, Boston, MA

January 23, 2012

Lieutenant Governor and fellow Constitutional Officers, Madame President, Mr. Speaker and Members of the Senate and of the House, Members of the Judiciary, Members of the Cabinet and of our Administration, Mayor Menino and other Municipal Officials, Reverend Clergy and most especially fellow Citizens of Massachusetts.

Good evening and thank you for joining me for my annual report on the state of our Commonwealth.

I would like to start by acknowledging and thanking our First Lady, Diane Patrick. Diane, I so appreciate your leadership in your public life and your patience in your private one. I know we all do.

And let us all acknowledge and thank the relatives, friends and neighbors from Massachusetts who are serving today in the military. We appreciate you – and your families – for your service to our Commonwealth and our country. A special welcome home to Senator Rush who is here. Representative Parisella who is here. Both have returned from combat duty in Iraq safely and we are so pleased.

* * *

This is my sixth speech of this kind. In that time, the world has experienced dramatic change and even turmoil. A global economic collapse. Slow job growth. Crumbling infrastructure. Growing inequality. A public craving change.

Periods of challenge and uncertainty are not new – not in Massachusetts and not in history. What defines us is not the challenge, but how we meet it. We remember with gratitude the generations before ours who rose to the challenges of their time and left for us a better Commonwealth. Thanks to them, many of us in this room tonight sit where our parents and

grandparents could hardly imagine.

Now we face our test. It is a test for our time and for the future. And while others elsewhere in positions like yours and mine succumb to division and stalemate, we here pulled together and, for the good of the Commonwealth, made hard choices.

Like every state, we cut spending and headcount, and slimmed down programs or eliminated some. But we also chose to invest in education, in health care and in job creation – because we all know that educating our kids, having health care you can depend on, and a good job is the path to a better future.

That's why today our students lead the nation in overall achievement and the world in math and science.

That's why we lead the nation in health care coverage with over 98 percent of our residents insured.

That's why we have moved from 47th in the nation in job creation in 2006 to 5th in the nation in the last two years, and why our state's economy is growing faster than the national growth rate.

That's why we lead the nation in energy efficiency and in veterans' services.

And it's also why we have not only closed our budget gaps, eliminated our structural deficit, and achieved the highest bond rating in our history, but – with labor at the table – made the kinds of meaningful reforms in the pension system, in municipal health benefits, in our schools, in our transportation and so much more that had eluded our predecessors for a long, long time.

None of this is happening by accident.

Auto insurance rates fell 13 percent in the last couple of years, the largest drop in America – not by accident but because we chose to reinvent that system and introduce managed competition.

The clean energy industry grew nearly 7 percent in Massachusetts last year, and added thousands of kilowatts of renewable generation and thousands of jobs – not by accident but because we passed the Green Communities Act and joined the world's fundamental shift towards efficiency and renewable energy.

A thousand families moved out of shelters and motels and into permanent housing last year – not by accident but because we chose to move toward a "housing first" strategy, to work to end homelessness for good.

This and much more of the progress we have made together is happening because of the choices we have made together, choices inspired by our generational responsibility, our commitment to leave to others a better Commonwealth than we found.

And so, to the members of the Legislature: I know that some of the votes I have asked you to take were politically tough. They may even have made some of you uncomfortable. But now is no time for making each other comfortable. Now is the time to step up. And time after time, for the good of the Commonwealth, you have. So, let me thank Mister Speaker, and you Madame President, and each and every member of the House and Senate for working together with my administration in that spirit. We have a lot of progress to celebrate and to be proud of.

* * *

And yet, as proud as we may be, there are parents across our state who wonder tonight whether they will be able to do as well for their children as their parents did for them. There are workers, some unemployed for many months, who wonder tonight whether this new economy has a place for them. There are small businesses and working families who now have the security of health insurance, but who wonder tonight whether they can manage the ever-increasing costs. There are children tonight who wonder whether they will be safe when they step outside their own front door. We are not yet fulfilling our generational responsibility to them.

The strength of our progress is an indisputable fact. Things are better in Massachusetts than in most other places in America. But that doesn't mean they are good enough. We have hard choices yet to make.

And so I will again ask the Legislature and the people of Massachusetts to move an ambitious agenda this year. We need action promptly on helping people get back to work, lowering health care costs, and making neighborhoods safer. In each of these I will again ask the Legislature and the people to make hard choices.

* * *

Starting with jobs.

There are 240,000 people still looking for work in Massachusetts – and nearly 120,000 job openings. Why? How can we have so much opportunity available and so many people still looking for their chance? Business leaders tell me over and over again that it is because the people looking for jobs don't have the skills required. Many of these openings are for so called "middle skills" jobs that require more than a high school diploma but not necessarily a four-year

degree: jobs in medical device manufacturing or as lab technicians or solar installers, for example. And a lot of those forced by this economic downturn to make career changes, people in their thirties or forties or fifties, don't have the proper training for those jobs. We have a "skills gap."

We can do something about that. We can help people get back to work. And our community colleges should be at the very center of it.

We have fifteen public community colleges across Massachusetts. Each strives to meet a whole array of needs: preparing high school graduates for four-year college; training workers for new careers; helping newcomers master the English language; enabling people to scratch an intellectual itch. They give a chance to people who often times have few. For the work they do, community colleges rarely receive proper recognition, let alone adequate funding. I have visited their campuses and seen their good work. They are an important resource, and we must ask more of them.

I believe community colleges are uniquely positioned to help close our skills gap and get people back to work.

Some are already making impressive contributions to workforce development. Middlesex Community College for example runs an Academy of Health Professions in Bedford and Lowell tied to industry growth in Merrimack Valley. Springfield Technical Community College is an indispensable source of trained workers for precision manufacturing companies in Western Massachusetts. Bunker Hill Community College just this month launched a pilot co-op program that gives students a combination of classroom learning and on-the-job training at some of our largest employers.

We need that kind of sharper mission across the Commonwealth, so that community colleges become a fully integrated part of the state's workforce development plan. They must be aligned with employers, voc-tech schools and Workforce Investment Boards in the regions where they operate; aligned with each other in core course offerings; and aligned with the Commonwealth's job growth strategy. We can't do that if 15 different campuses have 15 different strategies. We need to do this together. We need a unified community college system in Massachusetts.

In a unified system, students would find courses specifically tailored to meet local workforce needs alongside a core curriculum that emphasizes STEM subjects and with credits that are easily transferable to another community college or a four-year college. In a unified system, we could create "learn and earn" programs across the entire state enabling students to get practical workplace experience while completing course work. In a unified system, students would earn a

certificate of workplace readiness that would open doors in their chosen field anywhere in the state. And as they near course completion, one-stop career centers right on campus would help them move into, or back into, the workplace.

To support this mission, I will propose in my budget to streamline the funding and governance of community colleges, and to increase overall funding by $10 million. I challenge the business community to match that new funding with an additional $10 million. I also propose to channel more state workforce training dollars through the community colleges. With this sharper focus, simpler structure, increased funding and greater accountability, community colleges can help us better prepare people for the middle skills jobs of today and tomorrow.

Now, for some, this will be another tough vote, another challenging reform.

But consider what it would mean if those 120,000 open positions were filled. It would mean the Commonwealth's unemployment rate would be cut in half, to its lowest in a decade. It would mean 120,000 people would go from being unemployed, at a cost to the state of $800 million, to being earners, contributing more than $500 million in new tax revenue, a revenue that we can invest in further growth. And most important of all it would offer a way forward to those who are wondering tonight whether there is a place for them in tomorrow's economy.

For the good of the Commonwealth, let's do this and do it now.

* * *

We can do more to control health care costs as well.

Nearly a year ago, after lots of study and broad consultation, I asked you to act on a plan to control the rising costs of health care. We all know health care costs too much and goes up too fast. We all know it consumes too much of family, small business and government budgets. Our businesses, employees, families, governments -- all of us combined -- spend $66 billion on health care in Massachusetts every year. And that spending doubled in the last decade and, without intervention, will double again in the next ten years.

So, starting two years ago, we intervened. And it's helping.

Average premium increases were 16.3 percent two years ago. Today, they are 2.3 percent.

Hospitals and insurance carriers have reopened their contracts and cut rate increases, in some cases by more than half.

We created limited network plans to give consumers opportunities to get great care in neighborhood settings at lower cost, we are ending administrative duplication by requiring common codes and forms by insurers and providers, and there are new plans coming out for small businesses that promise to be as much as 20 percent cheaper.

In state government, by using these new tools and new approaches to how we pay for care, we will avoid nearly a billion dollars in cost increases in this fiscal year and another several hundred million more next year.

The market is moving in the right direction and that's very good news. But it is not enough.

Too many small businesses and too many working families still go through an annual ritual that starts with notice of another premium increase, and too often ends with a new plan costing the same or more for less coverage. Slowing the rate of increase is critical, but unless that slowdown is sustained, health care costs will continue to squeeze everything else – including job growth itself.

We need to put an end to the "fee-for-service" model. We need to stop paying for the amount of care, and start paying instead for the quality of care. We need to empower doctors to coordinate patient care and to focus on wellness rather than sickness. And we need medical malpractice reform. All of this is addressed in the bill I filed last year.

I believe that with these tools and the right oversight, we can slow the growth in health care costs significantly. And knowing we can count on the creativity, civic responsibility and partnership of those who work in and lead our health care industry, just as we have to make the progress to this point, I am confident we can do this the right way.

The Legislature has done considerable work on our proposed reforms, and I want to congratulate your care and thoughtfulness. Now it's time to act. Before you take up next year's budget, pass health care cost containment legislation. This is another hard decision. But for the good of the Commonwealth, let's do this and do it now.

* * *

Lastly, I ask you to continue your support of our public safety plan and send me a crime bill that is both strong and smart.

There are too many tragedies to recount. It really doesn't matter if it doesn't happen in your city or your neighborhood. Whether it's 14-year old Steven Odom shot and killed by a 19-year old in Boston, or Officer John Maguire shot and killed by a parolee in Woburn, everybody's loss

matters. The overall rates of violent crime in many of our cities are down. But there are still too many instances of young people killing other young people, and isolated but no less shocking instances of repeat offenders committing further acts of violence. This problem belongs to all of us.

Last summer, the Legislature approved and funded our “Safe and Successful Youth Initiative.” We are working alongside municipal leaders, local law enforcement and community groups in high crime areas to focus on those young people most likely to commit or be victims of crime. We want to support strategies that address local realities, with measurable success at reducing violence and engaging young people at risk, and to stop funding programs, however well intentioned, that are not getting results. I thank the Legislature for supporting this initiative and will ask you to do so again in our next budget. Together with our work to close achievement gaps in the schools, support summer jobs and mentoring, and improve job training, we have a sound and comprehensive plan.

Another piece of that strategy is before you now in a proposed crime bill. We have proposed reforms to both our Habitual Offender law and to our mandatory minimum sentencing laws to make the public safer. Both are important, and you must send me both.

In the past ten years, 84 people have been convicted and sentenced under our existing Habitual Offender law for committing three felonies. I proposed to lengthen the time before a third-time violent felon would become eligible for parole, and will support a mandatory sentence of life without the possibility of parole for anyone whose third felony is murder or a similarly heinous act of violence. These reforms are not about sweeping up the innocent or the unlucky. They rightly focus on the worst of those who repeatedly prey on our residents. We cannot and will not pursue a strategy that categorically rejects the proper place of parole in public safety. But that small number of the most hardened and destructive offenders ought to be separated from the public for a long time.

At the other end of the spectrum are non-violent drug offenders. And in these cases, we have to deal with the fact that simply warehousing non-violent offenders is a costly policy failure. Our spending on prisons has grown 30 percent in the past decade, much of that because of longer sentences for first-time and nonviolent drug offenders. We have moved, at massive public expense, from treatment for drug offenders to indiscriminate prison sentences, and gained nothing in public safety. 92 percent of the total prison population – 92 percent – is eligible for release at some point, and many come out more dangerous than they were when they went in. States across the country – most recently, Ohio, Delaware and South Carolina – have already recognized the folly of mandatory minimum sentences for non-violent drug offenders and made

significant reforms.

So, alongside our reform of the Habitual Offender rules, we must have a comprehensive reentry program. We need more education and job training, and certainly more drug treatment, in prisons and we need mandatory supervision after release. And we must make non-violent drug offenders eligible for parole sooner. By permitting them to have supervised release after serving half their sentence, we can begin to re-integrate four to five hundred non-violent offenders in the next year and save millions in prison costs every year.

We must be smarter about how we protect public safety. That means targeting the most dangerous and damaging for the strictest sentences, and better preparing the non-dangerous for eventual release and reintegration. We don't have to choose the one or the other, and emphasizing prison time without successful re-entry has failed. Again, for the good of the Commonwealth, send me a bill with the right reforms to both our Habitual Offender law and our mandatory minimum sentencing laws for nonviolent drug offenders. I will not accept one without the other.

* * *

We have risen to past challenges – and we will rise to these – if we stay true to our values and work together.

When we stay true to our values, we make decisions for the good of our future, choices that transcend momentary political convenience. I still believe that our Commonwealth is a community and that we have a stake in each other. That value leads us time after time to better choices however difficult they may be.

When we work together, when we put aside sound-bite politics and insider games, we can overcome any challenge, I have no doubt about it. If you have any doubt about that, think back to last June.

That tornado touched down in Western Massachusetts without much warning. In a matter of minutes, it tore a 40-mile long, half-mile wide trail of utter destruction through nine communities. When I visited in the hours after it hit, I was struck by how random the damage was. If you happened to be in the tornado's path, you lost everything. But if you were just a few feet away, your home was relatively untouched.

Now, the fortunate ones did not just walk away and count their blessings. They didn't tell their neighbors, "You're were on your own." The people of Westfield and Monson, of Brimfield and

West Springfield, the people of Massachusetts, opened their homes and their hearts. They cried together and they prayed together and then they went to work together rebuilding their community. And we worked and continue to work alongside them -- because their community is our community.

The challenge facing people in doubt about the future of their American Dream and their place in the workforce is ours, too. The challenge facing small businesses and working families struggling with the cost of health care is ours, too. The challenge facing those who fear for their safety and those seeking a way back, successfully, into mainstream life is ours, too. We can meet those challenges if we work together. After all, we are here today because someone did the same for us. For the good of the Commonwealth and the sake of our future, so must we.

God bless our work and all of you. And God bless the Commonwealth of Massachusetts.

Thank you very much.

GOVERNOR PATRICK'S CALL FOR UNIFIED COMMUNITY COLLEGE SYSTEM RECEIVES SUPPORT FROM MAYOR MENINO AND BUSINESS LEADERS

Governor Patrick joins Boston Mayor Thomas M. Menino and Massachusetts education and business leaders to discuss his proposal to reform the Commonwealth's community colleges. (Photos: Eric Haynes / Governor's Office). View additional photos.

BOSTON – Tuesday, January 24, 2012 – Governor Deval Patrick today received support from Boston Mayor Thomas Menino and leaders from Massachusetts' business and education sectors for his proposal for a unified community college system, which he announced in last night's State of the Commonwealth address.

"For the work they do, community colleges rarely receive proper recognition, let alone adequate funding," said Governor Patrick. "I have visited their campuses and seen their good work. They are an important resource and we must ask more of them. I believe community colleges are uniquely positioned to help close our skills gap and get people back to work."

At Suffolk Construction headquarters in Roxbury today, Governor Patrick continued his call for reforming the Commonwealth's community college system to address the skills gap and expand employment opportunities for workers across the state. His reforms received support from leading elected officials and employers who say they need a trained workforce to fill the 120,000 positions currently open in Massachusetts.

"Jobs are the greatest equalizer when it comes to our economic strength and aligning our jobs with our resources makes sense," said Mayor Menino. "Our communities will be strong if we continue to provide more opportunities for people to improve their skills, develop new ones and help get them into jobs and careers they enjoy."

By aligning a unified community college system with employers, vocational-technical schools and Workforce Investment Boards, the Governor's proposal will give community colleges the tools they need to help get people back to work. In order to help the community colleges meet this mission, Governor Patrick is proposing a $10 million increase in funding as well as a streamlined budget and leadership selection process for the campuses.

"By leveraging our community colleges, streamlining the system and aligning the mission, we can reverse this prediction by providing our workers with the skills they need to fill the jobs of the future in all areas of the Commonwealth," said John Fish, CEO of Suffolk Construction. "I applaud the Administration for its focus and commitment on this issue and believe it will allow us to continue to prosper as we grow our strong Knowledge Based Economy."

"Our extensive conversations with business and education leaders, including community college presidents, highlighted that refocusing the mission of the community college system and other reforms were the common sense course for creating a system that is effective, accountable and well-resourced," said Paul Grogan, president of the Boston Foundation. "We look forward to working with the Governor, the business community and the colleges to ensure that student needs are served."

Also announced today was Bunker Hill Community College's (BHCC) "Learn and Earn" pilot co-op program. The "Learn and Earn" program will further the Governor's proposed reforms by providing community college students with the skills necessary to meet the needs of regional employers. BJ's Wholesale Club, EMC, Raytheon and Suffolk Construction have already signed on, committing up to five positions as part of the pilot which will run from January – April 2012. The co-op positions align with BHCC curricula in networking, engineering science, management, information technology, marketing, web development, accounting, paralegal, finance, culinary, graphic design, event planning, communications and health sciences. Co-ops will balance class schedules with weekly on the job training. Participating companies will use a common format involving an assignment manager, a mentor and group learning sessions on business fundamentals. Co-ops will receive performance assessments and BHCC faculty advisors will be engaged in the process. At the conclusion of this semester, BHCC and the employers will consider expanding the co-op program three semesters annually, beginning in June.

Taken together, these changes will strengthen the historical role of community colleges in offering high-quality training and certification programs so that students can immediately enter the workforce – as well as create seamless pathways to additional educational opportunities.

For further information: Community Colleges Plan Fact Sheet

01.25.12 Governor Patrick Files FY13 Budget

Governor Deval L. Patrick

FY13 Budget Filing

State House

January 25, 2012

Good morning and thank you all for coming. Today, the Lt. Governor and I will file our budget proposal for fiscal year 2013.

The budget we propose for next fiscal year is $32.3 billion. We have held budget growth to under 3 percent, despite tremendous pressure from increased costs of health care, legal obligations such as debt payments and collective bargaining, and other unavoidable costs. Revenue has continued slowly to recover as more people are getting back to work, which is great news on many, many levels. But we still have unprecedented needs to meet in health care, emergency housing and other essential services because of the numbers of people whose lives have been turned upside down by the global economic collapse.

With the support of the Legislature, we have managed this rather well, though not without pain. Our budgets have been responsible and balanced. We have reduced headcount by almost 6,000 positions. We have reduced spending on, or eliminated entirely, a whole host of programs. We have found more efficient ways to deliver services with less money.

These approaches have in some instances been difficult, but effective. You will see examples of them again in this budget. Because of these approaches, we have one of the largest rainy day funds in the nation and we earned the state the highest credit rating upgrade in our history.

At the same time, we have invested in the areas that we know will grow opportunity and strengthen us in the future. We chose to grow our way out of this recession and you can't grow without a growth strategy. That is why we have invested significantly in education, in innovation and in infrastructure and why we will propose to do so again in the coming fiscal year. Those investments are why we are 5th in the nation in job growth, why our economy is growing faster than the rest of the country's, and why we lead the nation in student achievement and the world in math and science.

Specifically, we propose $4.1 billion for K-12 education, the highest amount, again, in the

Commonwealth's history. With this investment, every school district will reach the so-called "foundation level" and no district will see a drop in state support next year. Today's students in today's schools get their chance today and don't get to sit out the recession until it's over. And because education is our calling card around the world and central to our competitiveness in the future, we owe it to ourselves to do everything we can to support the schools.

While we lead the nation in student achievement, we also know that less than half of low-income students are proficient at reading in Grade 3; less than a quarter are proficient in science in Grade 8. We still have an achievement gap and, for the same reasons of economic competitiveness and social justice, I am determined to close it. So, we are proposing an additional $10 million in funding dedicated to programs to help close that achievement gap. We propose to pilot these new strategies first in Gateway Cities.

Finally, in the area of education, we are proposing to streamline the funding and governance of our community colleges, as I discussed the other night, so they become fully integrated parts of the state's growth and workforce development strategy. A unified community college system gets us greater responsiveness to workforce needs, greater alignment with our statewide economic growth strategy, and greater accountability for the effectiveness of that spending. To support this increased role for our community colleges, we are proposing to increase funding by 5%. As I outlined on Monday, our community colleges are in a position to train people with the skills they need to get back to work. We must be willing to invest in that; in turn, the community colleges must be willing to work as a unified system to make sure we are getting the most out of that investment.

In the area of supporting innovation, we propose a mechanism to continue support for the life sciences initiative out of any FY12 current fiscal year surplus, just like last year, but with a slight increase. We also will continue our efforts through the Green Communities Act to encourage the continued growth and depth of the clean energy and energy efficiency sectors. We look forward to continued growth in the IT and financial services sectors as well, and will have some announcements about new developments in these areas in the coming weeks and months.

In addition to education and innovation, we will continue to invest in the Commonwealth's infrastructure. Once again, we will commit $200 million in chapter 90 funds for local roads and bridges. This is a part of our $3.3 billion capital investment program for the coming fiscal year – double the level of investment from before we took office. These funds are rebuilding college campuses, courthouses, roads, public safety and other projects all over Massachusetts. They are also putting people to work. This capital program is backed by a first-of-its-kind affordability analysis that ensures we are making the investments we need in a fiscally sound and responsible manner. The work to expand universal high-speed broadband continues through the year, with an estimated completion date of 2013. And we will continue to work with the Obama administration and with the Congress to rebuild transportation infrastructure and

the quality of service here in Massachusetts, as well.

We continue to scour state government for new and better ways to deliver services to people without new money. Many of those strategies are reflected in this budget, as well.

For example, by changing how we pay for health care for which government is responsible, we avoided nearly a billion dollars in cost increases in this current fiscal year – without making health care any less accessible. In this budget proposal, we plan to avoid another $700 million through the same strategies: seeking more competition, re-procuring existing contracts in favor of global payments, paying for outcomes rather than the volume of care, and continuing aggressively to root out waste and fraud in our Medicaid system itself. This is no substitute for the Health Care cost containment bill awaiting action by the Legislature; but it does illustrate how the changes we have proposed in that bill- in how we pay for and deliver great health care in Massachusetts- can save significant amounts of money for everybody in the Commonwealth.

In this budget, we also propose to carry on our efforts to reform the way that homeless families in this state are treated and encouraged to move forward. Before the Great Recession, we spent $76 million in shelter services. Last year, that number is $176 million. We started to change that last year by moving away from a shelter-first system to a housing-first system. We moved over a thousand families out of motels and emergency shelters into housing, and diverted another 2700 families from the shelter system entirely. Not only is this change less costly over time, but it is better policy. It puts families on a path to self-sustainability.

We will continue that this year. We will target our emergency assistance and HomeBASE programs to those who are truly in need of emergency services and take the money we save to reinvest in other housing programs.

These are a couple of examples of how we continue to move toward greater accountability in the way government spends the people's money. We have created an Office of Commonwealth Performance, Accountability and Transparency to that end, to institutionalize the use of objective metrics to help evaluate and manage programs. We need to know we are achieving better outcomes for the people served by programs and lower costs for taxpayers.

In a similar vein, I will appoint a Chief Innovation Officer and will forme a new Commission on Innovation. Their charge is to look over the whole of state government for ways to better apply technology to deliver services and achieve efficiencies.

Our budget includes modest revenue proposals to help subsidize public health costs and integrate eligible, fully-documented immigrants into the Commonwealth Care program as required by the recent

decision of the SJC. To that end, I propose to eliminate the sales tax exemption on candy and soda, to increase the tax on cigarettes and bring taxes on cigars and smokeless tobacco up to the same levels as cigarettes. We have included the bottle bill again, this year. All together these new revenues amount to less than 1 percent of this budget. They are not new. They are still sensible, still widely supported in the general public (in most cases), and still necessary.

As I have said before, I am asking the Legislature to make tough choices. This budget is no different. But the progress we have made is happening because we have made those tough choices and made them together, inspired by our commitment to leave to others a better Commonwealth than we found. In that spirit, I look forward to working with the Legislature on this budget. And I want to thank, most especially, Secretary Gonzalez and all of his team for the exceptional work they have done; all the members of the Cabinet, and your team, for your creativity and flexibility; and all of the people of the Commonwealth for encouraging us to stretch and reach, to do the very best by you, every day. I would now like to turn the podium over to the Lieutenant Governor. Thank you.

PATRICK-MURRAY ADMINISTRATION AWARDS OVER $280,000 IN PLANNING GRANTS TO 29 POTENTIAL INNOVATION SCHOOLS ACROSS THE COMMONWEALTH

Funds will support development of educational innovations that close achievement gaps, help all students achieve at high levels

MALDEN – Wednesday, February 15, 2012 – Governor Deval Patrick today announced $281,000 in grants to 29 potential Innovation Schools across the Commonwealth. The funding builds on the Patrick-Murray Administration's continued efforts to close persistent achievement gaps, promote innovative and bold strategies in education and give students and their families greater access to high-quality public schools.

"I am extremely proud of the progress we've made on the Innovation School initiative and am happy to see more schools stepping up to provide improved educational opportunities for Massachusetts students," said Governor Patrick. "This robust and diverse group of schools demonstrates what can be achieved when local school communities are given the flexibility to be creative in their approach to helping all students achieve at high levels."

"Innovation Schools provide quality resources and exciting new options for student learning and improvement in our schools," said Lieutenant Governor Timothy Murray. "With today's funding announcement, we look forward to the development of potential new Innovation Schools as we strengthen our education system in Massachusetts."

Initial prospectuses for these schools have already been approved by local stakeholders including superintendents, school committee members and union leaders and the grants will be used to develop robust innovation plans that will be presented to local school committees for final approval. A number of these schools could open as early as September 2012.

A signature component of Governor Patrick's Achievement Gap Act of 2010, Innovation Schools are in-district, charter-like public schools that use inventive strategies and creative approaches to education while keeping school funding within districts. Innovation Schools can utilize greater autonomy and flexibility with regard to curriculum, staffing, budget, schedule/calendar, professional development and district policies.

There are currently 18 operational innovation schools across Massachusetts and another two fully approved innovation schools scheduled to open this fall. If these new 29 plans are fully approved, nearly 50 innovation schools could be up and running by fall 2012. The Administration awarded over $1 million in innovation school planning and implementation grants last year and another round of implementation grants will be awarded this summer to new schools that meet final plan approval from their local school

committees. Funding for Innovation School planning and implementation grants is made available as part of a total of $2 million in support from the state's successful Race to the Top proposal and additional support from the Bill & Melinda Gates Foundation.

"It is encouraging to see so many local communities collaboratively finding solutions to their own unique challenges," said Education Secretary Paul Reville. "The continued development of excellent new Innovation Schools statewide will ensure that students have access to the instruction and support we know they need to be successful students and lifelong learners."

“Innovation Schools provide educators with a new option to build supportive schools that ensure students reach high standards and expectations,” said Elementary and Secondary Education Commissioner Mitchell Chester. “These planning funds will provide educators and partners with resources to design more effective approaches to increase student learning.”

Governor Patrick announced today’s round of planning grants at the Linden K-8 School in Malden, one of today’s recipients whose Innovation School prospectus includes converting the school to a STEAM (Science, Technology, Engineering, Arts and Mathematics) model, with a robust group of community partners to support this work.

“I am delighted that the Linden School has received this grant and recognition of their leadership in innovative education,” said Senator Katherine Clark. “I thank the school committee, administrators, teachers and staff for all their hard work and I am pleased the Governor had the opportunity to see this work firsthand.”

“We are grateful to Governor Patrick who continues to be innovative in developing initiatives to further strengthen educational opportunities for our students,” said Malden Mayor Gary Christenson. “The community is honored to have the Governor make this announcement in Malden and we look forward to making him proud. I also commend Malden School Superintendent David DeRuosi on his efforts in pursuing this forward-thinking grant.”

The Linden School’s partners include The Broad Institute, local artist Jodi Colella, Partnership for Community Schools in Malden, WEDIKO Children Services (social-emotional supports) and Baystate Reading Institute. During today’s visit, the Governor and other participants had a chance to meet with representatives from these partner groups to hear about how they will benefit the school’s student population.

Malden is also one of the Commonwealth’s 24 Gateway Cities and as such, will be eligible to apply for grant funding under the Governor’s Gateway Cities Education Agenda, announced in November 2011. The Governor has dedicated $10 million for this initiative in his fiscal year 2013 budget proposal, with the goal of closing persistent achievement gaps that disproportionately affect children living in poverty, students of color, students with disabilities and students who are English language learners. Many of these students are heavily concentrated in the Commonwealth’s Gateway Cities.

For more information about Innovation Schools, please visit www.mass.gov/edu/innovationschools.

For more information about Governor Patrick's Gateway Cities Education Agenda, please visit www.ma.gov/edu/gatewaycities.

The list of grant recipients, districts in which the schools will be located and amounts granted is as follows:

INNOVATION SCHOOLS PLANNING GRANTS – awarded with state Race to the Top funding.

Proposed Innovation School	**Partner District**	**Amount**
STEM Academy for Middle School Engineers	Auburn	$10,000
Eliot K-8 School	Boston	$10,000
Mildred Avenue School	Boston	$10,000
Paige Academy	Boston	$10,000
Renaissance Hope Academy	Boston	$10,000
Maurice J. Tobin School	Boston	$10,000
Ezra H. Baker School	Dennis-Yarmouth Regional School District	$10,000
Nathaniel H. Wixon School	Dennis-Yarmouth Regional	$10,000

	School District	
McKay Campus School/Fitchburg Arts Academy	Fitchburg	$10,000
O'Malley Middle School	Gloucester	$10,000
GEMS Academy	Greenfield	$10,000
John C. Tilton School	Haverhill	$10,000
Center for Excellence	Leominster	$10,000
Center for Technical Education Innovation	Leominster	$10,000
Washington Elementary	Lynn	$10,000
STEM/21st Century Elementary School	Marlborough	$10,000
International Baccalaureate School of Quabbin	Quabbin Regional School District	$7,000
Worcester East Middle Academy of Science, Technology and Health	Worcester	$10,000

Lincoln Street School	Worcester	$10,000
Worcester Technical High School STEM Early College	Worcester	$10,000
Winter Hill Community School	Somerville	$10,000

TOTAL = $207,000

INNOVATION SCHOOL PLANNING GRANTS – awarded through Next Generation Learning Models grants provided to the Executive Office of Education by the Bill and Melinda Gates Foundation.

Proposed Innovation School	**Partner District**	**Amount**
Crocker Farm Elementary School	Amherst	$10,000
Cape Cod Tech STEM Academy	Cape Cod Regional Technical High School	$10,000
Becket Washington	Central Berkshire Regional School District	$10,000
Berkshire Trail	Central Berkshire Regional School District	$10,000
Linden STEAM Academy	Malden	$10,000

Algonquin Personal Pathways in STEM (APPS)	Northborough-Southborough	$10,000
Warren Community Elementary School	Quaboag Regional School District	$7,000
West Brookfield Elementary School	Quaboag Regional School District	$7,000

TOTAL = $74,000

GOVERNOR PATRICK VISITS CHICOPEE SCHOOL TO HIGHLIGHT IMPORTANCE OF GATEWAY CITIES EDUCATION AGENDA IN CLOSING ACHIEVEMENT GAPS

Governor Patrick visits Fairview Veterans Memorial Middle School in Chicopee to discuss the Administration's Gateway Cities Education Agenda with students and faculty. (Photo credit: Eric Haynes / Governor's Office). View additional photos.

CHICOPEE – Friday, March 23, 2012 – Governor Deval Patrick today visited the Fairview Veterans Memorial Middle School in Chicopee to discuss the Patrick-Murray Administration's Gateway Cities Education Agenda. This set of strategies aims to eliminate persistent achievement gaps that disproportionately affect children living in poverty, students of color, students with disabilities and students who are English Language Learners. Many of these children are heavily concentrated in the Commonwealth's 24 Gateway Cities, including Chicopee. The Gateway Agenda will bring an intense focus to closing achievement gaps among students in these regions.

“The Commonwealth’s record of student achievement is second to none and a model for the nation,” said Governor Patrick. “I am proud of the progress we have made, but we won’t be satisfied until we have a system that prepares all of our students for success.”

In January, Governor Patrick announced $10 million in funding for the Gateway Cities Education Agenda in his Fiscal Year 2013 budget, furthering his Administration’s commitment to ensuring that all students – regardless of socioeconomic background – are prepared for success in the classroom and in life.

The Governor’s Gateway Agenda focuses on five goals: (1) getting every child to reading proficiency by the third grade; (2) providing every child with a healthy platform for education; (3) providing students, particularly English Language Learners, with the quality and quantity of education they need to succeed; (4) preparing all students for college and career success; and (5) seeding and incentivizing education.

The first four goals will be represented by a pilot program the Administration will launch in several of the Commonwealth’s Gateway cities on a competitive grant basis. The fifth will be represented by a Commonwealth Innovation Fund designed to encourage innovation among educators across the state and will be open to all cities and towns in Massachusetts.

“This set of strategies represents the next phase in our efforts to close persistent achievement gaps and focus our resources on our neediest children, while challenging all students to do significantly better,” said Education Secretary Paul Reville.

About Fairview Veterans Memorial Middle School:

Fairview Veterans Memorial Middle School serves approximately 700 students in grades six through eight. The school maintains high standards and expectations for all students by involving teachers, parents and the community in the education of its students. Fairview has a very active Parent-Teacher Organization and parents at the school can directly monitor student assignments and progress online through a district-wide education portal.

Fairview Veterans Memorial is one of 127 Commendation Schools statewide recognized for their efforts and results in improving student achievement this year. Commendation Schools are selected by the Department of Elementary and Secondary Education for progress in closing proficiency rates and helping all students achieve at higher levels.

The year, students at Fairview Veterans Memorial demonstrated increased levels of students reaching proficient on the state’s Massachusetts Comprehensive Assessment System (MCAS) exams in Grade 8 in English Language Arts (ELA).

To learn more about the Patrick-Murray Administration’s Gateway Cities Education Agenda visitwww.ma.gov/edu/gatewaycities.

GOVERNOR PATRICK SIGNS FY13 BUDGET

$32.5 billion budget includes record K-12 education investments, community college reforms; Governor responsibly identifies funds to support August sales tax holiday

BOSTON — Sunday, July 8, 2012 – Governor Deval Patrick today signed a $32.5 billion fiscal year 2013 (FY13) budget that makes record investments in K-12 education and puts community colleges at the center of the state's workforce development strategy. In addition to prioritizing education and job creation, the budget invests in health care cost containment and youth violence prevention, two other key areas of the Governor's growth agenda.

"When we support students, put people to work, reduce health care costs and strengthen public safety, we make Massachusetts better," said Governor Patrick. "This budget does that through targeted investments and cost-savings reforms. It also responsibly holds the line on spending because we know our recovery is ongoing, not complete. This balanced approach keeps us on track to meet our generational responsibility of building a stronger Commonwealth."

The FY13 budget funds local aid at $5.32 billion, an increase of 3.7 percent over FY12. Chapter 70, the largest block of state education aid, increases in FY13 by 4.5 percent from FY12, bringing funding to a historic level of $4.171 billion. The budget signed today also continues the Patrick-Murray Administration's efforts to reduce the state's reliance on one-time solutions. It includes a draw of $350 million from the stabilization fund, leaving the account with a FY13 balance of at least $1.28 billion and the Commonwealth with one of the nation's largest reserve fund balances. Compared to FY12, today's budget increases by roughly 4 percent, a rate of growth that is still less than the assumed growth in state tax revenue collections in FY13.

In addition to the targeted investments, spending reductions and policy changes signed today, the Governor also announced he has determined a way to pay for an August sales tax holiday without putting additional pressure on the FY13 budget. A supplemental spending plan filed alongside the FY13 budget sets aside an estimated $20 million from a recent one-time payment to the General Fund the Commonwealth recently received to support the popular measure. Identifying funds to support an initiative that generates revenue for retailers and delivers savings to consumers at the outset of the fiscal year is responsible and prudent, ensuring the state will be able to afford forgoing sales tax collections for a weekend next month.

“Governor Patrick and I, along with our partners in the Legislature, are delivering a budget that is balanced and will lead to a stronger economy for Massachusetts,” said Lieutenant Governor Timothy Murray. “Despite the challenges we may face, our Administration continues to build on reforms and efficiencies and we remain committed to our core values, providing quality services and protecting all residents of the Commonwealth.”

Last year, citing the Patrick-Murray Administration's proactive budget management as a leading factor, Standard and Poor’s upgraded the Commonwealth’s credit rating to AA+, resulting in all three of the state’s credit ratings being just one notch below the highest possible rating and giving the Commonwealth the highest credit ratings in its history. These ratings have allowed the Patrick-Murray Administration to continue making critical investments in schools, roads and bridges, and public facilities to accelerate a long-term economic recovery.

“This budget is balanced, fiscally responsible and it positions us well for the future,” said Secretary of Administration and Finance Jay Gonzalez. “Most important, this budget reflects the fact that we must change the way government does business by aggressively building on the many reforms and efficiency initiatives we have already implemented to ensure we stretch every taxpayer dollar as far as possible.”

Advancing the Governor’s Growth Agenda

The FY13 budget supports critical areas of the Governor’s growth agenda, including education, job creation, health care cost containment and youth violence prevention.

Education: The FY13 budget maintains funding from the Governor’s budget for achievement gap programs in Gateway Cities that focus on career success and English language learning in addition to increasing funding for Chapter 70 K-12 education aid, special education, METCO and programs focused on intervention, MCAS, youth at risk and school specific support.

Jobs: The budget adopts the community college reforms the Governor unveiled in his January State of the Commonwealth address. The changes will align the colleges’ missions and increase accountability as well as close the skills gap and meet the workforce development needs of local employers.

Health Care Costs: Approximately $700 million in health care cost containment savings will be realized, including the following highlights:

Use of innovative management and contracting strategies at MassHealth aimed at

lowering cost and transforming the payment and delivery models in the program

The Health Connector Authority continues its competitive procurement strategies that have decreased premiums by 10 percent over the past two years for Commonwealth Care members. The Connector will also expand its small business wellness subsidy to help lower health care premiums for small businesses; and

The Group Insurance Commission adopted rate increases for health insurance premiums of 1.43 percent, which is projected to save $55 million. In addition, GIC will leverage the Federal Early Retiree Retirement Program (ERRP) funding to save the GIC an additional $45 million in FY13.

Health Care System Reform Investments: The budget includes several important investments that will move the state's care delivery system forward in FY13:

Full funding for payment and delivery system reform by supporting integrated systems of care at safety net hospitals through the Delivery System Transformation Trust Fund ($187 million in transfers, $82 million in state share);

Investments of $23 million in infrastructure capacity building grants for hospitals and community health centers;

New resources at MassHealth to improve consumer-facing operations and support MassHealth in implementing payment reform and the Affordable Care Act; and

The creation of a new Health Care Workforce Transformation Trust Fund to recruit or re-train employees in the Massachusetts health care sector in line with the Governor’s legislative proposals to transform the health care industry.

Youth Violence: The Governor is seeking to restore funding for proven youth violence prevention programs, including an additional $1.5 million for Shannon Grants that target gang violence, $6 million for summer jobs to expand employment opportunities for low-income youth this summer and next and $6 million for the Safe and Successful Youth Initiative so the state can partner with local communities to support high-risk youth and create safer neighborhoods.

Reforming the State’s Community Colleges System

The FY13 budget includes legislative changes that support reforms the Governor initiated to

strengthen the state's community college systems. Adopted in the budget the Governor signed today are the following reforms:

Stronger connections between the Department of Higher Education and leadership of the community colleges;

Stronger connection and accountability between community colleges and vocational/technical schools; and

Increased oversight and integration of workforce development initiatives at the regional level.

In addition, the budget provides $5 million in Performance Incentive Grants dedicated for community colleges and $2.25 million to fund "Rapid Response Grants" which will allow community colleges and potential employers to develop career specific curriculum based on the needs of the employer.

Vetoes

The Governor vetoed $32.1 million in spending proposed in the Legislature's budget, including:

$10 million for a Human Services Salary Reserve – The Governor proposes to instead use this funding to support unfunded increases for human service providers consistent with the "Chapter 257" reforms adopted in 2008 to increase transparency and reliability of reimbursement to human services providers that care for the state's most vulnerable residents;

$10 million for the Probation Department – The Governor proposes to bring this account's spending in line with realistic agency responsibilities and caseload levels;

$5.1 million for the Department of Mental Health to continue to operate the Taunton State Psychiatric Hospital at 45 beds – The Governor proposes closing Taunton State consistent with the administration's Community First Initiative;

$3.5 million for a reserve for school districts to request additional funding – Funding above and beyond record-level FY13 Ch. 70 investments is unnecessary at this time;

$400,000 for a State Police Benefits Fraud Unit – Additional funding duplicates existing programs and responsibilities at State Police and the Auditor's Office; and

$3.1 million in legislative earmarks.

Policy Actions

Examples of policy actions included in the budget the Governor signed today include:

Amending Electronic Benefits Transfer (EBT) language to be consistent with the strong recommendations of the EBT Commission and ensure changes are enforceable;

Signing stricter penalties for driving without a license;

Amending registration changes to give the RMV the ability to coordinate with the Executive Office of Public Safety and Security to determine whether exempting certain people (for example: seniors, servicemen or seasonal residents) from having to provide a license to register a car will enhance public safety by increasing the number of registered and insured vehicles on Massachusetts roads;

Signing Melanie's Law updates to ensure OUI cases continued without a finding will now count as prior offenses when calculating penalties for refusing to submit to a breathalyzer;

Signing authorization for pharmaceutical companies to offer drug coupons to Massachusetts residents;

Signing a requirement that mutual insurance companies provide clear and concise disclosure of compensation paid to their executive officers or directors in a format "readily accessible" to their members; and

Vetoing proposed language to lower the population threshold for Gateway Cities from 35,000 to 20,000. This change would dilute limited funding available for targeted communities already in the Gateway Cities program.

Proposed Supplemental Budget

The Governor today proposed using a combination of FY12 and FY13 surplus funds and FY13 vetoes to address unfunded needs in FY13, including:

An estimated $20 million in one-time settlement money to support an August sales tax holiday;

$15 million for emergency housing services for families that are homeless or at-risk of becoming homeless;

$14 million for information technology costs to support services provided to residents and businesses;

$10 million for a reserve to implement the costs of the Chapter 257 reforms;

$6 million for Summer Jobs;

$6 million for Safe and Successful Youth;

$1.5 million for Shannon Grants;

$1.4 million for Special Education Tuition Costs;

$300,000 for the Massachusetts National Guard; and

$100K for a study of mental health services.

Click here for additional budget documents.

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MASSACHUSETTS LAUNCHES BID FOR NATIONAL LEADERSHIP IN PUBLIC HIGHER EDUCATION

First annual Vision Project report documents new era of campus innovation and collaboration; captures urgency of need for highly educated workforce in MA

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BOSTON – September 20, 2012 – The Department of Higher Education (DHE), joined by state education, legislative and business leaders today released a new report on the changing role of public higher education in Massachusetts. The first annual Vision Project report, entitled, *"Time to Lead: The Need for Excellence in Higher Education"* offers the first comprehensive view of where the Commonwealth's public higher education system stands, in comparison to other states, on a number of key indicators including graduation rates, student learning and workforce development. At a time when more students than ever are enrolling in public higher education in Massachusetts, the Patrick-Murray Administration is committed to ensuring that all students in the Commonwealth have access to a world-class public higher education system.

Today's announcement at the State House included comments from Governor Deval Patrick, Education Secretary Paul Reville, DHE Commissioner Richard Freeland, University of Massachusetts President Robert Caret, Holyoke Community College President Messner, Bridgewater State University President Dana Mohler Faria, and the Chairs of the Higher Education Committee, among others, who all discussed the work underway in the state's public higher education system to reach the goal of national leadership and the importance of a highly educated citizenry to the future economic strength of the Commonwealth. The speaking program was followed by a panel discussion with business and non-profit leaders and local government officials on the partnership role of businesses, workforce development organizations, local governments and other entities must play to ensure the success of our students in public higher education.

"I am proud of the progress we have made strengthening our public higher education system to create a well-educated workforce," said Governor Patrick. "This report provides valuable information on the areas where we are doing things right in higher education, and the places we still have room to grow."

The *"Time to Lead"* report outlines the first two years of work under the Vision Project, the Administration's strategic plan for public higher education in Massachusetts, and lays

out the Administration's statewide strategy for achieving the goal of national leadership in the areas of college participation, college completion, student learning, workforce alignment, elimination of achievement gaps, civic participation and research to drive economic development.

These strategies include Governor Patrick's plan to make Massachusetts community colleges a centerpiece of the Administration's efforts to help people get back to work by unifying the 15 campuses and giving them additional capacity to better meet the needs of their students, local and statewide employers. The Commonwealth's knowledge-based economy relies on a highly-educated and well-skilled workforce. This plan, now being implemented, will help ensure our students have clear pathways to meaningful employment after college and that our employers have access to a steady talent pool with the skills needed to fill open jobs across the state.

"Massachusetts is home to a world-class education system, with outstanding institutions of higher education in all regions of the Commonwealth," said Lieutenant Governor Timothy Murray. "It is imperative that we as a Commonwealth continue to emphasize public-private partnership, including collaboration with our academic partners, to advance student achievement, workforce training, and economic growth."

Last year the Administration also launched the Vision Project Performance Incentive Fund (PIF) to spur innovative programs at public institutions of higher education in Massachusetts and reward campus efforts to improve educational outcomes for their students. PIF grants have been used support a variety of new and existing programs to improve college readiness and attendance of high school graduates, as well as college graduation and student success rates. The funds will also be used to expand programs linked to the state's future workforce needs by preparing students for jobs in high-demand fields.

Other work underway at campuses across the state includes:

- A partnership between DHE, Framingham State University and ten other campuses to use performance-based Completion Incentive Grants to keep students on track to graduation;
- The *"Plugging the Leaks in Worcester's Math Pipeline"* program between Quinsigamond Community College and the Worcester Public Schools where high school and college faculty are transforming math coursework based on student's identified skill gaps within the district.
- A partnership between UMass Lowell and Middlesex Community College to ease the student transfer pathway from the to the university, based on shared learning goals across both institutions;

"The Vision Project has set a clear leadership goal for Massachusetts," said Education Secretary Paul Reville. "We are doing well already, but doing well isn't good enough. Our aim is to be the best, and the benchmarks set forth in the Vision Project give us a clear path leading there."

"Time to Lead" offers clear evidence to support the thesis that Massachusetts will not succeed unless its public colleges and universities succeed," said Richard M. Freeland, Commissioner of Higher Education. "It will take equal measures of hard work by the campuses of the Massachusetts public higher education system, strengthened

collaboration with partner institutions and organizations, and sustained investment by the Commonwealth to get us where we need to be: national leaders in public higher education."

Among the report's findings are that Massachusetts is a national leader in the percent of students who go on to college and in the level of academic achievement at the high school mark. The Commonwealth is also performing above the national average in college completion and success rates, and continues to make steady progress in research outcomes at University of Massachusetts campuses. The report also shows that the Commonwealth's public higher education system must produce more graduates, particularly in high need sectors like the STEM, health care and finance industries, in order to keep pace with the projected number of workers needed in those fields by the year 2020. Similarly, Massachusetts must do more to close achievement gaps that exist among race, ethnicity and income for students attending public campuses before achieving national leadership in this critical area.

"As a technology leader, our greatest asset in our world-class people," said William H. Swanson, Chairman and CEO, Raytheon Company. "To consistently innovate, it is critical for businesses like ours to strengthen partnerships with the Commonwealth's public universities and community colleges, so that the students of today can attain the skills they need to excel in the jobs of tomorrow."

To view a copy of the full report, *Time to Lead: The Need for Excellence in Public Higher Education*, please visit: www.mass.edu/vpreport.

GOVERNOR PATRICK ANNOUNCES $4 MILLION FOR COMMUNITY COLLEGES

Grants will increase skill training, workforce alignment; continue efforts to develop unified and strengthened community college system

Governor Patrick joins legislators to announce $4 million in grants to support community colleges across the Commonwealth. (Photo Credit: Eric Haynes / Governor's Office) View additional photos.

WELLESLEY – Tuesday, September 25, 2012 – Governor Deval Patrick today announced $4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at community colleges across the Commonwealth. These grants deliver on the goals of the Governor's community college initiative to put more people in Massachusetts back to work and to strengthen the connections between community colleges, employers and the workforce.

"A stronger community college system is good for students, employers and the whole Commonwealth," said Governor Patrick. "These additional resources will further accelerate this transformation, and help get people to work."

“By partnering with our community colleges and strengthening their ties to businesses and career training, we will help close the skills gap facing many industries,” said Lieutenant Governor Timothy Murray. “Ensuring more students and those seeking work are trained in science, technology, engineering and math (STEM) is a major component of our efforts to increase skill training and support job creation and professional growth.”

The community college grants awarded today through the Performance Incentive Fund (PIF) deliver on Governor Patrick’s pledge to invest further in our community college system, and will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state’s fastest growing sectors and adopt a system-wide standard core of course offerings.

The FY13 budget, supported by the Legislature and signed by the Governor in July, set aside $5 million for community colleges to be used for 1) the development of efficiency measures that may include consolidation of information technology platforms and services; 2) creating innovative methods for delivering quality higher education that increase capacity, reduce costs and promote student completion; 3) engaging in statewide and regional collaborations with other public higher education institutions that reduce costs, increase efficiency and promote quality in the areas of academic programming and campus management; and 4) improving student learning outcomes assessments set forth by the Board of Higher Education under the Vision Project. These grants also support the Administration’s goals of increasing workforce alignment between community colleges and local/statewide employers and providing students with additional skills training in high-demand fields.

“These grants will support our efforts to connect more of our students to meaningful work and will help provide more of those students with the educational and skill-building opportunities they will need to succeed in our knowledge-based economy,” said Education Secretary Paul Reville.

“As our economic recovery continues we are finding employers in some areas, such as advanced manufacturing, need assistance connecting with available, skilled workers,” said Housing and Economic Development Secretary Greg Bialecki. “The grants announced by Governor Patrick and other initiatives designed to connect employers with workers are part of our long-term economic planning goal of building and maintaining a workforce that is talented, well-trained and meeting the needs of businesses.”

“We look forward to seeing these grants applied to advancing the skills of our workforce,” said Labor and Workforce Development Secretary Joanne F. Goldstein. “Current and diverse career training curriculum is essential to re-employment and to help incumbent workers move forward. Our state’s career centers are already engaged with the community college system and businesses, and we will continue to foster collaborations to help our talented labor pool succeed in today’s developing marketplace.”

“I am thrilled to join with Governor Patrick and Secretary Reville in announcing these awards,” said Higher Education Commissioner Richard M. Freeland. “They reflect an impressive commitment across our community colleges to achieve a central goal of the Vision Project, which is to ensure that maximum numbers of our students achieve their educational goals.”

"We are delighted by the Commonwealth's investment in its community colleges and its recognition of their importance to the health of our state and local economies," said Holyoke Community College President Bill Messner. "These funds will strengthen our ability to serve as a gateway to careers and continued education for our communities."

Of the $5 million allocation, $2.9 million is being awarded to fund new initiatives, $500,000 is being awarded as second year grants to projects funded last year under the PIF and $400,000 will be used to implement a system-wide credit transferability infrastructure. Grants to award the remaining $1 million balance will be announced later this year to incentivize credit transferability and efficiency measures among campuses.

"This funding demonstrates the Administration's commitment to improving performance and accountability, which sets the tone for greater support from the business and philanthropic sectors," said Paul S. Grogan, President of the Boston Foundation, which convened the Coalition FOR Community Colleges in support of needed reforms. “Business and civic leaders can and will effectively advocate for increased investment in higher education system when the system functions with greater accountability and alignment with workforce needs.”

Today’s awardees are as follows:

- Berkshire Community College - $88,000 to accelerate college readiness and developmental math pathways; and enhance student advising and civic engagement programming.
- Bristol Community College - $299,994 to address college readiness, improve developmental education and increase student retention.
- Bunker Hill Community College - $203,000 to focus on college going rates, career pathways and civic engagement.
- Cape Cod Community College - $137,211 to enhance college readiness in the Cape Cod area and to retain increasing numbers of students at the college.
- Greenfield Community College - $179,310 to expand a hybrid learning model of online learning combined with onsite learning.
- Holyoke Community College - $167,883 to support the college’s Gateway to College Prep program, help increase graduation and student success rates, support ongoing work to develop student learning assessments and increase civic engagement among its students.
- MassBay Community College - $300,000 to enhance the first year experience for MassBay students, positively impacting student retention.
- Massasoit Community College - $215,000 for a new civic engagement initiative, enhanced student success activities and more focused work force training.

- Middlesex Community College - $251,000 to enhance tutoring for at risk students and to increase work force alignment activity.
- Mt. Wachusett Community College - $272,000 to increase college readiness and ultimate attendance rates, improvement of student success at the College and a new commitment to civic engagement activity.
- North Shore Community College - $174,356 to develop a virtual career center that complements the career mapping project funded with performance improvement funds last year.
- Northern Essex Community College - $146,744 to support advanced activity related to student learning and student learning assessment.
- Quinsigamond Community College - $136,481 for an initiative called “shorten the distance” that supports both student’s readiness for college and student success at the College once admitted.
- Roxbury Community College - $35,517 to focus on the college’s nursing assistant program and enhance the English collaborative with UMass Boston.
- Springfield Technical Community College - $291,058 for expanding important student learning assessment activity.

GOVERNOR PATRICK SIGNS LEGISLATION TO HELP CLOSE ACHIEVEMENT GAPS IN READING AND GET ALL STUDENTS TO PROFICIENCY BY GRADE 3

Expert panel will develop plan to streamline literacy efforts in MA and ensure all students have access to high quality literacy opportunities

Governor Patrick is joined by an enthusiastic crowd as he signs H. 4243, "An Act Relative to Third Grade Reading Proficiency." (Photo Credit: Eric Haynes / Governor's Office) View additional photos.

STONEHAM – Wednesday, September 26, 2012 – Governor Deval Patrick today joined state education, legislative and advocacy organization leaders at the Robin Hood Elementary School in Stoneham to sign H. 4243, “An Act Relative to Third Grade Reading Proficiency,” which will help strengthen and streamline literacy initiatives in the Commonwealth. The Patrick-Murray Administration has set a goal of reading proficiency by the third grade for every child in Massachusetts and this bill will advance efforts to provide students with high quality literacy opportunities starting in their earliest years.

“We know that a child who can read by third grade has a better chance to succeed in his or her adult life,” said Governor Patrick. “With this legislation, we will develop a plan for students and teachers to achieve that goal, and thereby provide the best chance for our children to succeed in the 21st century global economy.”

Three-quarters of children who struggle with reading in third grade will continue to struggle academically, greatly reducing their chances of graduating from high school, going to college or successfully participating in a 21st century high skill economy. However, children who receive high-quality literacy instruction during their earliest years are more prepared for kindergarten and success in elementary school and beyond.

This bill establishes an expert literacy panel, chaired by Education Secretary Paul Reville and an outside expert of children’s early language and literacy development that will make recommendations to the Departments of Early Education and Care, Elementary and Secondary Education, and Higher Education on better aligning and coordinating current initiatives and improving the implementation of programs to ultimately get every student in the Commonwealth reading proficiently by the end of third grade.

The panel will be comprised of nine members who will make recommendations on areas including: literacy curricula; effective instructional practices to promote children’s language and literacy development in early education and care programs and grades pre-kindergarten to third grade; pre-service and in-service professional development and training for educators on language and literacy development; developmentally appropriate screening and assessment to monitor and report on children’s progress toward achieving benchmarks in language and literacy development; family partnership strategies; among others. The panel will also explore ways to leverage existing and new federal grant opportunities and private funding to support language and literacy proficiency for children from birth to third grade.

“The ability to read is foundational to lifelong learning and key to academic success,” said Secretary Reville. “Equipping our youngest students with the resources they need for a strong academic start is a central piece of our nation-leading education reform work and literacy is vital to those efforts.”

“This bill provides the infrastructure for closing the achievement gap through public/private partnerships that provide both formal and informal learning opportunities that are aligned across systems in support of fostering children’s early literacy development,” said Department of Early Education and Care Commissioner Sherri Killins. “Collaborating to support early screening, child assessment, and family engagement within communities supports children’s reading skills and overall brain development, giving them a strong foundation for future success, which collectively benefits our Commonwealth.”

"I am proud to welcome Governor Patrick to Stoneham for the signing of this important legislation, which will help to ensure that every child is a proficient reader by the end of the third grade, a critical benchmark linked to future academic success and positive economic outcomes," said Senator Katherine Clark. "With nearly 40 percent of Massachusetts third graders reading at a level below proficiency, we clearly have more work to do. This legislation represents a wise investment in our children’s future, and our own."

“This bill recognizes the importance of focusing on curriculum, assessment, professional development, and family engagement in order to improve reading proficiency for all children from all backgrounds. The

new law is an important step in closing the achievement gap and increasing opportunities for all students in the Commonwealth," said Representative Alice H. Peisch, House Chair of the Joint Committee on Education.

The Patrick-Murray Administration is committed to ensuring that all students have the supports necessary for a successful start and has prioritized efforts to increase early literacy rates as a key strategy in helping students achieve at higher levels and realize long term academic success and positive life outcomes.

In 2010, the Department of Early Education and Care (EEC) awarded a $500,000 grant to the United Way of Massachusetts Bay and Merrimack Valley to support children's learning and literacy development in the summer months. This funding provided quality enhancements to out-of-school programs to partner with their local school district in providing joint professional development to educators and increased enrichment opportunities for children. Twenty-five programs have participated in the Summer Learning Collaborative (SLC), and over 2,000 children across the Commonwealth continue to benefit from this program each summer.

The Administration is also developing shared practices to build children's early literacy skills from pre-kindergarten through third grade as part of a statewide system alignment strategy to enhance program quality and improve achievement outcomes. This work is further supported by the Commonwealth's successful Race to the Top – Early Learning Challenge plan, a four year blueprint for advancement of child, youth and community outcomes in Massachusetts. Last year, the Commonwealth received a $50M award from the Obama Administration over four years to implement high-energy, achievable education reform initiatives that chart a clear path for closing achievement gaps at an early age, before they begin to form.

"With the signing of An Act Relative to Third Grade Reading Proficiency, Massachusetts addresses a critical benchmark that strongly predicts children's chances of success in school and beyond. Children who struggle with reading in third grade are four times less likely than other children to finish high by age 19," said Amy O'Leary, Director of Early Education for All, a campaign of Strategies for Children. "We thank Senator Katherine Clark and Representative Marty Walz for introducing the bill and thank Governor Patrick and the Legislature for their support. An Act Relative to Third Grade Reading Proficiency recognizes that the path to reading success begins at birth, with children's earliest language development, and includes high-quality early education and strong primary grade instruction. Giving young children the strong start they deserve helps secure a strong future for the entire Commonwealth."

For more information on the Patrick-Murray Administration's early literacy work, please visit www.ma.gov/edu.

$20.7 MILLION INVESTMENT IN ROXBURY COMMUNITY COLLEGE AS PART OF 2013 CAPITAL PLAN

2013 Capital Plan reflects Administration's commitment to expanding economic opportunity by building world-class public education system

Governor Patrick makes a capital funding announcement at Roxbury Community College. (Photo Credit: Stephen Speranza / Governor's Office) View additional photos.

BOSTON – Tuesday, October 2, 2012 – Governor Deval Patrick today announced $20.7 million in capital funds for Roxbury Community College, furthering the Patrick-Murray Administration's commitment to building an affordable, world-class system of public higher education in Massachusetts. The college will use the funds, which it will receive over five years through the Administration's 2013 Capital Plan, to upgrade and renovate the Academic and Media Arts building. The bond money will also support study and planning related to new infrastructure for life science and allied health programming.

"Roxbury Community College is full of talent and promise and potential," said Governor Patrick. "These funds will help the students and faculty seize the opportunities before them."

Last week, the Governor awarded Roxbury Community College a $35,517 grant to focus on the college's nursing assistant program and enhance the English collaborative with UMass Boston. Part of a $4 million round of awards, that funding will support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at community colleges across the Commonwealth. These grants, along with the capital investments in community college campuses and programs, deliver on the goals of the Governor's community college initiative to put more people in Massachusetts back to work and to strengthen the connections between community colleges, employers and the workforce.

"The Patrick-Murray Administration has made investing in public higher education a priority," said Secretary of Administration and Finance Jay Gonzalez. "By financing these capital projects the University of Massachusetts system will have the resources necessary to ensure our students have the knowledge to thrive and succeed."

"These investments will not only allow our campuses to better equip our students with the skills they need to succeed in the classroom and in the workforce, but will also benefit entire communities in their respective regions," said Education Secretary Paul Reville.

In 2008, Governor Patrick proposed and the Legislature approved a $2.2 billion higher education bond bill. In FY13, the Commonwealth's capital investment in higher education will be more than three times the total amount invested in FY07, when Governor Patrick took office. The full plan will be released in its entirety next week.

$21.1 MILLION INVESTED IN BERKSHIRE COMMUNITY COLLEGE AS PART OF 2013 CAPITAL PLAN

2013 Capital Plan includes $298M for community colleges over five years; reflects Administration's commitment to expanding economic opportunity by building world-class public higher education system

BOSTON – Wednesday, October 3, 2012 – Governor Deval Patrick today announced $21.1 million in capital funds for Berkshire Community College, furthering the Patrick-Murray Administration's commitment to building an affordable, world-class system of public higher education in Massachusetts. The college will use the funds for renovation, including exterior masonry repairs, of the Hawthorne & Melville Halls.

"Berkshire Community College is full of talent and promise and potential," said Governor Patrick. "These funds will help the students and faculty seize the opportunities before them."

"Our Administration is committed to maintaining Massachusetts' reputation for world-class educational facilities," said Lieutenant Governor Timothy Murray. "By investing in Berkshire Community College and our institutions of public higher education, we are ensuring the Commonwealth remains at the forefront in educating our students to meet the demands of a changing and competitive job market."

Community colleges across the state are receiving a total of $298 million over five years through the Patrick-Murray Administration's Capital Plan. Last week, the Governor awarded Berkshire Community College an $88,000 grant to accelerate college readiness and developmental math pathways; and enhance student advising and civic engagement programming. Part of a $4 million round of awards, that funding will support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at community colleges across the Commonwealth. These grants, along with the capital investments in community college campuses and programs, deliver on the goals of the Governor's community college initiative to put more people in Massachusetts back to work and to strengthen the connections between community colleges, employers and the workforce.

"The Patrick-Murray Administration has made investing in public higher education a priority," said Secretary of Administration and Finance Jay Gonzalez. "This fiscally responsible investment creates construction jobs today and prepares our students to be the skilled, knowledge-based workforce we need to fill the jobs of tomorrow."

"This investment will not only allow Berkshire Community College to better equip its students with the skills they need to succeed in the classroom and in the workforce, but will also benefit entire communities throughout the Berkshires," said Secretary of Education Paul Reville.

In addition to the capital funds being announced for Berkshire Community College today, the 2013 Capital Plan includes funding to start four other community college projects. This underscores the Administration's continued commitment to investing in a community college system that provides relevant, affordable educational and career-focused training programs to prepare students of all ages for both the local job market and further academic study.

The four additional community college projects include:

- $22.1 for MassBay Community College to construct a new Allied Health academic building and to explore opportunities for a permanent Framingham campus. This project includes Commonwealth bond cap funds, as well as contributions from the community college.
- $37.9 million for Mount Wachusett Community College to modernize the Haley building and a wet lab addition.
- $6.8 million for Springfield Technical Community College for major envelope repairs and other renovations needed at the main classroom and student activity building
- $20.7 million for Roxbury Community College to provide needed renovations to the Academic and Media Arts building and plan for new infrastructure related to life science and allied health programing.

In 2008, Governor Patrick proposed and the Legislature approved a $2.2 billion higher education bond bill. In FY13, the Commonwealth's capital investment in higher education will be more than three times the total amount invested in FY07, when Governor Patrick took office. The full plan will be released in its entirety next week.

$22 MILLION INVESTED IN MASSACHUSETTS BAY COMMUNITY COLLEGE AS PART OF 2013 CAPITAL PLAN

2013 Capital Plan includes $298M for community colleges over five years; reflects Administration's commitment to expanding economic opportunity by building world-class public higher education system

FRAMINGHAM – Wednesday, October 3, 2012 – Governor Deval Patrick today announced $22 million in capital funds for Massachusetts Bay (MassBay) Community College, furthering the Patrick-Murray Administration's commitment to building an affordable, world-class system of public higher education in Massachusetts. The college will use the funds to construct a new Allied Health academic building and to explore opportunities for a permanent Framingham campus.

"MassBay Community College is full of talent and promise and potential," said Governor Patrick. "These funds will help the students and faculty seize the opportunities before them."

"Our Administration is committed to maintaining Massachusetts' reputation for world-class educational facilities," said Lieutenant Governor Timothy Murray. "By investing in MassBay Community College and our institutions of public higher education, we are ensuring the Commonwealth remains at the forefront in educating our students to meet the demands of a changing and competitive job market."

Community colleges across the state are receiving a total of $298 million over five years through the Patrick-Murray Administration's Capital Plan. Last week, the Governor awarded MassBay Community College a $300,000 grant to enhance the first year experience for MassBay students, positively impacting student retention. Part of a $4 million round of awards, that funding will support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at community colleges across the Commonwealth. These grants, along with the capital investments in community college campuses and programs, deliver on the goals of the Governor's community college initiative to put more people in Massachusetts back to work and to strengthen the connections between community colleges, employers and the workforce.

"We are grateful for these critical funds as we move this institution forward," said MassBay President John O'Donnell. "MassBay is poised to expand our programs, services and capacity to meet the needs of the vibrant Framingham and MetroWest communities we serve, and we are grateful for the support of our partners in the Administration, Legislature and the MetroWest community."

"The Patrick-Murray Administration has made investing in public higher education a priority," said Secretary of Administration and Finance Jay Gonzalez. "This fiscally responsible investment creates

construction jobs today and prepares our students to be the skilled, knowledge-based workforce we need to fill the jobs of tomorrow."

"This investment will not only allow MassBay to better equip its students with the skills they need to succeed in the classroom and in the workforce, but will also benefit entire communities throughout the Metrowest region," said Secretary of Education Paul Reville.

"One of the greatest natural resources we have in Massachusetts is our educated and skilled workforce and this is an important investment to help increase access to high-quality education in our region," said Senator Karen Spilka. "These capital funds for our community colleges are a great example of the role government can play to make sure that we have an appropriately skilled workforce, which is critical to maintain our economic vitality and our competitive edge as a Commonwealth."

"This is a major win for Framingham and the rest of the MetroWest area. Establishing a MassBay campus in downtown Framingham will revitalize the area. A downtown Framingham campus will connect students with the booming innovation economy in MetroWest," said Representative Tom Sannicandro, House Chair of the Joint Committee on Higher Education. "Our community colleges are vital to maintaining a strong, healthy economy and the Governor is continuing his commitment to making sure they have the resources they need."

"The Patrick Administration has consistently backed up their ideas with action," said Representative Chris Walsh. "Their conceptualization of an education driven economy rings true to the realities of today's technology based jobs. Their strong support of the community college system and in particular MassBay Community College and its plan to grow in Framingham is evidence of not only a deep understanding of the importance of education to individuals but of the huge impact that educational institutions have in our cities and towns; education is the number one product of the Commonwealth and we must do everything in our power to keep it strong."

In addition to the capital funds being announced for MassBay Community College today, the 2013 Capital Plan includes funding to start four other community college projects. This underscores the Administration's continued commitment to investing in a community college system that provides relevant, affordable educational and career-focused training programs to prepare students of all ages for both the local job market and further academic study.

The four additional community college projects include:

- $20.7 million for Roxbury Community College to provide needed renovations to the Academic and Media Arts building and plan for new infrastructure related to life science and allied health programing.
- $37.9 million for Mount Wachusett Community College to modernize the Haley building and a wet lab addition.
- $21.1 million for Berkshire Community College to renovate the Hawthorne & Melville Halls, including their exterior masonry repairs.

- $6.8 million for Springfield Technical Community College for major envelope repairs and other renovations needed at the main classroom and student activity building.

In 2008, Governor Patrick proposed and the Legislature approved a $2.2 billion higher education bond bill. In FY13, the Commonwealth's capital investment in higher education will be more than three times the total amount invested in FY07, when Governor Patrick took office. The full plan will be released in its entirety next week.

$37.9 MILLION INVESTED IN MOUNT WACHUSETT COMMUNITY COLLEGE AS PART OF 2013 CAPITAL PLAN

2013 Capital Plan includes $298M for community colleges over five years; reflects Administration's commitment to expanding economic opportunity by building world-class public higher education system

GARDNER – Wednesday, October 3, 2012 – Governor Deval Patrick today announced $37.9 million in capital funds for Mount Wachusett Community College, furthering the Patrick-Murray Administration's commitment to building an affordable, world-class system of public higher education in Massachusetts. The college will use the funds for modernization to the Haley Academic Center and the addition of a wet lab.

"Mount Wachusett Community College is full of talent and promise and potential," said Governor Patrick. "These funds will help the students and faculty seize the opportunities before them."

"Our Administration is committed to maintaining Massachusetts' reputation for world-class educational facilities," said Lieutenant Governor Timothy Murray. "By investing in Mount Wachusett Community College and our institutions of public higher education, we are ensuring the Commonwealth remains at the forefront in educating our students to meet the demands of a changing and competitive job market."

Community colleges across the state are receiving a total of $298 million over five years through the Patrick-Murray Administration's Capital Plan. Last week, the Governor awarded Mount Wachusett Community College a $272,000 grant to increase college readiness and ultimate attendance rates, improvement of student success at the College and a new commitment to civic engagement activity. Part of a $4 million round of awards, that funding will support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at community colleges across the Commonwealth. These grants, along with the capital investments in community college campuses and programs, deliver on the goals of the Governor's community college initiative to put more people in Massachusetts back to work and to strengthen the connections between community colleges, employers and the workforce.

"The Patrick-Murray Administration has made investing in public higher education a priority," said Secretary of Administration and Finance Jay Gonzalez. "This fiscally responsible investment creates construction jobs today and prepares our students to be the skilled, knowledge-based workforce we need to fill the jobs of tomorrow."

“This investment will not only allow Mount Wachusett Community College to better equip its students with the skills they need to succeed in the classroom and in the workforce, but will also benefit entire communities in its region,” said Secretary of Education Paul Reville.

"This investment will provide an exciting opportunity for Mount Wachusett Community College to enhance their educational opportunities and provide new and innovative opportunities for students. By improving the infrastructure at our higher education institutions, we are investing in our future," said Senator Stephen M. Brewer, Chair of the Senate Committee on Ways and Means.

"I am very happy that the Mount will be receiving funds to modernize the science facilities and the Haley building. Certainly under the leadership of President Dan Asquino, the Mount remains a leader in innovation; however, it is vital that our students have access to state-of-the-art equipment and facilities so as they enter the workforce they are competing on a level playing field," said Senator Jennifer L. Flanagan.

In addition to the capital funds being announced for Mount Wachusett Community College today, the 2013 Capital Plan includes funding to start four other community college projects. This underscores the Administration’s continued commitment to investing in a community college system that provides relevant, affordable educational and career-focused training programs to prepare students of all ages for both the local job market and further academic study.

The four additional community college projects include:

- $22.1 for MassBay Community College to construct a new Allied Health academic building and to explore opportunities for a permanent Framingham campus. This project includes Commonwealth bond cap funds, as well as contributions from the community college.
- $6.8 million for Springfield Technical Community College for major envelope repairs and other renovations needed at the main classroom and student activity building.
- $21.1 million for Berkshire Community College to renovate the Hawthorne & Melville Halls, including their exterior masonry repairs.
- $20.7 million for Roxbury Community College to provide needed renovations to the Academic and Media Arts building and plan for new infrastructure related to life science and allied health programing.

In 2008, Governor Patrick proposed and the Legislature approved a $2.2 billion higher education bond bill. In FY13, the Commonwealth’s capital investment in higher education will be more than three times the total amount invested in FY07, when Governor Patrick took office. The full plan will be released in its entirety next week.

$6.8 MILLION INVESTED IN SPRINGFIELD TECHNICAL COMMUNITY COLLEGE AS PART OF 2013 CAPITAL PLAN

2013 Capital Plan includes $298M for community colleges over five years; reflects Administration's commitment to expanding economic opportunity by building world-class public higher education system

BOSTON – Wednesday, October 3, 2012 – Governor Deval Patrick today announced $6.8 million in capital funds for Springfield Technical Community College (STCC), furthering the Patrick-Murray Administration's commitment to building an affordable, world-class system of public higher education in Massachusetts. The college will use the funds for major building repairs and other renovations to the main classroom and student activity building.

"Springfield Technical Community College is full of talent and promise and potential," said Governor Patrick. "These funds will help the students and faculty seize the opportunities before them."

"Our Administration is committed to maintaining Massachusetts' reputation for world-class educational facilities," said Lieutenant Governor Timothy Murray. "By investing in Springfield Technical Community College and our institutions of public higher education, we are ensuring the Commonwealth remains at the forefront in educating our students to meet the demands of a changing and competitive job market."

Community colleges across the state are receiving a total of $298 million over five years through the Patrick-Murray Administration's Capital Plan. Last week, the Governor awarded STCC a $291,058 grant for expanding important student learning assessment activity. Part of a $4 million round of awards, that funding will support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at community colleges across the Commonwealth. These grants, along with the capital investments in community college campuses and programs, deliver on the goals of the Governor's community college initiative to put more people in Massachusetts back to work and to strengthen the connections between community colleges, employers and the workforce.

"The Patrick-Murray Administration has made investing in public higher education a priority," said Secretary of Administration and Finance Jay Gonzalez. "This fiscally responsible investment creates construction jobs today and prepares our students to be the skilled, knowledge-based workforce we need to fill the jobs of tomorrow."

"This investment will not only allow STCC to better equip its students with the skills they need to succeed in the classroom and in the workforce, but will also benefit entire communities in Springfield and throughout the region," said Secretary of Education Paul Reville.

In addition to the capital funds being announced for Springfield Technical Community College today, the 2013 Capital Plan includes funding to start four other community college projects. This underscores the Administration's continued commitment to investing in a community college system that provides relevant, affordable educational and career-focused training programs to prepare students of all ages for both the local job market and further academic study.

The four additional community college projects include:

- $22.1 for MassBay Community College to construct a new Allied Health academic building and to explore opportunities for a permanent Framingham campus. This project includes Commonwealth bond cap funds, as well as contributions from the community college.
- $37.9 million for Mount Wachusett Community College to modernize the Haley building and a wet lab addition.
- $21.1 million for Berkshire Community College to renovate the Hawthorne & Melville Halls, including their exterior masonry repairs.
- $20.7 million for Roxbury Community College to provide needed renovations to the Academic and Media Arts building and plan for new infrastructure related to life science and allied health programing.

In 2008, Governor Patrick proposed and the Legislature approved a $2.2 billion higher education bond bill. In FY13, the Commonwealth's capital investment in higher education will be more than three times the total amount invested in FY07, when Governor Patrick took office. The full plan will be released in its entirety next week.

BILLIONS IN CAPITAL INVESTMENTS FOR MASSACHUSETTS COMMUNITIES ANNOUNCED

Capital plan focuses on Housing Investments, Higher Education, Job creation and Infrastructure Investments

BOSTON – Tuesday, October 9, 2012 – Governor Deval Patrick today unveiled his Fiscal Year (FY) 2013-2017 Capital Investment Plan, which continues the Patrick-Murray Administration's efforts to support long-term economic growth and stimulate job creation by calling for significant investments in higher education, transportation, economic development, housing and other infrastructure and assets.

“These investments will ensure that we continue on the path to economic recovery by laying the foundation for long-term growth,” said Governor Patrick. “By investing in education, infrastructure and innovation we are creating jobs and building a better and brighter Commonwealth for the next generation.”

The Capital Investment Plan seeks to reverse decades of underinvestment, create jobs and improve the Commonwealth’s economic future by supporting public assets – classrooms and academic buildings, roads and bridges, and public housing. The plan also invests in the Commonwealth's innovation industries to create thousands of jobs and set the stage for future economic growth.

“As we continue to support the Commonwealth’s long-term economic growth and sustainability, our Administration is committed to making strategic investments that will yield positive results now and in the future,” said Lieutenant Governor Timothy Murray. “The projects in the Capital Plan will help improve the state’s infrastructure and continue to create significant new jobs in regions across the state.”

“This updated five-year Capital Investment Plan continues the Patrick-Murray Administration’s commitment to rebuilding our public infrastructure and making targeted investments to support economic growth,” said Secretary of Administration and Finance Jay Gonzalez. “Our ability to make these critical investments is a function of our fiscally responsible finance plan and the low-cost financing available to us thanks to the Commonwealth having its highest-ever credit ratings under the Patrick-Murray Administration.”

The FY13-17 Capital Investment Plan continues to make investments in the Commonwealth public housing portfolio. In addition to the Commonwealth’s yearly $170 million investment in housing, the plan will provide a $10 million expansion for housing funding to support:

- A $3 million investment in the Commonwealth’s Public Housing Energy and Water Savings Initiatives;
- A $2 million investment to repair an additional 150-200 vacant public housing units in order for them to be brought back online and occupied;

- A $3 million increase in funding for the Housing Stabilization Fund to create and/or preserve an additional 150 units of housing for veterans, homeless families, the elderly and other family households with incomes ranging from 30 percent to 80 percent of area median;
- A $2 million investment in the Housing Innovations Fund to create an additional 80 units of housing for special needs populations.

The FY13-17 Capital Investment Plan makes strategic investments in the Commonwealth's long-neglected transportation system. Projects include:

- The purchase of and improvements to rail tracks along the Framingham/Worcester line, to allow greater opportunities for MassDOT to improve and increase service between Boston and Worcester;
- $51 million in FY13 funding for MassDOT to continue work already underway on the Green Line extension in Somerville;
- $5.4 million in FY13 for the Springfield Union Station Parking Garage, featuring the construction of a 480-space parking garage used in conjunction with the proposed development of the Union Station Regional Intermodal Transportation Center, a $45 million project with multiple funding sources;
- $200 million for Chapter 90 municipal road and bridge projects, an $80 million increase over the annual funding level when Governor Patrick took office.

The FY13-17 Capital Investment Plan continues the Administration's investments in the Commonwealth's communities. Highlights include:

- $41.8 million in grants to support eight new library construction projects through an expansion to the Public Library Construction Program;
- $3 million in capital funding over two years for reforestation efforts after the longhorn beetle infestation for Worcester and surrounding communities;
- $1 million to assist vocational schools in purchasing modern laboratory and shop equipment.

The energy and environment investments made in the FY13-17 Capital Plan focus on the Administration's goal of reducing our environmental impact in a responsible manner. Highlights include:

- $1.75 million for a four-year initiative to revitalize Heritage Parks, primarily located in urban areas, that provide exhibits and historic information with an emphasis on the industrial history of the communities in which they are located;
- A $1.25 million investment in the nationally recognized river and wetland restoration program for the Department of Fish and Game expected to leverage an additional $5 million in federal and private funds and create over 75 jobs per year.

To ensure continued advancement in our innovation economy, the FY13-17 Capital Investment Plan will make the following investments:

- $55 million in Governor Patrick's Life Sciences Initiative capital program, an $11.5 million increase over FY12, to provide funding for at least 12 projects including the construction of the Sherman Center at the University of Massachusetts Medical School – Worcester, University of Massachusetts Dartmouth's Biomanufacturing facility, and the Joslin Diabetes Center and the Dana Farber Cancer Institute;

- $14.6 million to continue IT projects that will implement health care cost containment and child welfare information initiatives including converting to the federally mandated ICD-10 diagnostic coding system, implementing a new eligibility determination system, completing the federally mandated analysis for the Medicaid Information Architecture and replacing the existing FamilyNet child welfare system.

The FY13-17 Capital Plan continues the Administration's efforts to create an affordable**,** accessible public higher education system. Last week, the Patrick-Murray Administration announced new investments at a number of public colleges and universities, including $607 million for the University of Massachusetts (UMass) system and $298 million over five years for the Commonwealth's community colleges. Highlights include:

- A new Physical Science building at UMass Amherst, currently estimated at $85 million, that will accommodate enrollment growth and higher demand in science programs;

- A new Management Building for the Manning School of Business at UMass Lowell which leverages approximately $10 million in private donations to support the $35 million project;

- A new academic classroom building at UMass Boston, estimated at $100 million to help address the demands of continued enrollment growth at the university;

- $21.1 million for Berkshire Community College for renovation, including exterior masonry repairs, of the Hawthorne and Melville Halls;

- $37.9 million for Mount Wachusett Community College for modernization to the Haley Academic Center and the addition of a wet lab;

- $6.8 million for Springfield Technical Community College for major building repairs and other renovations to the main classroom and student activity building;

- $22 million for Massachusetts Bay Community College (MassBay) to construct a new Allied Health academic building and to explore opportunities for a Framingham campus.

To read the FY13 Capital Plan, please visit www.mass.gov/capital

$780,000 IN FUNDING TO PROMOTE AND ADVANCE STEM EDUCATION, JOBS, AND WORKFORCE DEVELOPMENT

Lieutenant Governor Murray outlines initiatives at the state's 9th Annual STEM Summit

FOXBOROUGH – Thursday, October 18, 2012 – Lieutenant Governor Timothy Murray announced $780,000 in funding to promote and advance Science, Technology, Engineering, and Math (STEM) education, jobs, and workforce development as he welcomed over 1,000 educators, business leaders, and government officials to the 9th Annual STEM Summit at Gillette Stadium in Foxborough.

"Over the years, Governor Patrick and I have worked closely with organizations in academia, the private and non-profit sector, and government to emphasize the need to increase student interest in STEM education," said Lieutenant Governor Murray, Chair of the Governor's STEM Advisory Council. "Today's announced funding and the efforts and feedback from the engaged audience at today's summit will build on this foundation to further prepare a talented pipeline of students who will be ready to apply 21st century skills in the state's workforce and compete in our global economy."

Building on his rollout of the AMP it up! campaign launched last month, Lieutenant Governor Murray today announced MassDevelopment will provide up to $10,000 in matching grants to eligible organizations that will create innovative programs focused on educating students and the adults in their lives about advanced manufacturing careers, which require many STEM-related skills. Starting today, MassDevelopment is accepting applications for these matching grants. After the grants are awarded, MassDevelopment will work with the recipients on community-based programs and activities to dispel common misconceptions about manufacturing and bolster the prospective employee base for these quality jobs. AMP it up! complements the state's continued effort led by the Governor's STEM Advisory Council to promote STEM education, jobs, and workforce development across the Commonwealth.

"Manufacturing jobs in Massachusetts today require workers with advanced, technology-based skills," said MassDevelopment President and CEO Marty Jones. "The matching grants funded by MassDevelopment, the programs they engender via the AMP it up! Campaign, and students schooled in STEM will enable manufacturing companies in the Commonwealth to expand as their pool of skilled workers deepens."

"Our advanced manufacturing industry is in a stronger position for growth than it was five years ago, but continues to need new, well-trained talent ready for the next generation of innovative manufacturing in Massachusetts," said Greg Bialecki, Secretary of Housing and Economic Development. "Amp it up! will help highlight the great, long-term job and career opportunities in manufacturing, and help connect young adults with companies seeking new employees."

Additionally, Lieutenant Governor Murray announced $130,000 through the state's STEM Pipeline Fund to build on past programs and develop new messaging and communication to reach more students, parents, educators, and businesses on the value and importance of STEM education, jobs, and workforce development. For example, last year the WOW Initiative was launched as a statewide public awareness campaign designed to engage, educate and "wow" Massachusetts students into realizing the opportunities in STEM. STEM professionals with Massachusetts roots have visited schools to speak to students and are featured in videos which have been distributed to schools across the state aimed at encouraging students to pursue careers in STEM.

To advance STEM initiatives across the state, Lieutenant Governor Murray today also announced $650,000 in additional state funding to expand a program known as the @Scale Initiative. The @Scale Initiative endorses statewide STEM projects and expands them across the state to reach more students and teachers. Phase I of @Scale projects were approved by the Governor's STEM Advisory Council in 2011 with the support of the business community to "scale-up" projects by requiring a match of public funds with private funds on a target ratio of $1:$3 public to private. Since 2011, the STEM Advisory Council and business community have been working with the following projects: Quinsigamond Community College's (QCC) Advanced Robotics Program; Mass Insight Education's Math + Science Initiative; DIGITS Project; WPI's Project Lead the Way; MassBioEd Foundation's BioTeach; Massasoit Community College's Science Transfer Initiative; and the Museum of Science's Gateway Project.

Phase I of @Scale included each project investing in efforts to achieve quantitative gains in student interest and readiness as outlined in the state's first ever STEM Plan in 2010. With both state and private sector funding, Phase I @Scale projects will reach at least 150 teachers and 8,270 students across the state. Now, with today's announced funding of $650,000, Phases II, II, and IV will soon move forward in collaboration with the business community.

"Employers are investing in STEM as a business imperative. They are championing innovative programs and supporting the implementation of the nationally renowned STEM Plan to keep the Commonwealth competitive in the global economy, " said JD Chesloff, Executive Director of the Massachusetts Business Roundtable, an organization of CEOs working to strengthen the state's economy, and Chair of the Governor's STEM Advisory Council's Executive Committee. "Lieutenant Governor Murray's leadership and collaboration with the Roundtable and employers in general are making Massachusetts a national leader in STEM education."

Phase II of @Scale will include $400,000 in state funding for the next round of @Scale projects that will be approved this winter. Projects in Phase II of @Scale will focus on workforce development and STEM retention amongst college graduates, Goals 4 and 6 of the state's STEM Plan and will require a $1.2 million private sector match. The additional $250,000 in state funding will support Phase III and Phase IV of @Scale projects that will be approved in early 2013, and will require a $750,000 private sector match. To address Goals 2 and 5 of the state's STEM Plan, Phase III will focus on Science Inquiry and Applied Mathematics and address Student Academic Achievement and Educator Effectiveness. To address Goals 1 and 5 of the state's STEM Plan, Phase IV will focus on Pre-K, Elementary and Out-of-School programs addressing Student Interest and Educator Effectiveness.

The Patrick-Murray Administration and the Governor's STEM Advisory Council continues to partner with the state's leading research, technology, and education organizations, including the co-host of today's summit the UMass Donahue Institute, to promote and advance STEM initiatives statewide.

"Educating the workforce of the future and developing the talent needed to grow the innovation economy is at the heart of what we do at the University of Massachusetts," said UMass Board Chair Henry Thomas, President and CEO of the Urban League of Springfield. "And such work is best done in collaboration with partners such as those involved in our latest STEM initiative, ABLE 4 STEM, which includes the 15 community colleges across our Commonwealth. We are proud that this effort will work to double the number of underrepresented minorities who earn associates and bachelor's degrees in STEM fields."

The 9th Annual STEM Summit is held today at Gillette Stadium, home of the New England Patriots. Through the work of the New England Patriots Charitable Foundation, STEM programming such as the annual Science of Sports Fair at Gillette Stadium take place each year.

"An investment in education will pay dividends for generations to come," said Robert Kraft, Chairman and CEO of The Kraft Group. "I applaud the Patrick Administration and the work of Lieutenant Governor Tim Murray for the emphasis they have placed on improving our statewide education K through 12, specifically in the fields of science, technology, engineering and mathematics. The STEM fields are essential to our growth if we want to remain competitive in today's global economy and we are proud to host the STEM Summit at Gillette Stadium this year. Four years ago, we teamed up with Raytheon to create a math and science curriculum around the Patriots' Hall of Fame and have had over 60,000 students participate. As an extension of that relationship, the Patriots Charitable Foundation and Raytheon now host an annual Science of Sport science fair. Through that program, Raytheon employees mentor students at the Boys & Girls Clubs on sports-themed math and science projects. Together, they create some amazing projects and are hopefully inspiring a new generation of STEM students."

Massachusetts is recognized as a national leader in STEM education, and the state has invested heavily in programs and initiatives to develop a highly skilled workforce, foster economic development, and ultimately position the Commonwealth as a leader in the 21st century innovation-based global economy. Hosted by the Governor's STEM Advisory Council, the Massachusetts Business Roundtable, and the UMass Donahue Institute, the summit includes 27 break-out sessions with panels, workshops, seminars and discussions that address issues such as curriculum planning, academic engagement, college readiness, career pathways, underrepresented populations, and analysis of the state's STEM progress. As the longest running STEM Summit in the country, the Massachusetts Annual STEM Summit has grown over the years from a gathering of 250 in 2004 to over 1,000 attendees today.

About AMP it up! and MassDevelopment

MassDevelopment is now accepting applications from eligible organizations to participate in its AMP it up! Campaign. Eligible applicants must be Massachusetts-based nonprofit organizations, education and workforce organizations or institutions that work with students between the ages of 10 and 19. The application deadline is November 15, and grant awards will be made around December 15. The application is now available on www.ampitupma.com.

MassDevelopment, the state's finance and development agency, works with businesses, nonprofits, financial institutions, and communities to stimulate economic growth across the Commonwealth. During FY2012, MassDevelopment financed or managed nearly 300 projects generating investment of $3.3 billion in the Massachusetts economy. These projects are projected to create almost 12,000 jobs and build or rehabilitate more than 750 residential units.

Governor's STEM Advisory Council

On October 14, 2009 Governor Patrick signed an Executive Order creating the Governor's STEM Advisory Council. As Chair of the STEM Advisory Council, Lieutenant Governor Murray released the state's first STEM plan at the STEM Summit in 2010, tying economic development to educational enhancement in STEM fields. The plan established targeted goals and benchmarks to promote STEM education, jobs, and workforce development as part of the Patrick-Murray Administration's STEM Initiative.

The Council serves as a vehicle for STEM advocates from the public and private sectors, as well as legislators and educators, to engage in meaningful collaboration with the Governor and Lieutenant Governor's Office, the Executive Office of Education and their agencies, the Department of Higher Education, the Department of Elementary and Secondary Education, and the Department of Early Education and Care, the Executive Office of Housing and Economic Development, and the Executive Office of Labor and Workforce Development.

To read the STEM Plan or learn more about the Patrick-Murray Administration's STEM Initiatives and the Governor's STEM Advisory Council, visit www.mass.gov/governor/stem.

GOVERNOR PATRICK APPOINTS DARLENE RODOWICZ AS CHAIR OF THE BERKSHIRE COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed Darlene Rodowicz as Chair of the Board of Trustees at Berkshire Community College. Ms. Rodowicz is the current Board Chair at Berkshire Community College and today's announcement is an affirmation of her appointment under the Governor's new authority to appoint the Board Chairs at each of the Commonwealth's fifteen community colleges.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Ms. Rodowicz for her willingness to serve in this capacity and am confident that she will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Ms. Rodowicz is the Chief Financial Officer and Vice President of Finance for Berkshire Health Systems where she is responsible for developing the organization's annual operating and capital budgets, oversees business development including new programs and services and has created a ten-year master facility plan for the Health System, among other responsibilities. Prior to joining Berkshire Health Systems, Ms. Rodowicz worked at Blue Cross Blue Shield Massachusetts as a Medicare Auditor. Ms. Rodowicz earned a Bachelor of Science degree in Accounting from the University of Massachusetts Amherst and an MBA from Western New England College. She has served as a member of the Board of Trustees at Berkshire Community College for over three years.

"These are exciting times for community colleges," said Ms. Rodowicz. "I am honored that the Governor has named me Chair of the Board of Trustees at Berkshire Community College. We will continue to meet the needs of the residents and the employers of Berkshire County and the Commonwealth."

"Darlene Rodowicz brings a wealth of experience in non-profit management, finance, workforce development and leadership. She also has extensive knowledge of the communities served by the college," said Berkshire Community College President Ellen Kennedy. "We are delighted with the Governor's decision."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of $4 million in grants to support increased skill training and workforce alignment,

improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Berkshire Community College was awarded $88,000 to accelerate college readiness and developmental math pathways; and enhance student advising and civic engagement programming. Earlier this month, Berkshire Community College was also awarded $21.1 million in capital funding for the renovation, including exterior masonry repairs, of the Hawthorne & Melville Halls on campus.

To learn more about the Governor's community college plan visit http://www.mass.gov/governor/agenda/education/.

GOVERNOR PATRICK APPOINTS FERNANDO GARCIA AS CHAIR OF BRISTOL COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed experienced Southcoast businessman Fernando Garcia as Chair of the Board of Trustees at Bristol Community College.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Garcia for his willingness to serve in this capacity and am confident that he will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Garcia has over 30 years of executive level experience in business development and management. He owned Fall River Ford for 16 years, which at its height employed 137 people in the Southcoast region and generated sales of over $75 million annually. In 2001, Mr. Garcia was named Fall River Business Person of the Year and in 2002, was inducted into the New Bedford area Business Hall of Fame. Mr. Garcia was on the Board of Directors of the Fall River Chamber of Commerce for many years and served as the Vice Chair for the Fall River Office of Economic Development. He attended the University of Massachusetts Dartmouth where he earned a bachelor's degree in Fine Arts and Business Management. Mr. Garcia is filling the Chairmanship previously held by Jim Grady.

"I'm honored to be asked and am happy to serve as the new Chair of the Board of Trustees at Bristol Community College," said Mr. Garcia. "My objective is to work with the board, BCC's administration and all stakeholders to position BCC as the premier community college in the Commonwealth, both in terms of academic quality and success and in workforce development for the region and beyond. Ours is a story of opportunity and of providing a better quality of life for all who pass through our doors."

"Mr. Garcia is a long-time board member and advocate for the College," said John J. Sbrega, Ph.D., President of Bristol Community College. "He knows our community, and like all of our Trustees, he has a great heart for our students and a deep understanding of BCC's role in economic development. Trustee Garcia follows the outstanding leadership of outgoing Chair James Grady."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of $4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth.

These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Bristol Community College received $299,994 to address college readiness, improve developmental education and increase student retention at the college.

To learn more about the Governor's community college plan visit http://www.mass.gov/governor/agenda/education/

GOVERNOR PATRICK APPOINTS HECTOR TOLEDO AS CHAIR OF SPRINGFIELD TECHNICAL COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed experienced business and finance professional Hector Toledo as Chair of the Board of Trustees at Springfield Technical Community College. Mr. Toledo is the current Board Chair at Springfield Technical Community College and today's announcement is an affirmation of his appointment under the Governor's new authority to appoint the Board Chairs at each of the Commonwealth's fifteen community colleges.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Toledo for his willingness to serve in this capacity and am confident that he will be a continued partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Toledo is the Vice President and Retail Sales Director for Hampden Bank in Springfield where, in addition to being responsible for all retail sales, he has forged strong partnerships between the Hispanic business community and Hampden Bank. Mr. Toledo has previously served as a Branch Manager and Vice President of Bank of America in Chicopee, where he was a member of the Regional Latino Resource Group and also founded the regional Parents Resource Group. Mr. Toledo serves on the Board of Directors for the Pioneer Valley United Way and the Past President-Puerto Rican Cultural Center, among others. Mr. Toledo earned an Associate's degree from Springfield Technical Community College. Mr. Toledo has served as a member of the Board of Trustees at Springfield Technical Community College for over four years.

"I'm honored to serve as Chair of the STCC Board of Trustees and thank Governor Patrick for this continued opportunity," said Chairman Toledo. "As a proud alumnus of Springfield Technical Community College I know firsthand the enormous role public higher education plays in educating the citizens of the Commonwealth of Massachusetts."

"Mr. Toledo continues to provide the college with exceptional leadership, helping us make a tremendous difference in the lives of our students and in the economic vitality of our region. I applaud the Governor's

affirmation of Mr. Toledo's appointment as Chair of the STCC Board of Trustees," said Springfield Technical Community College President Ira H. Rubenzahl.

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of $4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Springfield Technical Community College received $291,058 for expanding important student learning assessment activities on campus. Earlier this month, Springfield Technical Community College was also awarded $6.8 million in capital funding for major envelope repairs and other renovations needed at the main classroom and student activity building.

To learn more about the Governor's community college plan visit http://www.mass.gov/governor/agenda/education/.

GOVERNOR PATRICK APPOINTS HELEN CAULTON-HARRIS AS CHAIR OF HOLYOKE COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed Helen Caulton-Harris as Chair of the Board of Trustees at Holyoke Community College. Ms. Caulton-Harris is the current Board Chair at Holyoke Community College and today's announcement is an affirmation of her appointment under the Governor's new authority to appoint the Board Chairs at each of the Commonwealth's fifteen community colleges.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Ms. Caulton-Harris for her willingness to serve in this capacity and am confident that she will be a continued partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Ms. Caulton-Harris is the Director of the Division of Community Services for the City of Springfield where she is responsible for administrative oversight of four city departments and directly supervises the Springfield Department of Health and Human Services, the Pioneer Valley Area Health Education Center and Health Services for the Homeless. Ms. Caulton-Harris has played a prominent role in developing policy for the health and human services needs of underserved populations on the local and national level, and has received numerous awards including the AIDS Action Community Service Award from AIDS Action Committee and the Rebecca Lee Award from the Harvard School of Public Health and the Massachusetts Department of Public Health. She is on the Board of Directors at the Massachusetts Career Development Institute, the Regional Employment Board of Hampden County and the United Way of Pioneer Valley. Ms. Caulton-Harris has served as a member of the Board of Trustees at Holyoke Community College for over six years and was first appointed as Chair in March 2012.

"I am deeply honored by the Governor's appointment and by the opportunity to serve Holyoke Community College in this way," said Ms. Caulton-Harris. "HCC is one of the premier community colleges in the region, and I look forward to continuing to use my time, talent and energy to support the mission of this world-class institution."

"This is outstanding news for Holyoke Community College," said Holyoke Community College President Bill Messner. "Helen's experience, commitment and leadership will be of great benefit to the college and its mission of service to the community. I look forward to working with her to advance our shared vision for HCC."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of $4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Holyoke Community College received $167,883 to support the college's Gateway to College Prep program, help increase graduation and student success rates on campus, support ongoing work to develop student learning assessments and increase civic engagement among its students.

To learn more about the Governor's community college plan visit http://www.mass.gov/governor/agenda/education/.

GOVERNOR PATRICK APPOINTS MARITA RIVERO AS CHAIR OF BUNKER HILL COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed Marita Rivero as Chair of the Board of Trustees at Bunker Hill Community College, effective January 1, 2013. Jeanne-Marie Boylan, the current Board Chair, will continue to serve in her capacity as Chair for the remainder of the calendar year.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Ms. Rivero and Ms. Boylan for their willingness to serve in this capacity and am confident that both of these women will be critical partners in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Ms. Rivero is the Vice President and General Manager of Television and Radio at WGBH where she oversees all of WGBH's radio, television and web activities. She has served as manager of WGBH Radio since 1998 and under her leadership, WGBH developed award-winning national and international productions including the daily global news program The World, which now reaches two million people weekly, among other programs. Ms. Rivero received the first ever Image Award for Vision and Excellence from Women in Film and Video/New England, and in 2001 was inducted into the YWCA's Academy of Women Achievers. Ms. Rivero earned a Bachelor of Science degree from Tufts University and has participated in post-graduate training at Harvard University's Graduate School of Education and the Stanford and Wharton schools of business.

"Our community colleges are central to the path from education into the workforce," said Ms. Rivero. "It's a privilege to take on this role in support of the important work of Bunker Hill Community College."

"It has been an immensely rewarding experience to serve as Board Chair with such highly dedicated fellow trustees, an extraordinary President, and at an institution which has gained national recognition many times over. I wish Marita great success as our new Board Chair," said Ms. Boylan.

"I have been fortunate to serve as President under the outstanding leadership of Board Chair Boylan," said Bunker Hill Community College President Mary Fifield. "I am equally enthused and very pleased to welcome new Board Chair, Marita Rivero who brings exceptional qualifications to her new role at BHCC."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of $4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Bunker Hill Community College received $203,000 to focus on college going rates, develop career pathways in the healthcare field and promote civic engagement education and opportunities for its students.

To learn more about the Governor's community college plan visit http://www.mass.gov/governor/agenda/education/.

GOVERNOR PATRICK APPOINTS PAM RICHARDSON AS CHAIR OF MASSACHUSETTS BAY COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed Pam Richardson as Chair of the Board of Trustees at Massachusetts Bay Community College (MassBay).

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Ms. Richardson for her willingness to serve in this capacity and am confident that she will continue to be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Ms. Richardson currently serves as the Clinical Placement Coordinator at Laboure College where she is responsible for researching clinical agencies for educational requirements, matching course objectives with learning experiences outside of the college and building relationships with clinical agencies on behalf of her institution. Ms. Richardson previously served as a member of the Massachusetts House of Representatives from 2007-2011 representing 11 precincts in the Town of Framingham. As a legislator she was known as a strong supporter of public higher education and was an active member of the Higher Education Legislative Caucus. Ms. Richardson attended Mt. Ida College where she earned an Associate's degree in Equine Management, and has also completed coursework at Framingham State University. Ms. Richardson has served as a member of the Board of Trustees at MassBay since July 2011 and is filling the chair position previously held by Glenn Rowe.

"I am grateful to Governor Patrick, Lieutenant Governor Murray, and the entire Administration for the faith they have shown in me with this appointment. I am eager to continue the work of President O'Donnell and of the dedicated faculty and staff at MassBay Community College, as we strive to grow our institution, further our mission, and to remain an important driver of the MetroWest economy," said Ms. Richardson. "We will continue to offer an affordable, high quality education to our students, providing transferable college credits and career skills the modern economy demands. We are poised to become one of the finest community colleges in the nation, and I am delighted to work with my colleagues on the Board as their Chair to help oversee MassBay's bright future."

“On behalf of all at the College, I congratulate Pamela Richardson on her appointment as board chair,” said MassBay Community College President John O’Donnell. “Pamela brings a commitment to the college, its faculty, staff and students. She offers a wealth of experience that will help us advance our mission, our strategic plan and our commitment to The Vision Project as a means of advancing MetroWest and the Commonwealth, both economically and socially.”

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of $4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state’s fastest growing sectors and adopt a system-wide standard core of course offerings. MassBay Community College received $300,000 to enhance the first year experience for MassBay students, positively impacting student retention at the college. Earlier this month, MassBay Community College was also awarded $22 million in capital funding to construct a new Allied Health academic building and to explore opportunities for a permanent Framingham campus.

To learn more about the Governor’s community college plan visit http://www.mass.gov/governor/agenda/education/.

GOVERNOR PATRICK APPOINTS PAMERSON IFILL AS CHAIR OF MASSASOIT COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed experienced criminal justice professional Pamerson Ifill as Chair of the Board of Trustees at Massasoit Community College.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Ifill for his willingness to serve in this capacity and am confident that he will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Ifill is the Chief Probation Office at Suffolk County Superior Court and an adjunct professor at Suffolk University where he has taught courses including Childhood and Adolescence in Contemporary Society, Juvenile Justice and Probation and Parole Practices in the United States, among others. Mr. Ifill previously served for 13 years as the Regional Program Manager at the Office of Community Corrections in Boston, where he was responsible for the development, oversight and management of Intermediate Sanctions Programs and Services and community corrections centers in Barnstable, Bristol, Dukes and Plymouth counties. He also served as a Juvenile Probation Officer at the Plymouth County Juvenile Court Department in Brockton and as a Juvenile Probation Officer at the Barnstable County Juvenile Court Department in Plymouth. Mr. Ifill earned an Associate's Degree from Massasoit Community College, a Bachelor of Arts degree from Stonehill College and a Master's degree in Management of Human Services from Brandeis University. Mr. Ifill has served on the Board of Trustees at Massasoit Community College for five years and is filling the Chairmanship previously held by Mary Brophy, who has served the Massasoit community with passionate leadership and whose efforts have guided the Board through many significant accomplishments.

"As a former student and graduate of Massasoit Community College, it is with the deepest gratitude and honor that I accept Governor Deval Patrick's appointment as Chair of the Board of Trustees of Massasoit Community College," said Mr. Ifill. "As a long-time member of the vibrant community that is Massasoit, I look forward to promoting the Governor's mission for the College and carrying on with the work of the board and President, Dr. Charles Wall. It is work that has made Massasoit a bustling and vibrant college community. Massasoit is blessed with many talented students, faculty and staff. Conscious of the mission that the Governor, the Legislature, and the citizens have established for Massasoit, I look forward to

working with my very talented and congenial fellow Board of Trustees to fulfill the mission that we have been entrusted with."

"Pamerson Ifill is an alumnus of Massasoit Community College and has been a valued member of the Board of Trustees for over five years," said Massasoit Community College President Dr. Charles Wall. "In his two terms as vice-chair, he has provided excellent service and inspired vision. I am confident he will offer strong and enthusiastic leadership to a Board which continues to provide a sustained commitment to the College's mission."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of $4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Massasoit Community College received $215,000 for a new civic engagement initiative, enhanced student success activities and more focused workforce training programs on campus.

To learn more about the Governor's community college plan visit http://www.mass.gov/governor/agenda/education/.

GOVERNOR PATRICK APPOINTS RALPH F. CAHOON III AS CHAIR OF CAPE COD COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed Ralph F. Cahoon III as Chair of the Board of Trustees at Cape Cod Community College. Mr. Cahoon is the current Board Chair at Cape Cod Community College and today's announcement is an affirmation of his appointment under the Governor's new authority to appoint the Board Chairs at each of the Commonwealth's fifteen community colleges.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college *system* that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Cahoon for his willingness to serve in this capacity and am confident that he will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Cahoon is a counselor at the Community Health Center of Cape Cod. Prior to joining the community health center, he worked for many years as a patrol officer and accreditation manager at Barnstable Police Department. Mr. Cahoon earned an Associate in Arts degree from Cape Cod Community College, a Bachelor of Science degree in law enforcement from Western New England College, and a Master of Social Work degree from Boston University. Mr. Cahoon has served as a member of the Board of Trustees at Cape Cod Community College for over five years.

"As an alumnus of CCCC, it's an honor to serve as Board Chair at the institution that provided me with the opportunity to improve myself," said Mr. Cahoon. "I look forward to working with the Board, our new President, Dr. Cox, and all of our dedicated faculty and staff in the continuing work of making CCCC a valued educational resource for all Cape Codders."

"I'm delighted the Governor has appointed Mr. Cahoon as Board Chair. As the Board's elected alumni member, and with prior Board experience, Ralph brings breadth and understanding of the region, K-16 education, and a commitment to 4Cs," said Cape Cod Community College President John Cox. "Having begun my service as president on July 1st, Mr. Cahoon has truly been an asset during my transition and for the Board's leadership."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of $4 million in grants to support increased skill training and workforce alignment,

improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Cape Cod Community College received $137,211 to enhance college readiness in the Cape Cod area and to increase student retention rates on campus.

To learn more about the Governor's community college plan
visit http://www.mass.gov/governor/agenda/education/

GOVERNOR PATRICK APPOINTS RICHARD YAGJIAN AS CHAIR OF NORTH SHORE COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed experienced business and management professional Richard Yagjian as Chair of the Board of Trustees at North Shore Community College.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college *system* that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Yagjian for his willingness to serve in this capacity and am confident that he will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Yagjian currently serves as Executive Vice-President & Chief Operating Officer for W.B. Hunt Company, Inc., where he plans and directs all aspects of the company's operational policies and strategic goals and initiatives. He is a member of the North Shore Community College Foundation Board, President of the Essex National Heritage Commission, and is a member of the Board of Directors for Saugusbank. Mr. Yagjian attended North Shore Community College and Northeastern University. He has served as a member of the Board of Trustees at North Shore Community College for three years and is filling the chairmanship formerly held by John Nelson.

"I believe the Massachusetts community college system will be the backbone of workforce development and the conduit to a better life for thousands of our residents by providing a first-class yet cost-effective education both through certificate and degree programs and as a springboard to our 4-year educational institutions," said Mr. Yagjian.

"Richard Yagjian, as an NSCC graduate, effective foundation board member, and trustee of the college, brings proven leadership skills and high commitment to the chairmanship of our board of trustees," said North Shore Community College President Wayne M. Burton. "As a successful small businessman, President of the Essex National Heritage Commission, and regional leader, Rich enjoys significant respect in the North Shore, the model of a civic professional we urge students to emulate."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of $4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth.

These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. North Shore Community College received $174,356 to develop a virtual career center that complements the career mapping project funded by the Administration last year.

To learn more about the Governor's community college plan
visit http://www.mass.gov/governor/agenda/education/

GOVERNOR PATRICK APPOINTS ROBERT COHN AS CHAIR OF GREENFIELD COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed Robert Cohn as Chair of the Board of Trustees at Greenfield Community College. Mr. Cohn is the current Board Chair at Greenfield Community College and today's announcement is an affirmation of his appointment under the Governor's new authority to appoint the Board Chairs at each of the Commonwealth's fifteen community colleges.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Cohn for his willingness to serve in this capacity and am confident that he will be a continued partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Cohn is the President of Cohn & Company Real Estate Agency. Over the past thirty plus years, under his leadership, the agency's insurance arm went from a $1 million business to a $17 million dollar business and the real estate agency continues to thrive. Mr. Cohn serves as a trustee of Baystate Health Foundation and President of the Greenfield Education Foundation, among other volunteer efforts, and has served as a member of the Greenfield Community College Board of Trustees for over three years. Mr. Cohn attended Greenfield Community College and went on to earn a Bachelor of Arts degree from the University of Denver.

"I am thrilled to be reappointed by the Governor as Chair of the GCC Board of Trustees," said Mr. Cohn. "GCC is a truly great institution, an economic force in our community, one that works for the betterment of all of us. GCC has been my favorite community activity since the late 1970s when I served as the first alumni trustee. I am very involved with supporting education in our community, both through the College's Board of Trustees and previously on the GCC Foundation Board of Directors."

"Rob Cohn understands our students because he was one. He understands the business of our community because he runs one. He understands the many needs of our community because of his level of civic engagement," said Greenfield Community College President Bob Pura. "There are not many who possess more passion for GCC and our mission or have a better understanding of our impact than Rob Cohn. He has worked on behalf of GCC for many years. We are pleased that the Governor understands

and appreciates all of that and we look forward to the future with Rob's reappointment as Chair of the GCC Board of Trustees."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of $4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Greenfield Community College received $179,310 to expand a hybrid learning model of online learning combined with onsite learning at the college.

To learn more about the Governor's community college plan
visit http://www.mass.gov/governor/agenda/education/

GOVERNOR PATRICK APPOINTS ROYALL M. MACK, SR. AS CHAIR OF MIDDLESEX COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed experienced businessman Royall M. Mack, Sr. as Chair of the Board of Trustees at Middlesex Community College.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Mack for his willingness to serve in this capacity and am confident that he will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Mack is the CEO of Ciara Enterprises, Inc., a company providing strategic plan development, tactical execution and budgeting expertise to for-profit and non-profit organizations. Mr. Mack previously served as Corporate Officer of the Gillette Company in Boston, where he was the first African-American Corporate Officer and Vice President of Civic Affairs. There, he led Gillette's Civic Affairs Programs worldwide, overseeing programs that impacted 20 million people in diverse markets. Mr. Mack serves on numerous boards and community organizations including The American Red Cross Blood Services Division, Bridge Over Troubled Waters, Inc., the Y.M.C.A. of Merrimack Valley, and the National Urban League Black Executive Exchange Program, among others. He earned a Bachelor of Science degree from North Carolina Agricultural & Technical State University, and graduated first in his class from Harvard University's Advanced Management Program. Mr. Mack has served as a member of the Board of Trustees at Middlesex Community College for over seven years and is filling the chairmanship previously held by William Chemelli.

"The workforce needs of the future will require more than intellectual training. Emotional, physical, ethical, moral and social education make up the total education experience," said Mr. Mack. "I look forward to working with President Cowan, the entire Middlesex Community College Board of Trustees, faculty and staff to continue that work of developing the workforce of the future."

"Royall has already made significant contributions to the college through his board participation, and especially through his commitment to workforce development, not just in the Merrimack Valley, but through the work he has done with the Merrimack Valley Partners for Progress group, working to collaborate with both Middlesex and Northern Essex Community College to help educate businesses on

the vital role that community colleges can play in helping to train their workforces," said Middlesex Community College President Carole Cowan.

President Cowan also lauded the work of outgoing chairman William Chemelli.

"As a distinguished alumnus of Middlesex, Bill always brought not just a knowledge of our community to the table, but an unparalleled dedication to our students as well," said President Cowan. "He was a steadfast supporter of our students and their successes, and was always proud to tell everyone that he wasn't just a trustee of the college, but one of its proudest graduates."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of $4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Middlesex Community College received $251,000 to enhance tutoring for at risk students and to increase work force alignment activity on campus.

To learn more about the Governor's community college plan visit http://www.mass.gov/governor/agenda/education/.

GOVERNOR PATRICK APPOINTED STACEY LUSTER AS CHAIR OF QUINSIGAMOND COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed experienced education management professional Stacey Luster as Chair of the Board of Trustees at Quinsigamond Community College.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Ms. Luster for her willingness to serve in this capacity and am confident that she will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Stacey Luster currently serves as the Human Resources Manager for the Worcester Public Schools and is also an adjunct professor for the College of the Holy Cross, on Urban Education Law. As WPS's Human Resources Manager, Ms. Luster coordinates the recruitment, selection, evaluation and discipline of over 4,000 employees; coordinates the labor relations and contract negotiations of 13 collective bargaining agreements; and represents Worcester Public Schools at various legal proceedings. She previously served as the Assistant Human Resource Manager for Equal Opportunity and Affirmative Action at Worcester Public Schools and the Assistant to the President at Quinsigamond Community College. Ms. Luster was elected to two terms on the Worcester City Council between the years 1997 and 2000 and also served for six years as the Director for the Worcester Business Development Corporation. Ms. Luster earned a Bachelor of Arts degree from Saint John's University in New York, a Juris Doctorate from Boston University School of Law and completed the Executive Leadership Program for Educators at Harvard University. Ms. Luster has served as a member of the Board of Trustees at Quinsigamond Community College for five years and is filling the chair position previously held by Ronald Josephson.

"I am honored to have the opportunity to contribute to the educational needs of our community as the Board Chair of Quinsigamond Community College," said Ms. Luster. "I look forward to working to ensure that Quinsigamond Community College continues to meet the ever increasing and changing demands of our community."

"Trustee Luster has been a member of the Quinsigamond Community College Board for five years and her commitment to the work of the College is evident even prior to her appointment as a Trustee," said

Quinsigamond Community College President Gail Carberry. “She knows well the vital role this College plays in her home community and I look forward to working with her as we advance QCC’s academic mission and services.”

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of $4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state’s fastest growing sectors and adopt a system-wide standard core of course offerings. Quinsigamond Community College received $136,481 for an initiative called “shorten the distance” that supports both students’ readiness for college and student success at the College once admitted.

To learn more about the Governor’s community college plan visit http://www.mass.gov/governor/agenda/education/.

GOVERNOR PATRICK APPOINTS TINA SBREGA AS CHAIR OF MOUNT WACHUSETT COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed experienced business professional Tina Sbrega as Chair of the Board of Trustees at Mount Wachusett Community College.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college *system* that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Ms. Sbrega for her willingness to serve in this capacity and am confident that she will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Tina Sbrega is the President and COO of GFA Federal Credit Union in Gardner. Ms. Sbrega began her work for the GFA Federal Credit Union in 1980 and has served in numerous capacities at the company over the past thirty years. She serves as Chair of the Board of Trustees at Heywood Hospital and as Director of the House of Peace & Education. Ms. Sbrega is a former Director of the Greater Gardner Chamber of Commerce, where she served for 11 years. Ms. Sbrega earned an Associate's degree from Quinsigamond Community College and a Bachelor of Science degree in Business Administration from Roger Williams University. Ms. Sbrega has served as a member of the Board of Trustees at Mount Wachusett Community College for over seven years and is filling the chair position previously held by James Garrison.

"I'm honored to have been chosen to serve in this role as chair of the Mount Wachusett Community College Board of Trustees," said Ms. Sbrega. "The leadership, the faculty, and the entire college community do a phenomenal job in serving the needs of North Central Massachusetts students and local businesses, and I'm proud to be affiliated with such an outstanding organization."

"As a trustee and most recently as vice chair, Tina Sbrega has been a diligent, community-minded member of the board. We are pleased that Governor Patrick has appointed her to continue the leadership of our outgoing board chair, Jim Garrison, who has admirably served our college community and will continue to serve on the board," said Mount Wachusett Community College President Daniel M. Asquino. "Ms. Sbrega is a highly regarded leader and we welcome the continuity her appointment will provide."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of $4 million in grants to support increased skill training and workforce alignment,

improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Mount Wachusett Community College received $272,000 to increase college readiness and ultimately, attendance rates, improve student success at the college and further the college's commitment to increasing civic engagement activities on campus. Earlier this month, Mount Wachusett Community College was also awarded $37.9 million in capital funding to modernize the Haley building and build a wet lab addition.

To learn more about the Governor's community college plan visit http://www.mass.gov/governor/agenda/education/.

GOVERNOR PATRICK APPOINTS WILLIAM MOYNIHAN AS CHAIR OF NORTHERN ESSEX COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed William Moynihan as Chair of the Board of Trustees at Northern Essex Community College. Mr. Moynihan is the current Board Chair at Northern Essex Community College and today's announcement is an affirmation of his appointment under the Governor's new authority to appoint the Board Chairs at each of the Commonwealth's fifteen community colleges.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Moynihan for his willingness to serve in this capacity and am confident that he will continue to be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Moynihan retired last year and most recently served as the Chief Probation Officer at Haverhill District where he was responsible for implementing the policies set forth by the Probation Commissioner and First Justice of the Court and oversaw a staff of nearly 25. He has previously served as a Line Probation Officer and the Social Service Coordinator and Director of Security at Haverhill Housing Authority. Mr. Moynihan has been serving on the Mayor's Drug Task Force since 1999 and has been awarded the "Special Recognition for Distinctive Service Award" by the Massachusetts Commissioner of Probation. Mr. Moynihan graduated from Northern Essex Community College with an Associate of Arts degree, attended Boston State College where he earned a Bachelor of Science degree in Law Enforcement, and attended Anna Marie College where he earned a Master's degree in Criminal Justice. Mr. Moynihan has served as a member of the Board of Trustees at Northern Essex Community College for over four years.

"Northern Essex was a stepping stone for me, leading to further education and a challenging career, and it's an honor and a privilege to be chosen as chair of the college's talented board of trustees," said Mr. Moynihan.

"Bill has proven to be a thoughtful and involved member of the board of trustees since joining us in 2008, and he will be an outstanding chair," said Northern Essex Community College President Lane Glenn. "As a graduate of the college, he is passionate about Northern Essex and he fully understands our mission and our important role in the community."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of $4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Northern Essex Community College received $146,744 to support advanced activity related to student learning and student learning assessment on campus.

To learn more about the Governor's community college plan visit http://www.mass.gov/governor/agenda/education/.

GOVERNOR PATRICK CONVENES MEETING WITH COMMUNITY COLLEGE BOARD CHAIRS TO ADVANCE COMMUNITY COLLEGE AGENDA

Governor Patrick meets with the fifteen community college Board Chairs in the Governor's Council Chambers at the State House. (Photo Credit: Eric Haynes / Governor's Office) View additional photos.

BOSTON – Thursday, November 29, 2012 – Governor Deval Patrick today hosted the first meeting of the Commonwealth's community college Board Chairs to discuss the implementation of his community college plan. The fifteen newly-appointed Chairs will partner with the Administration to create a more integrated, effective community college system responsive to both local and statewide employer needs that gives community colleges additional capacity to expand student access to high-quality, relevant educational and training programs.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. Appointments were announced in mid-October and reflect an experienced and skilled team ready to partner with the Administration in strengthening our community college system.

"This plan has always been about strengthening the connections between our campuses, our employers, and our workforce so that each and every one of our students has the opportunity to thrive," said Governor Patrick. "These fifteen Board

Chairs are the lynchpins of that new, coordinated system of community colleges and I am excited about what we can accomplish together."
Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of $4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. The Governor also announced nearly $300 million in capital funding to community colleges this fall to advance high-quality instructional and research facility projects throughout the community college system so that our students can remain competitive in a 21st Century global economy.

At the meeting, the Governor was joined by Education Secretary Paul Reville, Higher Education Commissioner Richard Freeland, Labor and Workforce Development Secretary Joanne Goldstein and Housing and Economic Development Secretary Greg Bialecki.
The fifteen community college Board Chairs are as follows:

- Berkshire Community College, Darlene Rodowicz
- Bunker Hill Community College, Marita Rivero, effective January 1, 2013
  Current Chair through 2012, Jeanne-Marie Boylan
- Bristol Community College, Fernando Garcia
- Cape Cod Community College, Ralph Cahoon
- Greenfield Community College, Robert Cohn
- Holyoke Community College, Helen Caulton-Harris
- Massasoit Community College, Pamerson Ifill
- MassBay Community College, Pam Richardson
- Middlesex Community College, Royall Mack
- Mount Wachusett Community College, Tina Sbrega
- North Shore Community College, Richard Yagjian
- Northern Essex Community College, William Moynihan

- Quinsigamond Community College, Stacey Luster
- Roxbury Community College, Kathy Taylor
- Springfield Technical Community College, Hector Toledo

To learn more about the Governor's community college plan visit http://www.mass.gov/governor/agenda/education

MASSACHUSETTS 8TH GRADERS AGAIN PERFORM AMONG WORLD LEADERS IN MATH AND SCIENCE ACHIEVEMENT; SCORE DOUBLE-DIGIT GAINS ON 2011 TIMSS

BOSTON – Tuesday, December 11, 2012 – The Patrick-Murray Administration today announced that Massachusetts students have once again scored among the top performing nations across the world in mathematics and science. The 2011 Trends in International Mathematics and Science Study (TIMSS) show that Massachusetts 8th graders made a 14-point gain in mathematics and an 11-point gain in science achievement since the last time the test was administered in 2007.

Massachusetts students tied for second in science achievement, trailing only students from Singapore. In mathematics, Massachusetts 8th graders tied for fifth, trailing only the four highest performing Asian countries (Korea, Singapore, Chinese Taipei, and Hong Kong SAR). When comparing results back to 1999, Massachusetts 8th graders have made the highest gains of any participating country or benchmarking entity in mathematics (+48, from an average scale score of 513 to 561) and second highest gains in science (+34, from 533 to 567).

“I am tremendously proud of our students for once again performing as global leaders in math and science,” said Governor Deval Patrick. “Our record of leadership in student achievement isn’t by accident – it’s because we have chosen to invest deeply in education, knowing that our students will determine the future success of our economy and our Commonwealth.”

“As Chair of our STEM Advisory Council, I couldn’t be more proud of these results,” said Lieutenant Governor Timothy Murray. “Massachusetts has twice the national average of STEM jobs, and we are hard at work in making sure that our students are prepared to fill those high-demand positions that have kept Massachusetts at the forefront of our global innovation-based economy.

“I am thrilled by today’s news and so appreciative of all of the hard work on the part of educators and students across the Commonwealth that went into these results,” said Education Secretary Paul Reville. “We must continue the work of inspiring more of our students to pursue STEM fields and cultivate a passion for these jobs of tomorrow.”

TIMSS is an international assessment of mathematics and science achievement that has been administered to 4th and 8th grade students every four years since 1995. In 2011, nationally representative samples of students from 63 countries and 14 benchmarking entities, including nine U.S. states, participated in TIMSS. Participating countries and entities could choose to participate in the 4th grade assessment, the 8th grade assessment, or both.

Massachusetts, a benchmarking entity, participated in the 8th grade assessment only in 2011. Massachusetts also participated in TIMSS in 1999 and 2007.

"These are remarkable results, and I am so impressed how Massachusetts 8th grade students and teachers continue to raise their game and build on past successes. These results are testament to the dividends that the Commonwealth's investment in K-12 education is yielding," said Elementary and Secondary Education Commissioner Mitchell Chester. "TIMSS is a renowned international assessment. We will use these results along with other data to identify where gaps in achievement still exist as we strive to ensure that all students are ready for success after high school."

The Patrick-Murray Administration and the Governor's STEM Advisory Council, chaired by Lieutenant Governor Murray, continues to partner with the state's leading research, technology, and education organizations to promote and advance Science, Technology, Engineering, and Math (STEM) initiatives statewide. Massachusetts is a recognized national leader in STEM education, and the Administration has invested heavily in programs and initiatives to develop a highly skilled workforce, foster economic development, and ultimately position the Commonwealth as a leader in the 21st century innovation-based global economy.

On the 2011 TIMSS, Massachusetts 8th grade students had an average scale score of 567 in science, surpassed only by Singapore (590), and commensurate with Chinese Taipei (564), Korea (560), Japan (558), and Minnesota (553). In mathematics, Massachusetts 8th graders had an average scale score of 561, statistically tied with Japan (570), and surpassed only by Korea (613), Singapore (611), Chinese Taipei (609), and Hong Kong SAR (586).

Other TIMSS results for Massachusetts showed:

In science, 24 percent of Massachusetts 8th grade students performed at the highest international benchmark category (Advanced), behind only Singapore (40%). In mathematics, 19 percent of Massachusetts 8th grade students met the Advanced benchmark, lagging behind the top performing Asian countries of Chinese Taipei (49%), Singapore (48%), Korea (47%), Hong Kong SAR (34%), and Japan (27%).

Massachusetts 8th grade male students (average scale score of 570) and female students (564) performed similarly in science, as their score difference in 2011 was not significant. This represents a narrowing of the achievement gap, as male students in Massachusetts outscored female students on the grade 8 TIMSS in science in both 1999 (540 to 527) and 2007 (561 to 551).

In mathematics, the score differences between Massachusetts male and female 8thgraders were not significantly different in 1999 (517 to 510), 2007 (550 to 544), or 2011 (563 to 558).

In 2011, TIMSS was administered to 2,075 students from 56 randomly selected Massachusetts public schools. More than 600,000 students worldwide participated.

In mathematics, Massachusetts 8th graders outperformed their counterparts in the other eight participating states (Minnesota, North Carolina, Indiana, Colorado, Connecticut, Florida, California, Alabama) and the U.S. as a whole. In science, Massachusetts 8thgraders scored similarly to their counterparts in Minnesota and outperformed their counterparts in the remaining seven participating states and the U.S. as a whole.

For additional information on TIMSS, go to the National Center for Education Statistics' website at http://nces.ed.gov/timss/.

LIEUTENANT GOVERNOR MURRAY ANNOUNCES CONGRESSMAN KENNEDY TO LEAD THE GOVERNOR'S STEM ADVISORY COUNCIL

BOSTON – Wednesday, May 29, 2013 – Lieutenant Governor Timothy Murray today announced the appointment of Congressman Joe Kennedy to chair the Governor's Science, Technology, Engineering and Math (STEM) Advisory Council. Under the leadership of Lieutenant Governor Murray, Massachusetts has received national recognition and has emerged as a leader in promoting STEM education. Congressman Kennedy is currently the state's only member serving on the House Committee on Science, Space and Technology.

"Early in our Administration's first term in office, I evaluated the range of STEM programs and initiatives in Massachusetts and discovered there were thousands of programs with little coordination across the state," said Lieutenant Governor Murray. "The STEM Advisory Council has fostered an effective partnership across all levels of government and in collaboration with academia and the private and non-profit sectors, building up the great work that so many STEM leaders do each and every day. Congressman Kennedy brings a passion for education to this role, and will continue to help spark student interest in STEM as we prepare the next generation for academic and career success."

"Under the strong leadership of Lieutenant Governor Murray and Governor Patrick, our Commonwealth has led the way with an innovative and aggressive approach to STEM education," said Congressman Kennedy. "I look forward to building off the incredible success they have had so far and finding creative ways to further promote STEM across Massachusetts and the entire country."

Governor Patrick established the STEM Advisory Council by Executive Order No. 513 in October 2009. As chair of the Council, Lieutenant Governor Murray has increased coordination and collaboration among existing STEM programs and resources, garnering national attention and praise for Massachusetts. In addition to being rated number one by the U.S. Department of Education on the nationwide Race to the Top Competition, Massachusetts has also been recognized by the National Governor's Association's Center for Best Practices, Change the Equation and Innovate+Education as a top STEM state.

The STEM Advisory Council's most prominent accomplishment is the launch of the @Scale Initiative, hailed as a breakthrough model at delivering a combination of public and private funding to replicate and bring to scale transformative, system-wide improvements in STEM education.

“On behalf of the Massachusetts Business Roundtable’s members and the 250,000 people employed at our member businesses in Massachusetts, I want to thank Lieutenant Governor Tim Murray for his public service and his commitment to improving the state’s workforce,” said JD Chesloff, Executive Director of the Massachusetts Business Roundtable. “Lieutenant Governor Murray recognized the importance of developing a detailed strategy and making critical investments in STEM education to build a talented workforce that will fuel the growth of the state’s innovation-based economy both now and in the future. The Massachusetts Business Roundtable looks forward to working with Congressman Kennedy, and continuing this great work.”

Building on the Patrick-Murray Administration’s comprehensive education agenda, Lieutenant Governor Murray tasked the Council to develop and implement the state’s first STEM Plan. The release of "A Foundation for the Future: Massachusetts' Plan for Excellence in STEM Education” has outlined the state's first ever strategic plan for tying economic and workforce development to educational enhancement in the fields of science, technology, engineering and math. As a result of this plan, Massachusetts is governing and working towards achieving quantifiable outcome improvements for students, educators and the STEM workforce.

“The Lieutenant Governor’s commitment to assisting schools rethink how to teach children about these important subjects is unmatched,” said Secretary of Education Matthew Malone. “Today, schools across Massachusetts are becoming centers of innovation because we have chosen to invest in the future. The jobs our children will one day fill haven’t even been thought of yet, but as adults they will prepared to jump in and contribute because of the exposure they received early on.”

To learn more about the Lieutenant Governor’s work on STEM, please see the attached document or visit www.mass.gov/governor/STEM.

STEM Council Accomplishments and Next Steps

Governor Patrick Underscores State Investments in Public Higher Education That Are Making College More Affordable for Students and Families in Massachusetts

Students will avoid tuition and fee increases under FY14 budget

BOSTON – Tuesday, July 16, 2013 – Governor Deval Patrick and Secretary of Education Matthew Malone today joined Speaker of the House Robert DeLeo, University of Massachusetts (UMass) students, President Robert Caret and Chancellor J. Keith Motley to discuss how the Patrick Administration's commitment to public higher education is making college more affordable for Massachusetts students.

The Fiscal Year 2014 (FY14) budget Governor Patrick signed last week increases funding for the Commonwealth's public universities and colleges by $97 million, bringing total funding for the five-campus UMass system to $479 million. The FY14 UMass funding represents a $39 million, or 9 percent increase over FY13. The increased funding moves the state towards funding 50 percent of public higher education costs and will allow students at the state's public universities and colleges to avoid tuition and fee increases in 2013 – 2014 school year.

"Knowledge is exploding throughout the world economy so putting a college education in reach of all our students makes economic sense," said Governor Patrick. "I thank the Legislature for supporting this initiative and all the leadership in public higher education for holding the line on tuition and fees."

"We must do all we can to eliminate the barriers that prevent students from attending college; Governor Patrick's investments help do just that," said Secretary Malone. "Public higher education is a critical piece to our success as a Commonwealth and a nation and if we want to truly flourish we must ensure that college is available to everyone, not just those with financial means."

The FY14 budget also includes $3 million in increased funding for financial aid programs, including the MassGrant scholarship program

"Governor Patrick, Speaker DeLeo, Senate President Murray and all of the members of the Legislature who supported us are renewing and expanding our state's commitment to excellence and affordability in public higher education," said President Caret. "A century and a half ago, the University of Massachusetts opened its doors, and today the state opens the doors of opportunity even wider and signals its unmistakable support for students, families and for public higher education.."

“On behalf of the University of Massachusetts Board of Trustees, I want to thank Governor Patrick for his confidence in us and thank the Legislature for its outstanding and deeply appreciated support,” said Henry M. Thomas III, chairman of the UMass Board of Trustees. “Massachusetts is sending a national message of support for public higher education and is making an important investment in its future.”

In addition to the making college more affordable, the FY14 budget builds on the Patrick Administration’s historic investments in public education by increasing Chapter 70 education funding by $130 million over FY13 to $4.3 billion. This will bring Chapter 70 aid to the highest level in state history. Additionally, $15 million in new investments for early education will help reduce the waitlist for high-quality early education programs, providing access for over 1,000 new eligible children in FY14.

Appendix B:
Legislation and Other Government Documents

A Foundation for the Future:

Massachusetts' Plan for Excellence in STEM Education

Science, Technology, Engineering and Mathematics

(Version 1.0)

Building the pipeline of STEM professionals to fuel Massachusetts' innovation economy

September 28, 2010

A Plan from the Governor's STEM Advisory Council

Governor's STEM Advisory Council Members

Ex-Officio Members

- Lieutenant Governor Timothy P. Murray, Chairman
- Secretary Greg Bialecki, Executive Office of Housing and Economic Development
- Secretary Joanne Goldstein, Executive Office of Labor and Workforce Development
- Secretary Paul Reville, Executive Office of Education
- Commissioner Richard Freeland, Department of Higher Education
- Commissioner Mitchell Chester, Department of Elementary and Secondary Education
- Commissioner Sherri Killins, Department of Early Education and Care
- President Jack Wilson, University of Massachusetts

Members

- Alex Sanchez, Senior Manager, Global Supply Base Optimization, Raytheon Company
- Barnas Monteith, Chair, MA State Science and Engineering Fair; Managing Partner and Co-Founder, Advanced Diamond Solutions, Inc.
- Bruce Johnson, Director, Technology and Innovation, MITRE
- Christos Zahopoulos, Executive Director, Northeastern University Center for STEM Education
- Dennis Berkey, President, WPI
- Daniel Bosley, Massachusetts State Representative, First Berkshire District
- Gary DiCamillo, Chairman, Massachusetts Business Roundtable's Education and Workforce Development Task Force; Partner, Eaglepoint Advisors, LLC
- Ioannis Miaoulis, President and Director, Museum of Science
- Isa Zimmerman, IKZ Advisors, STEM Education and Leadership
- James Brosnan, Superintendent, Northern Berkshire Vocational Regional School District
- J.D. Chesloff, Deputy Director, Massachusetts Business Roundtable
- Jim Stanton, Director, Technology Initiative, Metro South/West Regional Employment Board
- John Hodgman, Lecturer, Entrepreneurial Leadership Studies, Tufts Gordon Institute
- Joyce Plotkin, Chair, The DIGITS Project; President Emerita, Massachusetts Technology Leadership Council
- Karen Spilka, Massachusetts State Senator, Second Middlesex and Norfolk District
- Kevin O'Sullivan, President and CEO, Massachusetts Biomedical Initiatives
- Larry Maier, President, Peerless Precision
- Marcy Reed, Senior Vice President, National Grid
- Mark DiNapoli, President and General Manager, Suffolk Construction
- Mary McLaughlin, Senior Vice President, Comcast Cable
- Mary Grant, President, MCLA
- Melinda Boone, Superintendent, Worcester Public Schools
- Michael Tamasi, Principal, Boston Centerless/AccuRounds
- Rebecca Cusick, 4th Grade Teacher, Fall River Public Schools
- Susan Windham-Bannister, President and CEO, MA Life Sciences Center
- Steve Vinter, Engineering and Site Director, Google Inc.
- Ted Acworth, Founder and CEO, Artaic Innovative Mosaic
- Thomas Conroy, State Representative, Thirteenth Middlesex District
- Thomas McGee, Massachusetts State Senator, Third Essex and Middlesex District
- Victoria Grisanti, Senior Manager, Community Involvement, EMC
- Yvonne Spicer, Vice President for Advocacy & Educational Partnerships, Museum of Science
- Zorica Pantic, President, Wentworth Institute of Technology

THE COMMONWEALTH OF MASSACHUSETTS

EXECUTIVE DEPARTMENT

STATE HOUSE • BOSTON, MA 02133

(617) 725-4000

DEVAL L. PATRICK

GOVERNOR

TIMOTHY P. MURRAY

LIEUTENANT GOVERNOR

September 28, 2010

Dear All,

On behalf of the Governor's STEM Advisory Council, I am pleased to submit "A Foundation for the Future: Massachusetts' Plan for Excellence in STEM Education" at the 7th Annual STEM Summit. Over the last year, we have formed a strong partnership to work towards shared goals as we make significant improvements in STEM fields. I thank every single person involved in this process, ranging from professionals in academia, workforce training, and economic development to our partners in the private sector and community organizations. Strengthening and improving education for our future generations is a key priority of mine, the Patrick-Murray Administration, and the Governor's STEM Advisory Council. Once implemented, this plan will serve as a guide as we move forward in our efforts to make long-lasting and critical strides in STEM that will positively impact communities across the Commonwealth.

Developing a pipeline of STEM graduates is not only important for Massachusetts, it is critical to the success of our nation as a whole. With baby boomer retirements expected to deplete the science and technology workforce by 50% over the next decade, we are at risk of losing our leadership in technology and innovation. Eighty percent of jobs created in the next decade will require math and science skills. Creating this new plan is a generational responsibility for the future of our children and the Commonwealth.

This plan includes the operational infrastructure to review best practices with the intention to also scale and sustain them. Additionally, this plan sets five goals with key benchmarks to work towards over the next five years, details new recent partnerships with the National Governors Association's Center for Best Practices, the Innovate+Educate Initiative, and the Massachusetts

Life Sciences Center, and describes how funding from the STEM Pipeline Fund and federal funding from the Race to the Top Award will support STEM.

On October 14, 2009, Governor Deval Patrick signed Executive Order #513 creating the STEM Advisory Council. In less than a year, we have built a diverse statewide coalition among educators, workforce development professionals, economic development specialists, cabinet members, non-profit partners and interagency leaders from state agencies to coordinate and work together on this comprehensive plan. The creation of this Council within the Executive Branch was recognized by the U.S. Department of Education as one of the reasons Massachusetts' Race to the Top application received a 100% score on the STEM component. The Council's collaborative work was also recognized by NASA who selected the Massachusetts Space Grant Consortium as one of only four state consortiums and was awarded $1.5 million from NASA's Summer of Innovation Program. I am proud of these accomplishments and know many more will come because of the Council's future hard work and dedication.

I want to thank all members of the Council and its six Subcommittees and the staff who supported them. A special thank you to the subcommittee co-chairs for their leadership. I also want to recognize two important leaders in our state and members of the STEM Advisory Council who are moving on to new careers. University of Massachusetts President Jack Wilson and State Representative Daniel Bosley are key leaders whose legacy in and around STEM will live on in our work. I also want to thank Adam Freudberg in the Lt. Governor's Office, David Cedrone and Keith Connors in the Department of Higher Education, and Marissa Cole in the Executive Office of Education for seeing this plan through to completion.

Yours truly,

Timothy P. Murray
Lieutenant Governor
Chairman, Governor's STEM Advisory Council

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Executive Summary

Massachusetts has a rich tradition of invention and ingenuity in the areas of scientific discovery and technological innovation. However, our world leadership position is being challenged as a result of rapidly developing global competition. To assert and maintain leadership in knowledge-based and innovation-driven industries, Massachusetts must develop a highly educated and skilled workforce, internationally benchmarked, that is deeply grounded in the subject knowledge and application of science, technology, engineering and mathematics (STEM).

To establish and maintain a diverse, robust and dynamic pipeline of future STEM professionals who are globally competitive, it is necessary to:

- nurture students' innate curiosity at a young age and spark student interest and excitement in STEM subjects through authentic experiential learning, beginning in early childhood and sustained throughout PreK-16 education and beyond;
- further improve Massachusetts' already nationally recognized system of standards, curriculum and assessments to ensure excellence, rigor and coherence in the framework for STEM education;
- effectively prepare teachers to support ALL students as they develop a baseline fluency in STEM subjects as 21st century citizens and engage *significantly* more students in pursuit of STEM-based higher education and careers

This challenge must be addressed through the commitment, leadership, and provision of resources by the entire community and be embraced at every level of the system – from state government, to schools, community-based organizations, associations and institutions of informal education. As well as by students, their parents and families, educators (PreK-12, including vocational-technical schools to post secondary university faculty), STEM employers and practicing STEM professionals from *all* industry sectors, as well as state and local government officials.

A Foundation for the Future: Massachusetts' Plan for Excellence in STEM Education (Version 1.0)

To achieve breakthrough results in the long-standing challenge of preparing *all* students to be fluent in STEM subjects and to engage and prepare a significantly larger and more broadly representative population of students for STEM professional careers requires a commitment to whole-system transformation.

The framework for this transformation is defined by:

1. A Theory-of-Action
2. Quantitative and Qualitative Goals
3. A System of Public/Private Governance
4. STEM Education Policy and Best Practice Initiatives
5. A Timeline for Results
6. Funds and Resources

The **Theory-of-Action** for this plan describes core elements of the PreK-16 education system aligned and integrated with applied "real world" learning opportunities to excite, and sustain student awareness, interest and motivation for STEM applications, and to promote and support rigorous academic preparation for STEM post-secondary education and careers. These elements include: Community Engagement, Academic Coherence, Educator Development and STEM Employer and Professional support.

Five **Quantitative Outcome Goals** frame the intended results of this plan including: Student Interest Student Achievement, College STEM Readiness, STEM College Graduation and Educator Effectiveness. In addition, for each of the five goals, subordinate objectives focus on specific and critical areas that will require targeted program attention.

Massachusetts STEM Key Goals
1. Increase student interest in STEM.
2. Increase STEM achievement of PreK-12 students.
3. Increase the percentage of students who demonstrate readiness for college-level study in STEM fields.
4. Increase the number of students who graduate from a post-secondary institution with a degree in a STEM field.
5. Increase the number/percentage of STEM classes led by effective educators, from PreK-16.

This whole-system transformation of STEM education requires distributed yet coordinated efforts of everyone involved in STEM education and programming from across the Commonwealth. To provide the necessary coordination of funding and institutional resources, a **System of Public/Private Governance** will prioritize, assess and recommend STEM education policies and selected best practice programs for regional or statewide implementation. The Governor's STEM Advisory Council provides overarching leadership for the plan and will take-up STEM education policy and initiative recommendations for consideration. A subcommittee of the Governor's STEM Advisory Council – the Statewide STEM Operations Board, will coordinate "best practice" program vetting, funding and implementation evaluation through the Regional STEM Collaboratives. Local adaptations of best practice programs and new innovations led by front-line educators will complete the portfolio of initiatives. Finally, the Goddard Council will oversee a STEM Fundraising Task Force that will pursue federal, corporate and foundation funding sources to support critical initiatives of the plan.

During the months leading up to the announcement of this plan, a number of thoughtful and focused recommendations for **STEM Education Policies and Best Practice Programs** were developed through the work of broadly representative subcommittees convened by the Governor's STEM Advisory Council. These recommendations and more provide the starting agenda of action initiatives to be taken-up for consideration by the Governor's STEM Advisory Council in the days ahead.

The **Timeline for Results** highlights currently approved and funded STEM initiatives for this, the first version (V1.0) of the five-year plan. Annual versions of the plan will include phased

implementations of policies, best practice programs and initiatives based upon available funding and resources.

The **Funds and Resources** necessary to support and compliment this initial version of plan include: the STEM Pipeline Fund, the Race to the Top award, a new equipment and supplies program from the Massachusetts Life Science Center, and a grant from Innovate+Educate as part of a new partnership with the National Governors Association's Center for Best Practices.

Education Improvement and Reform: Race to the Top

With the leadership and support of Governor Patrick and Lieutenant Governor Murray, Massachusetts submitted a robust Race to the Top (RTTT) plan that includes bold and innovative strategies for addressing four required reform assurances and four ambitious objectives:

- Attract, develop, and retain an effective, academically capable, diverse, and culturally competent educator workforce to ensure that every student is taught by a great teacher and every school and district is led by a great leader;

- Provide curricular and instructional resources to ensure that every educator has the tools necessary to promote and support student achievement;

- Concentrate great instruction and supports for educators, students, and families in the Commonwealth's lowest-performing schools to create the conditions needed for improved student achievement; and

- Dramatically increase the number of students who graduate from high school ready for college and career.

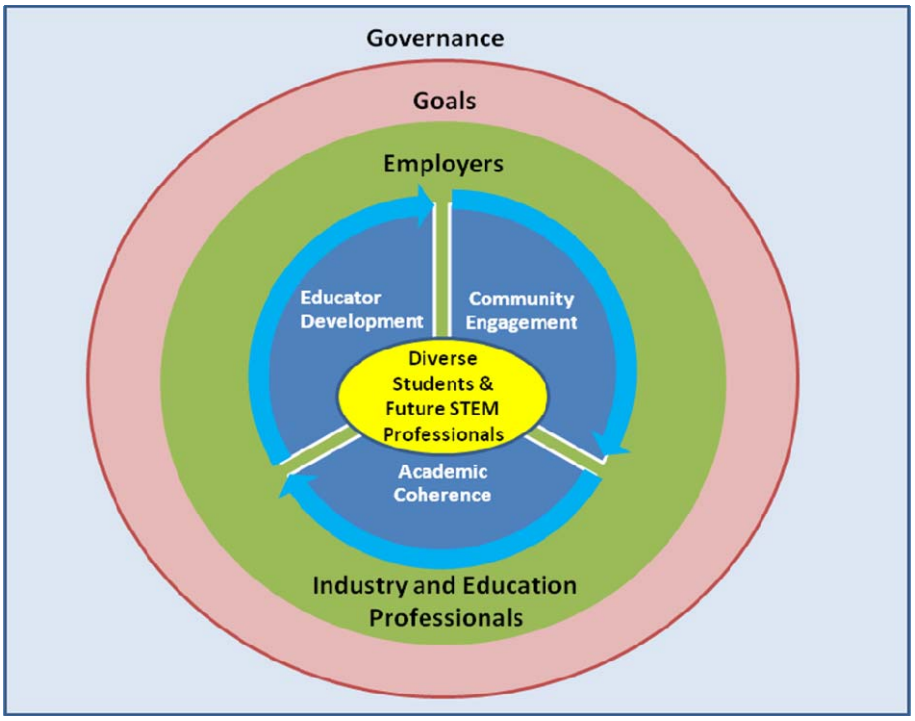
The Theory-of-Action and strategies described in the state's RTTT plan now represents the core of the next generation of education improvement and reform in Massachusetts and are aligned with the Theory-of-Action, Quantitative and Qualitative Goals, and recommendations described in the STEM plan. Massachusetts will utilize the RTTT funding over the next four years to implement systemic initiatives that reach every sector within the public education system – which mirrors the importance of utilizing a whole-systems and coherent approach to improve the quality of STEM education for all students. Massachusetts' comprehensive RTTT plan and the funding – coupled with the momentum and new partnerships created by the Governor's STEM Advisory Council – provides Massachusetts with the tools necessary to advance STEM education and achieve multiple goals for PreK-16 students, educators, STEM partners, and communities.

Theory-of-Action

Massachusetts **Theory-of-Action** for STEM education and workforce development represents a new approach to address the need for whole-system transformation beginning in Pre-Kindergarten and continuing through post-secondary programs leading to STEM careers. This is an important departure from what often has been characterized as the "thousand points-of-light" strategy. In this previous case, many projects, each individually representing good work focused on important challenges, were largely uncoordinated, rarely if ever designed for regional or statewide scale and often not funded for sustained operation. The result was little measurable impact on the diversity and overall quantity of students both interested in and academically prepared to pursue STEM post-secondary programs and careers.

As depicted in Figure 1 the central focus of this Theory-of-Action is to encourage and support a **diverse body of Massachusetts students** to become future STEM professionals. These students will find careers in a wide array of fields - from practicing scientists, technologists, engineers and mathematicians to health professionals, technicians in healthcare, life sciences and renewable energy and in a wide range of information technology jobs including finance, communications media, bioinformatics and in jobs and careers that we cannot envision today. In addition, the Theory-of-Action recognizes that every student, in preparation for 21st century citizenship, must be fluent in STEM concepts to make important personal choices and contribute to societal decisions, even though not every student will work in a formally defined STEM profession.

STEM Theory-of-Action
Figure 1



To engage *all* students in STEM subjects it is necessary to first raise their awareness of how STEM affects their everyday lives via strong **community engagement**. Once aware, individual interest can be sparked and, when properly supported, can spur the self-motivation necessary for students to pursue and succeed in rigorous academic and vocational studies. Developing student awareness, interest and motivation (AIM) requires regular and appropriate experiential learning opportunities, often best supported by practicing professionals in industry and through informal education and community-based programming. To provide this support for *all* students will require a substantial commitment from every STEM employer and every STEM professional.

Student AIM is important but alone is insufficient; **academic coherence** refers to the need to connect and reinforce experiential learning through classroom curriculum, instruction, standards and assessments. Curriculum and instruction must not only integrate and align to experiences that interest and excite students; they must also incorporate the latest pedagogical practices and articulate among grade levels across STEM subjects. As with student AIM, STEM professionals (employers and faculty) can and should inform curriculum and instruction through the perspective of current industry practice and academic research to strengthen the coherence of theory and knowledge with practice.

Experiential learning, combined with academic coherence does not complete the formula to ensure student success. **Educator development** will address the need to prepare all STEM educators with the content knowledge and pedagogy supported by classroom resources to align experiential learning, coherent standards, content rich curriculum and effective assessments to support student learning and motivation.

Quantitative qualitative goals frame the expected and measurable student outcomes while describing the scope and character of change that is necessary to achieve whole-systems transformation.

Finally, through the combination of locally distributed and regionally scaled best practice initiatives, a **system of public/private governance** will ensure STEM maintains a heightened priority for the Commonwealth and will complement efforts underway in the Secretariats and Departments to implement aspects of the plan.

Quantitative Outcome & Qualitative Transformation Goals

1. Quantitative Outcome Goals

To measure progress toward the mission and charge of this plan, several quantitative outcome measures have been established. These goals and the indicators used to measure progress toward achieving them are outlined below. For each of the five goals, subordinate objectives focus on specific and critical areas that must be highlighted or may require unique programmatic attention (for example, academic achievement of student subgroups).

Goal 1: Increase student interest in STEM.

a. *Standard:* Increase interest in STEM college majors among college-going MA public school graduates to 35% by 2016 (from 25% in 2009).

- Increase interest among the underrepresented gender in fields with a gender-based gap in interest.
- Increase interest among underrepresented races/ethnicities in fields with a race/ethnicity-based gap in interest.
- Increase interest in fields where there are anticipated gaps in future employment (from industry growth and/or from retirement of current employees).
- Increase interest in STEM fields at early ages (including preschool and elementary school) to assist in increasing student motivation to attain higher levels of STEM academic achievement/performance.

b. *Tool:* SAT Registration Questionnaire

c. *Reference Data*: SAT Registration Questionnaire. Data Prepared by UMass Donahue Institute.

(Table on next page)

Goal 1: Increase Student Interest in STEM							
Student Reported Interest in STEM-Related College Majors on the 2009 SAT and SATII – MA Public School Students							
	All	**Female**	**Male**	**African-American**	**Asian**	**Hispanic**	**White**
# SAT & SATII Test-Takers	44,517	23,655	20,862	3,232	2,843	3,316	31,968
# Interested in Agriculture & Natural Resources	348	215	133	*	*	12	302
# Interested in Architecture	610	185	425	27	45	66	439
# Interested in Biological & Biomedical Sciences	1,606	987	619	102	225	83	1,101
# Interested in Computer & Information Sciences	873	91	782	63	88	57	613
# Interested in Engineering & Engineering Technology/Technicians	2,480	341	2,139	173	234	188	1,775
# Interested in Health Professions	4,567	3,660	907	456	407	424	3,045
# Interested in Mathematics & Statistics	335	132	203	18	45	28	229
# Interested in Physical Sciences	321	115	206	16	22	13	256
# Interested in All STEM Majors	11,140	5,726	5,414	858	1,075	871	7,760
% Interested in Agriculture & Natural Resources	0.8%	0.9%	0.6%	*	*	0.4%	0.9%
% Interested in Architecture	1.4%	0.8%	2.0%	0.8%	1.6%	2.0%	1.4%
% Interested in Biological & Biomedical Sciences	3.6%	4.2%	3.0%	3.2%	7.9%	2.5%	3.4%
% Interested in Computer & Information Sciences	2.0%	0.4%	3.7%	1.9%	3.1%	1.7%	1.9%
% Interested in Engineering & Engineering Technology/Technicians	5.6%	1.4%	10.3%	5.4%	8.2%	5.7%	5.6%
% Interested in Health Professions	10.3%	15.5%	4.3%	14.1%	14.3%	12.8%	9.5%
% Interested in Mathematics & Statistics	0.8%	0.6%	1.0%	0.6%	1.6%	0.8%	0.7%
% Interested in Physical Sciences	0.7%	0.5%	1.0%	0.5%	0.8%	0.4%	0.8%
% Interested in All STEM Majors	25.0%	24.2%	26.0%	26.5%	37.8%	26.3%	24.3%

*Numbers are too low to report

Goal 2: Increase STEM achievement among PreK-12 students.

a. *Standard:* Increase the percentage of all students scoring *Proficient* or *Advanced* on the MCAS mathematics and science & technology/engineering assessments:

- Increase the percentage of all 5th and 8th grade students scoring *Proficient* or *Advanced* on mathematics and science & technology/engineering MCAS assessments by 20 percentage points by 2016.
- Increase the percentage of all high school students scoring *Proficient* or *Advanced* on mathematics and science & technology/engineering MCAS assessments by 10 percentage points by 2016.
- Reduce the achievement gaps of 5th grade, 8th grade, and high school students on the mathematics and science & technology/engineering MCAS assessments by 25% between 2010 and 2014, and another 25% between 2014 and 2016.

b. *Tool:* Massachusetts Comprehensive Assessment System (MCAS) assessments in mathematics and science & technology/engineering.

c. Reference data: MCAS assessment data from DESE.

Goal 2: Increase STEM achievement among PreK-12 students				
% of Students Scoring Proficient or Advanced (P/A) on the MCAS in 2009				
MCAS DATA	**Math**	**Math - Goal 2016**	**Sci/Tech/Eng (STE)**	**STE - Goal 2016**
Grade 5	54%	74%	49%	69%
Grade 8	49%	70%	39%	59%
High School	74%	85%	62%	72%
All Student (inclusive of the 3 grades)	59%	76% (this matches the RTTT goal for '16)	50%	67%

Goal 3: Increase the percentage of students who demonstrate readiness for college-level study in STEM fields.

a. *Standard:* Increase the percentage of MA public high school students who report taking at least 4 years of math (from 69% in 2009 [SAT]) and 3 years of lab-based science (from 79% in 2009 [SAT]) to 100% in 2016,[1] consistent with MassCORE, as well as increase the percentage of MA public high school students who report taking advanced mathematics (pre-calculus and above) to 55% (from 44% in 2009 [SAT]) by 2016.

[1] This goal also aligns with the goals of Race to the Top.

- Increase STEM course-taking among the underrepresented gender in courses with a gender-based gap in participation.
- Increase STEM course-taking among underrepresented races/ethnicities in courses with a race/ethnicity-based gap in participation.

b. *Tool:* SAT Registration questionnaire and SIMS

c. *Reference Data:* SAT Registration Questionnaire. Data Prepared by UMass Donahue Institute.

Goal 3: Increase the percentage of students who are STEM college-ready							
2009 Reported Course-Taking in STEM fields *MA Public School Students*							
	All	**Female**	**Male**	**African-American**	**Asian**	**Hispanic**	**White**
# SAT & SATII Test-Takers	44,517	23,655	20,862	3,232	2,843	3,316	31,968
# Who report taking at least 4 years of math	30,788	16,383	14,405	1,772	1,747	1,792	23,513
# Who report taking at least 3 years of science	34,977	18,954	16,023	2,177	1,948	2,106	26,360
# Who report taking at least pre-calculus	19,702	10,777	8,925	1,051	1,759	1,113	14,783
# Who report taking chemistry and/or physics	33,069	18,140	14,929	2,111	2,281	2,225	24,653
% Who report taking at least 4 years of math	69.2%	69.3%	69.0%	54.8%	61.4%	54.0%	73.6%
% Who report taking at least 3 years of science	78.6%	80.1%	76.8%	67.4%	68.5%	63.5%	82.5%
% Who report taking at least pre-calculus	44.3%	45.6%	42.8%	32.5%	61.9%	33.6%	46.2%
% Who report taking chemistry and/or physics	74.3%	76.7%	71.6%	65.3%	80.2%	67.1%	77.1%

Goal 4: Increase the number of students who graduate from a post-secondary institution with a degree in a STEM field.

a. *Standard:* Increase the number of students who complete STEM post-secondary degrees at MA public and private institutions by 50% from 2008 to 2016.
- Increase the number of Bachelor's degrees granted in all STEM majors to all students by 50% by 2016.
- Increase the number of Bachelor's degrees granted in all STEM majors to the underrepresented gender in majors with a gender-based gap in degrees.
- Increase the number of Bachelor's degrees granted in all STEM majors to the underrepresented gender in majors with a gender-based gap in degrees.

b. *Tool:* Integrated Postsecondary Education Data System

c. *Reference data*: Integrated Postsecondary Education Data System. Data Prepared by UMass Donahue Institute.

Goal 4: Increase the number of STEM college graduates							
2009 Bachelor's Degrees Granted in STEM Areas by MA Public and Private Institutions							
	All	**Female**	**Male**	**African-American**	**Asian**	**Hispanic**	**White**
# Bachelor's Degrees Granted in All Subjects	54,686	31,559	23,127	2,484	3,607	2,522	33,595
# Bachelor's Degrees Granted in Agriculture & Natural Resources	471	219	252	7	19	14	359
# Bachelor's Degrees Granted in Architecture	421	170	251	9	20	19	313
# Bachelor's Degrees Granted in Biological & Biomedical Sciences	2,567	1,620	947	124	400	100	1,425
# Bachelor's Degrees Granted in Computer & Information Sciences	1,077	182	895	42	123	36	627
# Bachelor's Degrees Granted in Engineering & Engineering Technology/Technicians	2,851	642	2,209	92	319	141	1,685
# Bachelor's Degrees Granted in Health Professions	3,354	2,860	494	152	170	96	1,941
# Bachelor's Degrees Granted in Mathematics & Statistics	904	400	504	22	102	21	516
# Bachelor's Degrees Granted in Physical Sciences	966	451	515	20	109	31	570
# Bachelor's Degrees Granted in All STEM Majors	12,611	6,544	6,067	468	1,262	458	7,436
% Bachelor's Degrees Granted in Agriculture & Natural Resources	0.9%	0.7%	1.1%	0.3%	0.5%	0.6%	1.1%
% Bachelor's Degrees Granted in Architecture	0.8%	0.5%	1.1%	0.4%	0.6%	0.8%	0.9%
% Bachelor's Degrees Granted in Biological & Biomedical Sciences	4.7%	5.1%	4.1%	5.0%	11.1%	4.0%	4.2%
% Bachelor's Degrees Granted in Computer & Information Sciences	2.0%	0.6%	3.9%	1.7%	3.4%	1.4%	1.9%
% Bachelor's Degrees Granted in Engineering & Engineering Technology/Technicians	5.2%	2.0%	9.6%	3.7%	8.8%	5.6%	5.0%
% Bachelor's Degrees Granted in Health Professions	6.1%	9.1%	2.1%	6.1%	4.7%	3.8%	5.8%
% Bachelor's Degrees Granted in Mathematics & Statistics	1.7%	1.3%	2.2%	0.8%	3.0%	1.2%	1.7%
% Bachelor's Degrees Granted in Physical Sciences	1.8%	1.4%	2.2%	0.8%	3.0%	1.2%	1.7%
% Bachelor's Degrees Granted in All STEM Majors	23.1%	20.7%	26.2%	18.8%	35.0%	18.2%	22.1%

Goal 5: Increase the number/percentage of STEM classes led by effective educators, from PreK-16.

a. *Standard:* TBD

- Future measure of STEM qualifications of Pre-K-16 educators (TBD; likely will vary by level: elementary, secondary, post-secondary)
- Future measure of STEM effectiveness of Pre-K-16 educators (TBD: likely will vary by level: elementary, secondary, post-secondary)

b. *Tool:* TBD, includes DESE's integrated EPIMS & ELAR databases

Comparison of teacher qualifications to class assignments requires the integration of what are currently two separate ESE databases: EPIMS (the Education Personnel Information Management System) and ELAR (Educator Licensing and Recruitment). DESE has been planning on merging the two systems.

c. *Reference Data:* TBD

2. Qualitative Goals for Transformation

The intent of the following qualitative goals is to provide a context for the scope of the change and the increased capacity required to achieve the intended whole-system transformation.

a. Community Engagement

Every Massachusetts community will foster increased student interest in STEM through programming and spreading awareness. To spark and sustain student awareness of, interest in and motivation to pursue advanced STEM education and related careers…

- In every community parents, educators, employers, student leaders and STEM professionals will be informed and enlisted as advocates to influence, support and sustain student commitment to STEM from Pre-K through post-secondary education.
- PreK-16 students will have access to rigorous academic and technical preparation in the STEM subjects and be encouraged to engage in experiential and applied learning opportunities.
- Collaboration is critical. Effective collaboration can enhance existing opportunities and bolster the development of systems at the community level to engage students at various points along the STEM pipeline – from preschool to career.

b. Academic Coherence

Massachusetts STEM standards, curriculum frameworks, instruction and assessments will…

- Incorporate a balanced focus on deep content knowledge, mathematical and scientific inquiry and problem solving/design, reflecting post-secondary faculty expectations for college and career readiness and employer expectations for STEM careers.
- Align vertically across grade levels and horizontally across subject strands to ensure coherent subject progressions among schools, across districts and through college.
- Connect community-based experiential and project-focused learning resources to PreK-12 curricula and/or through collaborative use of STEM related laboratories in the vocational technical schools.

c. Educator Development

Every student will learn from highly effective educators in every STEM subject area at every grade level, PreK-16. Massachusetts educators will…

- Possess deep subject matter knowledge that spans grade levels; be skilled in the pedagogy of inquiry and problem solving; and be prepared to incorporate experiential and applied learning that integrates science, technology, engineering and mathematics into coherent classroom instruction.
- Make effective use of technology as a tool for learning, recognizing its application as an essential resource for every 21st century STEM profession.
- Seek out innovative ways to further improve their understanding of their student's strengths and weaknesses, through data analysis and the creation of active assessments.

d. STEM Employers and STEM Professionals

Employers and the community of STEM professionals (from industry and education) can provide an array of opportunities for experiential learning, both inside and outside the classroom by...

- Participating in educator professional development and communicating their expectations for students wishing to pursue a career in their sector. Employers and STEM professionals will serve as mentors, internship/co-op supervisors, leaders of community-based after-school and expanded learning time programs and partner with schools to offer new programming and expand existing programming such as the already state approved STEM programs in vocational technical schools.
- Sponsoring university laboratory research and industry-based teacher externships. They will also serve as collaborative partners in high quality professional development and pre-service programs.

System of Governance

1. Governance Structure Outline

The **System of Public/Private Governance** in Figure 2 will serve as a structural framework to prioritize, align and recommend funding for STEM education policy proposals and best practice programs to ensure whole-system transformation, regional adaptations and high quality implementation to achieve the goals of this plan.

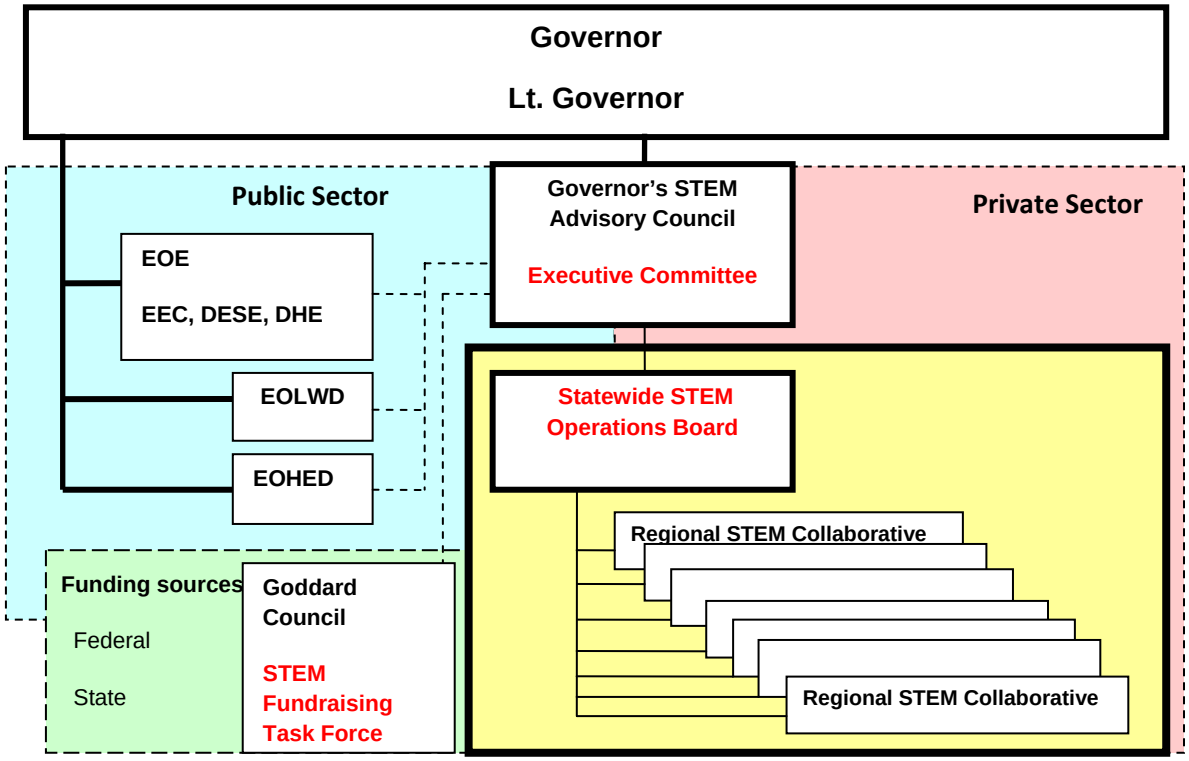


Figure 2

The **Governor's STEM Advisory Council** provides overarching leadership for the development of this plan, and now turns to implementation. As authorized in Governor Deval Patrick's Executive Order #513, an **Executive Committee** of the Council will be formed with voting authority to provide STEM education policy and initiative recommendations. The Secretaries of Education, Labor & Workforce Development and Housing and Economic Development as well as the Commissioners of Early Education, Elementary and Secondary Education and Higher Education are members of the Advisory Council and will work in concert with the Council, along with their respective governing boards to achieve progress toward the aforementioned goals.

A subcommittee of the Governor's STEM Advisory Council – the **Statewide STEM Operations Board** – will coordinate the review and expansion of "best practice" programs: vetting, funding and evaluating these programs throughout the Regional STEM Collaboratives (formerly known as the Regional STEM Networks). The **Regional STEM Collaboratives**, which are responsible for regional adaptation and implementation of "best practice" programs, and for local program innovations, will now have a central body of representation and participation on the Council – through the Operations Board. This structure will allow the Collaboratives to pursue joint initiatives, share promising practices, and offer programs across multiple regions. This structure is to encourage partnerships and sustained success toward fulfilling the quantitative and qualitative goals. Operators of STEM programs have the ability to choose to partner within the regional system to make shared progress and real impacts in scalable and sustainable ways.

The **Robert H. Goddard Council** will continue to manage the STEM Pipeline Fund as outlined in statute, and will also serve as a fundraising entity to support aspects of this plan. The Goddard Council will seek funding from federal, corporate and foundation sources as part of a newly formed **STEM Fundraising Task Force**.

2. Governance Structure - Roles and Responsibilities

a. The **Governor's STEM Advisory Council**:

- Provides statewide STEM policy direction encompassing the Secretariats of Education, Labor and Workforce Development, and Housing and Economic Development and their respective Commissioners;
- Incorporates input from industry members of the Council to address both workforce pipeline and educational attainment needs;
- Confers with participants and parties from the public and private sector involved with STEM planning and programming;
- Assesses how best to dramatically increase student interest in, and preparation for, careers in STEM;
- Approves establishment criteria and membership for the Statewide STEM Operations Board;
- Approves the five-year STEM Plan, annually updated, that will establish clear goals and objectives for the Commonwealth's STEM efforts over the next five years, including the creation of benchmarks for improvements;
- Provides recommendations regarding a public awareness campaign; helps parents, students, employees and community leaders understand why the STEM disciplines are critical to individual success; and forms subcommittees to focus on particular challenges facing STEM education;
- Investigates and makes funding recommendations to the Governor regarding similar programs throughout the state to eliminate duplication and provide for a coordinated, consolidated statewide network of STEM programs for in-state students;
- Holds an annual public forum to bring together regional STEM Collaboratives and school districts engaged in scale-up efforts.

b. The **Statewide STEM Operations Board:**

- Functions as the operational entity of the Governor's STEM Advisory Council to provide the regional STEM Collaboratives with a central structure to pursue joint initiatives across all regions;
- Develops a rubric in partnership with state agencies for evaluating potential best practice programs and initiatives;
- Establishes uniformly high performance standards for regional STEM Collaboratives;
- Provides ongoing technical assistance to the regional STEM Collaboratives to insure high performance;
- Screens and recommends evaluators for each best practice program area (Community Engagement; Academic Coherence; Educator Development and STEM Employers and STEM Professionals support);
- Posts a semi-annual report to the Governor's STEM Advisory Council and the public at-large on www.mass.gov/governor/stem highlighting the progress in achieving the Commonwealth's STEM goals and the outcomes for each "best practice" program;
- Collaborates with the Executive Office of Education the Department of Elementary and Secondary Education and Department of Higher Education to assure coordination among Regional Readiness Centers, District and School Assistance Centers (DSACs), Institutes of Higher Education and regional STEM Collaboratives.

c. The **Regional STEM Collaboratives**:

- Brings together PreK-16 including vocational and technical schools, early education and care, public and independent higher education colleges and universities, businesses, regional organizations, and community organizations across the spectrum to address the need for systemic change in STEM education**;**
- Identifies potential best practice programs in each region appropriate to scale up regionally or statewide;
- Submits a detailed plan outlining the role of all state and local partners, and upon approval by the Operations Board, implements the "best practice" program plans in each region;
- Develops new innovative initiatives to meet local needs;
- Secures additional local contributions and funding to expand the number of students, teachers and schools engaged in these expanded programs;
- Provides semi-annual reports to the STEM Operations Board at the Governor's STEM Council's annual forum;

d. The **Robert H. Goddard Council:**

- Recommends the awarding of funds held in the STEM Pipeline Trust Fund as administered by DHE and intended to support the scaling of best practice programs.
- Through a designated STEM Fundraising Task Force of the Goddard Council, leads the effort to identify resources from the federal, government, corporations, and foundations (both local and national) to support scaling "best practice" programs and STEM policies;
- Prepares proposals in partnership with state agencies, as well as corporations, seeking funding to support the scaling of best practice programs.

STEM Education and Workforce Development: Recommendations for Policies, Programs and Initiatives

Background

In March 2010, the Governor's STEM Advisory Council convened six broadly representative subcommittees to research key areas of STEM education and recommend education and workforce policies and "best practice" programs to inform *A Foundation for the Future: Massachusetts' Plan for Excellence in STEM Education (Version 1.0).* Initial recommendations from the six subcommittees have been categorized to reflect these priority areas included in the Theory-of-Action (Figure 3).

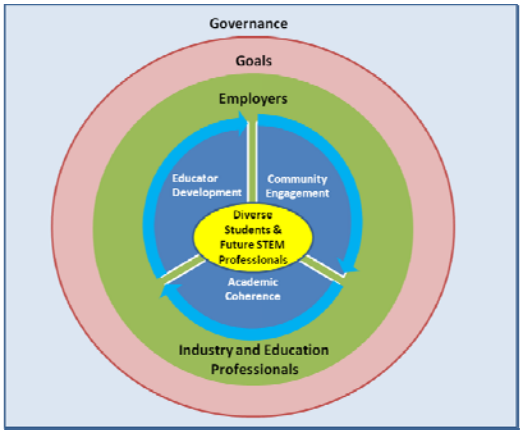


Figure 3

Shaping the Plan

The work described in the following section of the plan represents the beginning of a critically important statewide conversation to determine the infrastructure, policies and practices that need to be in place to meet the Council's goals for STEM education in the Commonwealth.

Recommendations from the Council's six subcommittees, coupled with additional feedback from the field will help inform the work of the newly developed **STEM Operations Board.** The Council's subcommittee recommendations are organized by the subject areas that match the qualitative goals for transformation. They are:

1. Diverse Students and Future STEM Professionals
2. Community Engagement
3. Academic Coherence
4. Educator Development

Once formally established, this Operations Board will determine a fair and transparent process for vetting the recommendations in these subject areas for policies, programs and initiatives that align with the priority areas outlined in the Theory-of-Action, considering both the quantitative outcome goals and qualitative goals for transformation. The Operations Board will also assess the impact of implementation on various levels of the system – from the state departments to the Regional Collaboratives to individual school districts. Final recommendations for approval and funding will be brought before the Governor's STEM Advisory Committee and voted on by the Executive Committee.

While comprehensive, the recommendations included in the subcommittee section do not represent the totality of proposals and do not limit the development of further recommendations from any source, including the Secretariats and Departments, Regional STEM Collaboratives, and members of the STEM community (industry professionals, educators, etc.).

For further background, detail and the full text of the recommendations submitted by the subcommittees, please refer to the reports which can be accessed online at: www.mass.gov/governor/stem.

1. Diverse Students and Future STEM Professionals

The following recommendations emanate from the belief that encouraging and supporting the engagement of all students and especially underrepresented minorities throughout every aspect of *Massachusetts Plan for Excellence in STEM Education* requires an "all-hands-on-deck" approach.

a. Partnerships

- Expand upon existing successful partnerships between higher education institutions and industry that promote coordination and collaboration among STEM programs to serve girls and underrepresented minority youth; creating programs whose design is based on evidence of success.
- Engage partners to advocate for public policies and federal resources that support the education and career preparation of students from underrepresented groups.

- Base funding and support on the principle of equity, and make investments to create materials and programs that are multilingual, culturally sensitive and accessible to people with disabilities.

b. Exposure and Awareness

- Engage employees in the STEM fields to serve as role models and mentors to underrepresented minorities and women.
- Increase outreach and provide culturally relevant materials to guidance counselors, teachers and parents that highlight STEM careers and college majors.

c. After-School Programs and Enrichment

- Provide high quality after-school and out-of-school time opportunities for girls and minority students with clear program goals, strong leaders, effective managers, skilled and qualified staff, and low adult-to-child ratios, in addition to:

    - **Hands-on learning**: Students learn best through hands-on experiences. This is particularly true with science and technology education, which comes to life when students can conduct their own experiments, do their own programming, and test their own designs.

    - **Working with experts**: In order to inspire students to pursue STEM careers, students must have the opportunity to work directly with experts at the forefront of their fields. By building relationships with real scientists, students are able to envision themselves in STEM careers, and discover the excitement of working in the innovation economy.

    - **Teaching through public displays of learning**: Students learn and retain skills the most powerfully when they have the opportunity to teach what they have learned to others. In addition, presenting their work to an audience inspires students to work hard, and boosts their confidence.

    - **Deeply engaging students and families**: In addition to inspiring students to choose STEM careers, it is also important for parents to learn about the promise of STEM careers so that they can encourage their children to pursue these growing fields.

    - **Ongoing professional development**: Additional development opportunities for after school and out-of-school time staff should be sought after in order to build on capacities to engage students in, and increase their interest in STEM.

d. Mentorship & Role Modeling

- Support mentorship programs that have a cultural relevancy component and that provide a close working relationship between mentor and student to combat years of negative media depictions of STEM professionals, peer pressure from those that are unable to meet the rigor of STEM educational programs, and proficiency deficits that many students will face even when their interest is high and best intentions are at hand.

- Work towards a design where mentoring and role-modeling is part of a systemic process that is both consistent and long-term thereby creating trust through the building of personal relationships.

2. *Community Engagement*

Key to these recommendations is a campaign to build better understanding of the STEM fields by highlighting some of the talented individuals who live in Massachusetts and work in STEM fields. The campaign is designed around a word that is frequently associated with inventions and discoveries in the areas of science, technology, engineering and math and with the people responsible for these remarkable achievements. The word is WOW and the public awareness subcommittee recommends a WOW campaign.

a. WOW Campaign

- Identification and promotion of **12-15 individuals who exemplify the WOW of STEM**. These individuals should be from diverse ethnic backgrounds, diverse regions of the state, and diverse STEM sectors. They should also include both men and women. These STEM professionals are to be interviewed/ videotaped and their pictures and biographies used in a variety of ways to promote awareness of and excitement about STEM.

- **Creation of a WOW YouTube Channel** and student video competition. The Governor/Lt. Governor would be featured in the introductory video. Video interviews of the 12-15 STEM exemplars would also be posted. Students in the target audience – Grades 5-8 - would be challenged to post their own STEM WOW moments or activities (science fairs projects, robotic/Lego league accomplishments, etc.) The videos would be judged and student winners would be highlighted on a periodic basis and given prizes.

- **Implementation of a WOW Campaign**. All content about the 12-15 STEM exemplars would be repurposed for promotional use in both traditional and online media. A Student Advisory Board would be created to work with the Campaign and links would be made to existing campaigns such as the Massachusetts Executive Office of Housing and Economic Development's "It's All Here" campaign and NASA's "Summer of Innovation" camps and activities. Finally, the Subcommittee recommended a sustained effort over the coming years to build on the STEM brand and ensure efforts reach the students of today and the students of tomorrow.

b. Engage STEM Employer and Education Professionals

- Increase relevant internship opportunities for students in an array of STEM fields and encourage greater participation in teacher externship programs.
- Encourage partnerships among industry and institutions of higher education with public schools and afterschool and out of school time community programs to promote STEM careers and STEM majors to all students regardless of background.

3. Academic Coherence

To adequately prepare all students, there is a need to implement curricula and instructional practices that develop content knowledge, promote its application in thoughtful ways, enhance the progress of all students in STEM fields, increase students' interest and success in post-secondary study in STEM, and increase the appeal of STEM-related careers.

a. Frameworks and Standards:

- In addition to addressing content knowledge, the standards should be studied in collaboration with the National Research Council to improve and promote mathematical and scientific inquiry, engineering design, higher order thinking, and the real-world application of science, technology, engineering and mathematics.
- The STEM Frameworks need to be expansive in their identification of community-based resources that can be of assistance to schools in their pursuit of a high quality STEM experiences for students in and outside of school.

b. Curriculum and Instruction:

- The Department of Elementary and Secondary Education (DESE) should identify criteria that help districts map the local curricula to the learning standards.[2] The principles expressed by Grant Wiggins' and Jay McTigue model articulated in *Understanding by Design*" should guide this work. For example, the curricula should:
    - Identify what students will understand, know and be able to do at the conclusion of each unit and lesson (the standards-aligned outcomes/objectives).
    - Identify the performance tasks and other assessments that will be administered to generate evidence of students' understanding/mastery of the outcomes/objectives.
    - Identify the learning experiences, related materials and instruction that will promote students' mastery of the outcomes/objectives.
    - Utilize Bloom's taxonomy to create assessments that incorporate 21st century skills to measure higher order thinking.

- The DESE should provide districts with sample scope, sequence and pacing guides to help the districts organize their STEM curricula, and any in-district assessment programs, within and across school years.[3]
- Massachusetts colleges and universities, including schools of engineering, should prepare K–12 technology/engineering teachers to address the needs and circumstances of elementary and secondary schools.

[2] This aligns with planned activities in Race to the Top.

[3] This aligns with planned activities in Race to the Top.

- Data systems should be developed to track the impacts of PreK-12 STEM education (including After-School and Out-of-School Time) on student engagement, STEM literacy, and interest in STEM fields as a possible career.
- Standards-based, high school Technology/Engineering courses that generate high school credits in science should be considered by the Board of Higher Education as laboratory science courses that can be used to meet state college and university admissions requirements.
- School districts should partner with After-School and Out-of-School Time programs to implement activities that serve as additional tools to complement local schools' STEM efforts and reinforce classroom STEM learning.

c. Assessment:

- Consistent with planned activities in the Commonwealth's Race to the Top application, broaden and deepen the Massachusetts Comprehensive
- Assessment System (MCAS) mathematics and science & technology/engineering exams to incorporate discipline-specific practices in addition to content.
- Additionally include one or more performance assessments in the assessment system to provide students opportunities to apply STEM concepts and utilize STEM practices.

4. Educator Development

A focus on training, recruitment, and retention are necessary to build and maintain a talented workforce in schools and universities throughout the Commonwealth.

a. Teacher Training

- Expand Teacher Residency Programs for Post-baccalaureate Secondary Teacher Preparation in STEM. Support the redesign of secondary teacher preparation programs to align with the national model for Teacher Residency described in the state's Race to the Top application and the US Department of Education (USED) Teacher Quality Partnership Program. This model includes the following features:
    - Post graduate 15 month cohort model resulting in initial MA licensure and masters degree.
    - Practice based residency model built on partnerships with school districts and higher education institutions that places licensure candidates in classrooms full time with high quality mentor teachers and includes authentic performance evaluation.
    - Rigorous coursework that includes emphasis on using data to inform teaching and assessment.
    - One year of post license induction followed by two years of mentoring in partnership with districts and higher education. Online-content specific mentoring is a feature of this phase.
    - Support for candidates through private and public funds such as Noyce Scholarships and USED Teacher Quality Partnership grants, Math for America and the Woodrow Wilson Teaching Fellowship.

- Develop UTeach type programs as an incentive for undergraduate STEM majors to complete teacher licensure programs. UTeach includes the following features:
    - Early credit based mini-courses/internships to explore the teaching profession.
    - Flexible efficient licensure requirements to enable students to earn a teaching license in STEM undergraduate program.
    - Scholarship support for those who teach for at least two years.
    - UTeach expansion was funded in the Race to the Top award.

- Strengthen STEM requirements for elementary teacher preparation programs
    - Support the Department of Elementary and Secondary Education recommendation for at least 3 courses (nine credits) of rigorous math for the teacher license at the elementary level (Elementary and SPED).
    - Support the Department of Higher Education recommendation for math diagnostic assessment tests for post baccalaureate elementary license programs.

- Begin alignment of Teacher Preparation program curriculum with the national Common Core Standards in STEM (mathematics to be completed by the Department of Elementary and Secondary Education in fall, 2010; science and technology/engineering in progress as of fall, 2010). Strengthen the STEM background of EEC teachers and care providers.
    - Support the Foundation for the Future (Wheelock College) recommendation for two math, two science and two STEM pedagogy courses for all Early Education and Care teacher preparation programs.
    - Recommend that EEC set MassCore as the minimum preparation for child care teachers/providers that do not have postsecondary degrees.
    - Consider providing the equivalent of MassCore preparation for currently employed child care providers through professional development.
    - Consider professional development partnerships between After-School and Out-of-School Time programs and public schools that include mentoring, coaching, and modeling for cross-alignment, complementary learning and transition support.

b. Teacher Recruiting:

- Develop and implement a Marketing Campaign to recruit STEM Teachers. Such a campaign must be linked to easily accessible information, efficient licensure pathways, for potential STEM teachers
    - Target undergraduate and graduate students and professionals in STEM fields.
    - Conduct an extensive campaign to raise awareness and attract potential STEM teachers using comprehensive media and social network outlets.
    - Link to the Federal Government's newly developed teacher recruitment campaign and other national campaigns, including: Tapping America's Potential, the INDIA/AIA Initiative, Business and Industry STEM Coalition, Change the Equation.

- Building on the existing database systems, GEM and the Massachusetts Education Career Center (MECC), maintained by the Department of Elementary and Secondary Education, create a one-stop clearinghouse for potential and current STEM teachers. Race to the Top includes recommendations on revamping and revising the current system.
    - Widely advertise database.
    - Develop interactive capacity for potential STEM teachers and school systems to be linked directly.
    - Include relevant information about STEM job openings, communities, salary, licensure pathways. Encourage potential teachers to submit resumes and accompanying materials.

c. Teacher Retention

- Create and provide support for teacher mentoring programs within school districts.
    - Develop mentorship programs for new and novice teachers (0-3 years experience teaching) in school districts across the Commonwealth. This type of program would pair more experienced teachers (with 5 years or more experience) as mentors who can identify and connect with newer teachers. Mentoring programs would provide support for 0-3 year teachers in a non-evaluative way, focusing on assisting new teachers with developing techniques for managing classrooms and becoming grounded in STEM curricula.

- Create a structure that recognizes teachers as professionals in their field and provides opportunities for networking among schools, school systems, novice, experienced and veteran teachers.
    - Designate exemplary teachers as model teachers, showcasing their classrooms for other teachers, community members and representatives from other districts to visit.
    - Develop mechanisms for recognizing teachers as important professionals within the community. For example, create Professional Affinity Groups that pair teachers with support groups in their community that can provide resources to build local community relationships.
    - For all teachers provide either district sponsored or DESE sponsored regional discussion groups that model and share best practices being used on the local, regional, state and national levels and opportunities to keep up with new technology and content
    - Use veteran teachers as resources for teaching professional development seminars for other teachers. This could include creating a teacher recognition program and have regional awards with the benefit being able to have a year sabbatical to travel around the district or state as mentor/Professional Development provider.

- Develop a state-wide system of recognition through a career ladder for STEM teachers.

  - Provide highly effective veteran teachers with opportunities to assume instructional leadership positions.

- Provide quality professional development programs and opportunities for teachers.
  - Support opportunities for professional development on using new technology, content information, cutting edge best practices and web sites.
  - Provide professional development courses and programs that are designated as best practices. These Professional Development programs need to be appropriate for the level of a teacher's certification, being heavier on STEM content for middle and high school teachers and a combination of methodology and content for elementary teachers. There should be guidelines for what constitutes quality STEM Professional Development programs. These programs may be offered through different venues including institutes of higher education, educational collaboratives, informal education institutions such as museums and technology centers or partnerships between businesses, non-profits and institutes of higher education.
  - Increase relevant internship opportunities for students in an array of STEM fields and encourage greater participation in teacher externship programs.

Action Timeline and Implementation Plans for Existing Appropriations

PHASE I - IMPLEMENTATION

1. *Initial Governance Policy Recommendations:*

a. Form the Executive Committee of the Governor's STEM Council.

b. Form the Statewide STEM Operations Board.

c. Form the STEM Fundraising Task Force

2. *Allocation of Race to the Top Funding:*

Massachusetts will receive $250 million to implement the RTTT plan: 50% will be utilized by the state to support the implementation of systemic initiatives and district activities; and 50% will be allocated to 276 participating districts, those that are committed to implementing RTTT strategies, in proportion to their Title I allocations (these districts include 1,375 schools, serve 74% of K-12 students, and also serve 88% of students living in poverty). The state funding will be allocated as follows:

- Standards and Assessments (including college and career readiness) $14.2 million
- Building an Exceptional Educator Workforce $46.7 million
- Turning Around Lowest-Performing Schools $18.1 million
- Robust Data Systems $28.1 million
- Program Management and Evaluation $16.6 million

This funding will strengthen Curricula, Standards, and Assessments, Prepare Students for Career and College Readiness, and Increase the Number of Effective Educators:

a. Curricula, Standards, and Assessments

i. Enable more students to meet high standards by creating an aligned, standards-based teaching and learning system.
ii. Design a plan to align state standards with the Common Core Standards that Massachusetts helped to develop and review to ensure rigor and high expectations
iii. Develop curriculum maps and units that include curriculum-embedded performance tasks and aligned interim assessments.
iv. Create a Digital library that includes engaging, high quality, and relevant resources coded to standards and curriculum maps.
v. Develop and implement rigorous interim and formative assessments so that educators can better monitor student progress.

vi. Create extended performance tasks in multiple curricular areas including mathematics, science, and technology/engineering to build complex skills and elicit demonstrations of knowledge and skill development.

b. College and Career Readiness

i. Prepare more students for success after high school through exposure to rigorous curricula and college-level work, particularly in STEM fields.
ii. Strengthen the state's Advanced Placement pipeline by offering pre-AP teacher training in math and science to middle and high schools with a high percentage of first generation, low-income and minority students.
iii. Establish STEM-focused Early College High Schools that will each serve approximately 400 students.
iv. Adopt MassCore as the default curriculum for all high school students in the Commonwealth and align public 4-year college entrance requirements with MassCore – which will mean that 85% of all students will be required to take at least 4 years of mathematics and 3 years of lab sciences by 2014, and all students will be required to meet these requirements by 2016.

c. Effective Educators

i. Increase the number of effective educators in hard-to-staff subjects and specialty areas, specifically STEM fields.
ii. Strengthen and expand effective educator preparation programs and improve or close ineffective ones by strengthening approval and accountability processes and providing competitive grants to expand successful programs.
iii. Provide high quality, targeted, and differentiated professional development and instructional services to educators using an aligned and coherent system that includes services provided through the Department of Elementary and Secondary Education and their District and School Assistance Centers, the six Readiness Centers, the Regional STEM Collaboratives, and professional learning communities.

In addition to allocating the above funding to support the enhancement of STEM curricula and aligned assessments, and also the development of additional instructional tools, approximately $6 million will be allocated to support several activities directly in STEM fields such as:

a. **$1.3 million to establish six STEM-focused Early College High Schools**

- Data from Jobs for the Future, a Boston-based organization focused on workforce development and education reform, indicate that these institutions are effective in preparing lower-income students and also students of color for postsecondary success. Each school will serve approximately 400 students, and three will model a successful institution, the Metro Early College High School, in Columbus, OH (these schools will also be located at public four-year colleges or universities). The other three schools will be located at community colleges or existing high school campuses.

b. **$1.1 million to better prepare students for success in STEM-related Advanced Placement courses**

- Massachusetts has one of the highest Advanced Placement enrollment rates in the nation, but there are significant participation and performance gaps for lower-income students and students of color. In order to better prepare students to enroll in these courses and strengthen the pipeline, the state will provide pre-Advanced Placement training to middle and high school teachers in mathematics, science, and English Language Arts. Training will be provided for teachers in schools with higher percentages of students of color and also first-generation and lower-income students (approximately 1,000 teachers in 65 schools will receive this training over the next four years).

c. **$2 million to establish a UTeach program site in Massachusetts to prepare 250 new STEM teachers**

- The UTeach model was developed at the University of Texas at Austin in 1997, and was designed to provide an innovative and systemic approach to preparing secondary science, mathematics, and computer science teachers. The model includes both content-rich learning opportunities and practical experience, and provides different types of students with flexible options for pursuing teacher certification or advanced degrees. In addition, the model is focused on building sustainability over time, so the Massachusetts site will prepare STEM educators beyond the grant period.

d. **$1.5 million for mathematics targeted assistance in regional District and School Assistance Centers**

- The District and School Assistance Centers are located at the six Readiness Centers, and they provide foundational professional development opportunities and targeted assistance to K-12 educators. Support and resources will include using curricular and assessment tools as well as using student data to improve the quality of instruction.

Upon final approval of the RTTT budget, the U.S. Department of Education will allocate the state portion of funding to Massachusetts during the fall of 2010. Upon final approval of districts' implementation plans (which will be submitted to the U.S. Department of Education in late November 2010 per federal requirements), Massachusetts will receive the district portion of the RTTT award.

3. STEM Pipeline Fund Planned Initiatives

The Massachusetts state legislature established the Massachusetts Mathematics, Science, Technology and Engineering Grant Fund (known as the STEM Pipeline Fund) in 2003 under Economic Stimulus legislation and appointed the Department of Higher Education (DHE) as the administrator. The broad purpose of the STEM Pipeline Fund legislation (Section 30 of the Economic Stimulus Act) is to "increase the number of students who participate in programs that

support careers related to science, technology, engineering and mathematics." This broad purpose has been translated into the following goals of the STEM Pipeline Fund:

- Increase the number of Massachusetts students who prepare for and enter STEM careers;
- Increase the number of qualified STEM teachers in the Commonwealth; and
- Improve the STEM educational offerings.

The STEM Pipeline Fund received an allocation of $500,000 for fiscal year 2011. During the remainder of the fiscal year the Department of Higher Education, the fund administrator, plans to disburse the funds on these initiatives:

a. **Support PreK – 16 Regional STEM Networks**: $40,000 was distributed to each of the six Regional STEM Collaboratives in 2010, with a potential disbursement of additional funding to support broad reach, low cost programming and afterschool learning.

b. **Develop a Boston PreK-16 Regional STEM Collaborative**: Boston is the only region without a state funded STEM collaborative. The DHE will provide seed money for the establishment of a network.

c. **Partner with UMass Donahue Institute**: The UMass Donahue Institute has been the statewide evaluator for STEM Pipeline Funded projects since the Fund began its work. The work of the Donahue Institute will be used by the STEM Governance System during the implementation stages outlined in this plan.

   In FY 2011, the Fund relies on the Donahue Institute for the following services:

   - To research and write a "Best Practices" report on the development, organization, and activities of Regional PreK-16 Networks. The report will be an in-depth, qualitative analysis of best practices in three regional networks (Berkshire, Central and MetroWest) with different pathways to success. The report will include individual interviews with project managers and other key people, a background review of information collected through mid-year and year-end reports, and a review of information captured in the annual online survey of network members.
   - To research and write a "promising practices among projects" report focused on increasing student interest in STEM. The report will be an in-depth, descriptive analysis of projects that show promise for increasing student interest in STEM areas (from among both Student Interest grantees and Regional Network grantees). This report will also include a background review of information collected through mid-year and year-end reports as well as information gathered through a targeted questionnaire to project managers.
   - To complete the Massachusetts Statewide STEM Indicators Project Report using 2009 data.
   - To complete SAT template reports, and to complete academic research and report writing. The Institute will annually assess patterns of interest in STEM majors among Massachusetts public school students who take the SAT (between 45,000 and 50,000 students each year). Data will be analyzed not just at a statewide level, but also regionally (based on the geographic areas served by the Pipeline's

Regional PreK-16 Networks) as well as locally. This project aims to assist policy-makers and education personnel at the state, regional, and school levels in making programming and other decisions that can increase the number of actual "STEM students."

- To develop new measures of evaluation.

d. **Seek Strategic Interventions with Minimal Funding:** Use remaining Pipeline funds to support important and visible STEM issues (math elementary teacher preparation) and pursue most cost-effective collaborations (DHE/EEC/WGBH).

e. **Pursue Public and Private Grants**: A DHE grant writer will identify collaborative network funding opportunities.

4. Partnership Initiatives:

The National Governors Association Center for Best Practices (NGA Center) and Innovate+Educate have committed to support Massachusetts to advance the important work of improving STEM education. Through the creation of a formal partnership, Innovate+Educate allocated $50,000 in planning grant dollars to support the implementation of the STEM Council's recommendations.

Over the next year, the NGA Center and Innovate+Educate will work closely with the Governor's STEM Advisory Council and state agency staff to strengthen STEM education through the sharing of best practices and through leveraging industry investments.

The goals of this partnership are to highlight Massachusetts as a leader in strengthening STEM education; convene key state and business stakeholders to strategically align national and state level industry support to Massachusetts' STEM plan; and disseminate best practices and lessons learned throughout Massachusetts' implementation process across a wider range of states.

The National Governors Association Center for Best Practices (NGA Center) supports governors and their staff to strengthen STEM education with the end result of increased workforce and innovation capacity that translates into economic growth. Business and industry are dependent on a qualified workforce and have the intellectual resources needed to inform efforts to strengthen STEM education.

Innovate+Educate is a pre-competitive collaborative of business and industry partners dedicated to strengthening STEM education at the state level. The NGA Center and Innovate+Educate partner to provide a range of resources to comprehensively improve STEM education at the state level.

5. MA Life Science Center Equipment and Supplies Program:

On September 24, 2010 the Board of Directors of the Massachusetts Life Sciences Center (MLSC) approved the launch of the 2010 Equipment and Supplies Program for Skills Training and Education. Consistent with its commitment to the life sciences industry, the MLSC, through this solicitation, seeks to further the development and institution of life sciences training and education programs at vocational/technical high schools, community colleges, 2-year degree and certificate programs affiliated with 4-year private and public institutions of higher education, regional employment boards, community-based nonprofit organizations, and labor organizations. Members of the Regional STEM Collaboratives will be key organizations within each region to identify needs and work with their members to apply for grants.

By working with these Massachusetts entities and by providing funding up to $250,000 per institution, with a total of $2.5 million available for the purpose of purchasing life sciences demonstration and training equipment and supplies for practical laboratory and/or training space, the MLSC will support these institutions and further educate students, clients and trainees in real-world scenarios that will prepare them for opportunities in the life sciences sector. To be eligible for an award, applicants will be required to secure matching funds, in cash or as a donation, from an industry partner that supports the training program for which the equipment and supplies are needed.

Priority will be granted to proposals with an industry partner engaged in the development and implementation of training; regional collaborations between institutions in geographic proximity willing to share expensive equipment; and training programs with demonstrated success in placing students in skilled employment related to the curriculum and training.

6. Federal and state STEM-focused funding

There are additional federal and state funding programs for STEM. An initial listing includes:

- NCLB Title IIA and IIB: Supporting PreK-12 STEM teacher development (particularly content courses).
- MA Teacher Content Training Line Item (7061-9804): Supporting primarily elementary mathematics teacher training.

PHASE II - IMPLEMENTATION

1. Funding Strategies

a. Robert H. Goddard Council will oversee:

i. Development of federal funding strategies
ii. Development of corporate funding strategies
iii. Development of foundation funding strategies

2. System to elevate Best Practices

a. Develop rubric for assessing policy/program recommendations

b. Propose policy and best practice program recommendations for implementation approval

c. Develop rubric to certify Regional STEM Collaboratives

d. Certify Regional STEM Collaboratives

Rollout Schedule

	FY 11			FY 12			
	Q2	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
STEM Summit							
Announce/Release Statewide STEM Plan							
STEM Summit 2011							
Governors STEM Advisory Council							
Approve V1.0 of STEM Plan							
Form Executive Committee							
Form STEM Operations Board							
Form Fundraising Task Force							
Review/approve Policy Recommendations							
Approve V2.0 of STEM plan							
Statewide STEM Operations Board							
Develop rubric for assessing policy/program recommendations							
Propose policy and "best practice" program recommendations for approval							
Develop rubric to certify Regional STEM Collaboratives							
Certify Regional STEM Collaboratives							
Funding Task Force							
Develop Federal Funding Strategy							
Develop Corporate Funding Strategy							
Develop Foundation Funding Strategy							

Appendix

1. **List of All STEM Council Members, Subcommittee Members, and Support Staff.**
2. **Executive Order #513 Establishing the Governor's Science, Technology, Engineering, and Math Advisory Council.**

Appendix 1: **Governor's STEM Advisory Council Subcommittees**

* Indicates Full Council Member

Public Awareness Subcommittee: Creating and Maintaining Student Interest

Co- Chairs:

- *Joyce Plotkin, Chair, The DIGITS Project; President Emerita, Massachusetts Technology Leadership Council**
- *Barnas Monteith, Chair, MA State Science and Engineering Fair; Managing Partner and Co-Founder, Advanced Diamond Solutions, Inc.**

Members:

- Christyanna Egun, Director of Boston Partnerships, Massachusetts General Hospital
- Dave Matheson, Massachusetts Technology Leadership Council, Robotics Cluster STEM Education Committee; Managing Partner, Split Rock Partners, Inc.
- Jane Burke, Founder and Executive Director, Flying Cloud Institute
- Joe Dorant, President, Massachusetts Organization of State Engineers and Scientists
- Jon Abbot, President and CEO, WGBH
- Larry Maier, President, Peerless Precision*
- Marcy Reed, Senior Vice President, National Grid*
- Mark DiNapoli, President and General Manager, Suffolk Construction*
- Mary McLaughlin, Senior Vice President, Comcast Cable*
- Michael Tamasi, Principal, Boston Centerless/AccuRounds*
- Michael E. Pelletier, Northeast STEM Pipeline Network; Professor Emeritus of Computer Technology & Engineering, Northern Essex Community College
- Sandra Mayrand, Central MA STEM Pipeline Network; Director, Regional Science Resource Center, UMass-Medical School
- Steve Vinter, Engineering and Site Director, Google Inc.*
- Ted Acworth, Founder and CEO, Artaic Innovative Mosaic*

Teacher Development Subcommittee: Training, Recruitment, and Retention

Co- Chairs:

- *Yvonne Spicer, Vice President for Advocacy & Educational Partnerships, Museum of Science**
- *Lance Hartford, Executive Director, Massachusetts Biotechnology Education Foundation*
- *Janet Slovin, Former Member, Board of Higher Education and City of Worcester School Committee; Economic Development and Education Specialist*

Members:

- Bruce Johnson, Director, Technology and Innovation, MITRE*
- Caroline Goode, MA Coordinator, NSTA Science Matters; Christa Corrigan McAuliffe Center for Education and Teaching Excellence, Framingham State College
- Dennis Berkey, President, WPI*; and Designee: Martha Cyr, Director of K-12 Outreach, WPI
- Daniel Bosley, Massachusetts State Representative, First Berkshire District*
- Larry Weathers, K-12 Director of Science, Health, and Technology Education, Belmont Public Schools

- Jack Wilson, President, University of Massachusetts*; and Designee: Pat Plummer, Senior Advisor, University of Massachusetts President's Office
- J.D. Chesloff, Deputy Director, Massachusetts Business Roundtable*
- Gary DiCamillo, Chairman, Massachusetts Business Roundtable's Education and Workforce Development Task Force; Partner, Eaglepoint Advisors, LLC*
- Mary Ellen Rancourt, Northeast STEM Pipeline Network; Director of Curriculum, North Shore Technical Regional School District
- Mary Jo Carabatsos, Northeast STEM Pipeline Network; Science Program Advisor, Andover High School
- Sandra Ryack-Bell, Executive Director, Museum Institute for Teaching Science
- Sherri Killins, Commissioner, Massachusetts Department of Early Education and Care
- Richard Bisk, Chair and Professor of Mathematics, Worcester State College
- Rona Kiley, Boston Teacher Residency

Infrastructure Subcommittee: Grants, Strategic Partnerships, and Sustainability

Co- Chairs:

- *Jim Stanton, Director, Technology Initiative, Metro South/West Regional Employment Board**
- *Patrick Larkin, Director, John Adams Innovation Institute, Massachusetts Technology Collaborative*

Members:

- Deborah Andrews, Northeast STEM Pipeline Network; Youth Workforce Program Manager, Merrimack Valley Workforce Investment Board
- Elaine L. Webb, Advocacy Liaison, Reading School Committee
- Gary Kaplan, Executive Director, JFY NetWorks
- Isa Zimmerman, IKZ Advisors, STEM Education and Leadership*
- James Brosnan, Superintendent, Northern Berkshire Vocational Regional School District*
- John Werner, Managing Director & Chief Mobilizing Office, Citizen Schools
- Judith Boccia, Northeast STEM Pipeline Network; Assistant Professor and Director, Office of School Partnerships, UMass-Lowell
- Karen Spilka, Massachusetts State Senator, Second Middlesex and Norfolk District*
- Kevin O'Sullivan, President and CEO, Massachusetts Biomedical Initiatives*
- Laura Dauphinais, Director, Systems Engineering, Raytheon Company, Integrated Defense Systems
- Mike Looney, Teacher, Technology and Engineering Education, Mashpee Public Schools
- M.S. Vijay Kumar, Senior Associate Dean and Director, Office of Educational Innovation and Technology, MIT
- Sam Figler, Newton Schools Education Foundation
- Susan Gately, Executive Director, Blackstone Valley Chamber of Commerce Education Foundation
- Thomas Conroy, State Representative, Thirteenth Middlesex District*

Data Collection Subcommittee: STEM Metrics, Indicators and Evaluation

Co- Chairs:

- *John Hodgman, Lecturer, Entrepreneurial Leadership Studies, Tufts Gordon Institute**
- *Lynn Griesemer, Associate Vice President for Economic Development and Executive Director, UMass-Donahue Institute*

Members:

- Alex Sanchez, Senior Manager, Global Supply Base Optimization, Raytheon Company*
- Jean Supel, Research Manager, UMass-Donahue Institute
- Laura O'Dwyer, Northeast STEM Pipeline Network; Assistant Professor, Department of Educational Research, Measurement and Evaluation, Boston College
- MacCalvin Romain, Boston College Student, Information Systems & Communications
- Mary Grant, President, MCLA*; and Designee: Monica Joslin, Dean of Academic Affairs, MCLA; Berkshire STEM Network
- Mary Kate Toomey, Civil Engineer, Jacobs Engineering
- Ronit Carter, Founder and President, The Promise of Excellence

Curriculum Framework and Standards Subcommittee: Alignment and Upgrades

Co- Chairs:

- *Christos Zahopoulos, Executive Director, Northeastern University Center for STEM Education**
- *Sidney Smith, Superintendent, Malden Public Schools*

Members:

- Charlie Corley, Retired Department Leader, Teacher, and Curriculum Developer, Winchester Public Schools
- Ioannis Miaoulis, President and Director, Museum of Science*
- Larry Maier, President, Peerless Precision*
- Marty Schecter, President, Retirees School Volunteer Organization
- Melinda Boone, Superintendent, Worcester Public Schools*
- Ronit Carter, Founder and President, The Promise of Excellence
- Tracy Callanan, Community Lab Director, Biogen Idec

Diversity Subcommittee: Reducing the Achievement Gap and Pursuing Additional STEM Opportunities for Women and Minorities

Co- Chairs:

- *Zorica Pantić, President, Wentworth Institute of Technology**
- *Ruth N. Bramson, CEO, Girl Scouts of Eastern Massachusetts*

Members:

- Brenda L. Berube, Associate Professor of Science and Science Education & Interim Chair, Department of Science, Technology, Engineering and Mathematics, University of Massachusetts Dartmouth
- Claudia Alfaro, Chief Civic Engagement Officer, Citizen Schools
- Connie Chow, Executive Director, Science Club for Girls
- DiOnetta Jones, Associate Dean for Undergraduate Education and Director of the Office of Minority Education, MIT
- Edgar R. Cintron, Co-Founder, ENABLE Service Group; Former Region V Chairman, Regional United States Hispanic Chamber of Commerce
- Erika Ebbel, Founder and CEO, Science from Scientists (Formerly WhizKids)
- Julie Joyal Mowschenson, Director, Harvard Medical School Bioscience Program for High School Students
- Larisa Schelkin, CEO, President and Co-Founding Director, Diversity & Outreach in Math and Engineering
- Lisa Derby Oden, Project Director, STEM Career Pathways, Central Massachusetts Regional Employment Board
- Marc Abelard, Director of Partnerships and External Affairs, The Engineering School
- Ray McCarthy, President, MassTEC; Technology Education Teacher
- Rebecca Cusick, 4th Grade Teacher, Fall River Public Schools*
- Reinier Moquete, Founder and President, Latino STEM Alliance
- Shantal Richards, Student, Tufts University
- Stephanie Lee, Regional Director of Public Affairs, Verizon
- Susan Windham-Bannister, President and CEO, Massachusetts Life Sciences Center*
- Victoria Grisanti, Senior Manager, Community Involvement, EMC*

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- Erin Bradley, Chief of Staff, Girl Scouts of Eastern Massachusetts
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- Joyce Malyn-Smith, Director Strategic Initiatives Workforce & Human Development, Pathways to College and Careers, Education Development Center
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- David McCauley, Former Deputy Chancellor for Workforce Development, Massachusetts Department of Higher Education
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- Eileen Lee, Director of Educator Policy, Massachusetts Department of Higher Education
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- Maureen Lally, Massachusetts Department of Elementary and Secondary Education
- Marissa Goldberg Cole, Deputy Chief of Staff, Massachusetts Executive Office of Education
- Saeyun Lee, Ph.D., Policy Director, Massachusetts Executive Office of Education

Appendix 2 **Executive Order No. 513**

By His Excellency

DEVAL L. PATRICK
GOVERNOR
EXECUTIVE ORDER NO. 513

ESTABLISHING THE GOVERNOR'S SCIENCE, TECHNOLOGY, ENGINEERING AND MATH ADVISORY COUNCIL

WHEREAS, the Commonwealth of Massachusetts is a worldwide leader in innovation;

WHEREAS, to compete in the global economy and with other states, Massachusetts needs to leverage more effectively its resources in the areas of science, technology, engineering and math ("STEM"); enhance the state's STEM workforce; increase the number of high-skills STEM jobs; and keep high school and college graduates living in the Commonwealth;

WHEREAS, additional coordination at the Executive level will help position Massachusetts for growth in the STEM fields and advocate for and foster increased investment in STEM education;

WHEREAS, it is important for the state to partner with the private sector to promote STEM education and careers; and voluntary cooperation among state agencies, elementary and postsecondary education systems and business and community members will contribute to the success of these efforts;

WHEREAS, the establishment of a STEM Council in the Commonwealth is an important step in creating the alignment that is essential to deliver the high quality education and workforce training needed to prepare each resident for life and work; and

WHEREAS, establishing a statewide STEM Council will increase coordination and efficiency, and enable the state to address more effectively the critical shortage of college graduates choosing a STEM field for their major and/or their profession;

NOW, THEREFORE, I, Deval L. Patrick, Governor of the Commonwealth of Massachusetts, by virtue of the authority vested in me by the Constitution, Part 2, c. 2, § 1, Art. I, hereby order as follows:

Section 1. There is hereby established the Governor's Science, Technology, Engineering, and Math (STEM) Advisory Council. The Council shall advise the Governor and assist in informing the work of the Secretaries of Education, Labor and Workforce Development, and Housing and Economic Development on issues relating to STEM education and STEM careers in the Commonwealth.

Section 2. The Council shall:

(a) Confer with participants and parties from the public and private sector involved with STEM planning and programming;

(b) Assess how best to dramatically increase student interest in, and preparation for, careers in STEM;

(c) Advise concerning the creation and implementation of a statewide STEM Plan that will establish clear goals and objectives for the Commonwealth's STEM efforts over the next five years, including the creation of benchmarks for improvements; and

(d) Provide recommendations regarding a campaign to build public support and help parents, students, employees and community leaders understand why the STEM disciplines are critical to individual success.

Section 3. The Council shall be chaired by the Lieutenant Governor of the Commonwealth or his designee (the "Chair") and shall consist of not more than 40 members, including the chair and ex officio members. Each member, other than the Chair, shall be appointed by the Governor and shall serve at the Governor's pleasure, without compensation, solely in an advisory capacity.

Section 4. Council members shall be persons with demonstrated interest, experience and expertise in STEM education and shall be selected by the Governor from the following groups:

The Massachusetts State Senate Co-Chair from the Robert H. Goddard Council on Science, Technology, Engineering and Mathematics Education (the "Robert H. Goddard Council");

The Massachusetts House of Representatives Co-Chair from the Robert H. Goddard Council;

One (1) member from the Massachusetts State Senate, recommended by the Senate President;

One (1) member from the Massachusetts House of Representatives, recommended by the Speaker of the House;

The following seven (7) state officials, or their designees, as ex officio members: Secretary of Education, Secretary of Labor and Workforce Development, Secretary of Housing and Economic Development, Commissioner of Elementary and Secondary Education, Commissioner of Higher Education, Commissioner of Early Education and Care, and President of the University of Massachusetts;

One (1) member from each of the following nine (9) fields: Biotechnology, Clean Energy, Engineering, Healthcare, Information Technology, Manufacturing, Elementary and Secondary Education, Higher Education, and Vocational Technical Education.

Up to nineteen (19) additional qualifying members as the Governor deems appropriate from the foregoing fields or from other STEM sectors, at least one of whom shall be an educator.

Section 5. The Council shall establish an Executive Committee comprised of up to seven (7) members who shall provide guidance on the recommendations of the Council and plan future meetings and initiatives.

The Chair shall determine the membership of the Executive Committee. Section 6. The administrative operations of the Council shall vest with an Executive Director, who shall be appointed by, and serve at the pleasure of, the Lieutenant Governor. The Executive Director shall be housed within the Executive Office of Education.

Section 7. The Council and its Executive Committee shall meet at such times and places as determined by the Chair.

Section 8. The Chair, or the Executive Director with the Chair's approval, may direct the Council to form subcommittees to focus on particular challenges facing STEM education and the STEM fields in the Commonwealth. The composition and nature of each committee shall be determined by the Chair.

Section 9. All agencies, departments and boards of the Commonwealth shall fully cooperate with the Council. The Council may call and rely upon the expertise and services of individuals and entities outside of its membership for research, advice, support or other functions necessary and appropriate to accomplish its mission.

Section 10. The Council shall report any findings or recommendations, including any recommendations for legislation or regulation(s), to the Governor at such periods as determined by the Chair.

Section 11. This Executive Order shall continue in effect until amended, superseded or revoked by subsequent Executive Order.

Given at the Executive Chamber in
Boston this 14th day of October in the
year two thousand and nine and of the
Independence Of the United States, two
hundred and thirty-four.

DEVAL L. PATRICK
GOVERNOR

WILLIAM FRANCIS GALVIN
Secretary of the Commonwealth

Commonwealth of Massachusetts

GOD SAVE THE COMMONWEALTH OF MASSACHUSETTS

Community Colleges: Helping Get People Back to Work

Governor Patrick has proposed to make community colleges a key component of his efforts to help people get back to work by unifying the fifteen individual community college campuses into a strengthened, state-wide system. A unified community college system will work in coordination with vocational schools, career centers, businesses and other public higher education institutions to ensure that residents can get the skills they need for the jobs that are available now - - and also ensure that we provide students with a strong academic foundation so that they have the ability to meet emerging workforce needs as the economy continues to change. Governor Patrick's proposal calls for each campus to maintain local control and day-to-day management and for the state Board of Higher Education to set performance benchmarks to make sure that community colleges are fully integrated with the state's economic and educational systems.

Why this plan? What's the problem we're trying to solve with this proposal?

There are 120,000 job openings in Massachusetts right now and 240,000 people looking for work. The challenge before us is to match the talent of job seekers with the skills needed to fill the open jobs. To do that, we need to create an integrated and unified workforce talent pipeline.

When open positions remain unfilled, it is usually because there is a gap between the skills employers need and the skills job seekers have, especially when it comes to jobs that require more than a high school degree but not necessarily a bachelor's degree. This proposal is about closing that gap and making sure residents can get the training they need to get jobs.

The problem we have is the skills gap; the problem is <u>not</u> the community colleges. The community colleges are at the center of the solution. We need to be able to meet the needs that exist today – and have the vision and flexibility to be ready as those needs change with our growing economy.

How does this plan help solve the skills gap?

This plan builds on the successful programs many community colleges currently offer. It takes the success they have had with some of their local businesses and gives all community colleges the tools they need to replicate that with more employers, especially those with more complex jobs. Our current system of community college organization produces those types of interactions at the local level, but provides no vehicle for parallel collaboration at the regional and state levels.

Under this plan, students will be able to tap into resources, employers and programs across Massachusetts. Employers will know that they can grow in Massachusetts and can count on a well-trained workforce in every region of the state.

Governor Patrick's proposal helps community colleges close the skills gap by increasing state funding, calling on businesses to raise private funds and allowing more state and federal workforce training funds to go directly to community colleges. Integrating this increased funding with greater accountability and efficiencies will help ease the burden on students and keep community colleges accessible to the people who need them.

Does this program take away local control?

No, this proposal **preserves** local Boards of Trustees to manage the day to day operation of each campus and to develop campus specific strategic plans based on their assessment of local needs.

This plan does establish a "shared governance model," consolidating some power with the state-wide Board of Higher Education while explicitly preserving local control as outlined above.

The Board of Higher Education will be responsible for allocating funding and holding local campus leadership accountable. To do this, the Board will use clear and public criteria including student enrollment, responsiveness to the changing workforce needs and other performance measures, such as how a given campus is working to meet Vision Project benchmarks and how easy is it for students to transfer to other community colleges, to a state college or to the University of Massachusetts. Campuses won't be "told what to do" by the board; they will be held accountable for how well they are helping close the skills gap in their region.

Even with these changes the Massachusetts community colleges would still be among the most autonomous state-supported community colleges in the country.

What are the benefits to students?

Students will have more access to relevant, career-focused training programs and high-quality educational opportunities, which will make it easier for them to find a job or move on to a four-year college.

In a unified system, students will have access to world-class skills training at every community college. It will be easier for students to find and access the right program for them, even if it is not at their local campus.

A statewide system will make it easier to transfer credits between different community college campuses as well as state colleges and universities and the UMass system.

Does this proposal mean community college students can't move on to four-year institutions?

No. This proposal will make it easier for students to go from community college to another community college or a public four-year institution by standardizing core classes and credits.

Why not just increase funding for the current system?

The economy is growing and changing; our community colleges – and all of our economic and educational systems in Massachusetts – must adapt and work together to keep pace.

We must build a comprehensive system that has the capacity to meet constantly evolving workforce needs. With community colleges at the center, the system will include vocational and technical schools, our workforce training system, employers and the public higher education system. No one part can do it on its own.

The jobs available today require more complex skills and training than ever before and Massachusetts companies can recruit talent from around the world. Residents need a strong community college system so that they can compete for those jobs.

Our community college students deserve the chance to attend world-class programs and our community colleges need additional support to build them. We can't ask fifteen small campuses to each compete against the entire state of North Carolina or California. In order to compete on a national level, we need to unify the efforts of our community colleges and make them part of our comprehensive efforts to help people get back to work.

B-51

OFFICE OF THE GOVERNOR
COMMONWEALTH OF MASSACHUSETTS
STATE HOUSE • BOSTON, MA 02133
(617) 725-4000

DEVAL L. PATRICK
GOVERNOR

TIMOTHY P. MURRAY
LIEUTENANT GOVERNOR

2009 OCT 14 PM 4:12
SECRETARY OF STATE
DIVISION

By His Excellency

DEVAL L. PATRICK
GOVERNOR

EXECUTIVE ORDER NO. 513

ESTABLISHING THE GOVERNOR'S SCIENCE, TECHNOLOGY, ENGINEERING AND MATH ADVISORY COUNCIL

WHEREAS, the Commonwealth of Massachusetts is a worldwide leader in innovation;

WHEREAS, to compete in the global economy and with other states, Massachusetts needs to leverage more effectively its resources in the areas of science, technology, engineering and math ("STEM"); enhance the state's STEM workforce; increase the number of high-skills STEM jobs; and keep high school and college graduates living in the Commonwealth;

WHEREAS, additional coordination at the Executive level will help position Massachusetts for growth in the STEM fields and advocate for and foster increased investment in STEM education;

WHEREAS, it is important for the state to partner with the private sector to promote STEM education and careers; and voluntary cooperation among state agencies, elementary and postsecondary education systems and business and community members will contribute to the success of these efforts;

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WHEREAS, the establishment of a STEM Council in the Commonwealth is an important step in creating the alignment that is essential to deliver the high quality education and workforce training needed to prepare each resident for life and work; and

WHEREAS, establishing a statewide STEM Council will increase coordination and efficiency, and enable the state to address more effectively the critical shortage of college graduates choosing a STEM field for their major and/or their profession;

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One (1) member from the Massachusetts State Senate, recommended by the Senate President;

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Section 8. The Chair, or the Executive Director with the Chair's approval, may direct the Council to form subcommittees to focus on particular challenges facing STEM education and the STEM fields in the Commonwealth. The composition and nature of each committee shall be determined by the Chair.

Section 9. All agencies, departments and boards of the Commonwealth shall fully cooperate with the Council. The Council may call and rely upon the expertise and services of individuals and entities outside of its membership for research, advice, support or other functions necessary and appropriate to accomplish its mission.

Section 10. The Council shall report any findings or recommendations, including any recommendations for legislation or regulation(s), to the Governor at such periods as determined by the Chair.

Section 11. This Executive Order shall continue in effect until amended, superseded or revoked by subsequent Executive Order.

Given at the Executive Chamber in Boston this 14th day of October in the year two thousand and nine and of the Independence of the United States, two hundred and thirty-four.

DEVAL L. PATRICK
GOVERNOR
Commonwealth of Massachusetts

WILLIAM FRANCIS GALVIN
Secretary of the Commonwealth

SECTION 46. Section 21 of chapter 15A of the General Laws, as so appearing, is hereby amended by striking out the first paragraph and inserting in place thereof the following paragraph:-

There shall be a board of trustees consisting of 11 members for each of the institutions named in section 5, other than the University of Massachusetts. Each board of trustees shall elect a chairman; provided, however, that in the case of community colleges, the governor shall appoint the chairman, who shall reside within the geographic region of the community college. Each community college board of trustees shall include a vocational-technical school district trustee, pursuant to section 4 of chapter 74, representing each vocational-technical school in the region, to serve as a non-voting member.

SECTION 47. Said section 21 of said chapter 15A, as so appearing, is hereby further amended by inserting after the second paragraph the following paragraph:-

Each community college board of trustees shall designate a member to serve as a non-voting member of the district trustees for vocational-technical schools that share the same geographic region as the community college. The designated member shall serve as a liaison between the 2 boards for the purposes of sharing information and developing policies that promote greater interaction between the community college and the vocational-technical schools while maximizing the educational resources available to individuals seeking to learn a trade or develop targeted employment skills.

SECTION 48. Said section 21 of said chapter 15A, as so appearing, is hereby further amended by inserting after the word "institution", in line 57, the following words:- ; provided, however, that the council shall appoint 1 voting member to assist the board of trustees in a search for the appointment of the chief executive officer.

SECTION 49. Section 22 of said chapter 15A, as so appearing, is hereby amended by inserting after the word "authority", in lines 7 and 8, the following words:- ; provided further, that the local board of trustees of a community college shall annually submit a report detailing estimates of maintenance, capital outlay budgets and proposed property acquisitions for the institution under its authority to the house and senate committees on ways and means, the secretary of administration and finance and the commissioner of capital asset management and maintenance on or before December 31.

SECTION 50. Clause (o) of said section 22 of said chapter 15A, as so appearing, is hereby amended by adding the following sentence:- Said assessment report shall include an analysis of the collaboration between the community college and vocational technical schools and the training and job development programs implemented by the community college and vocational technical schools.

SECTION 51. Said chapter 15A is hereby further amended by adding the following section:-

Section 42. The commissioner shall establish in the department of higher education, an office of coordination. The commissioner shall appoint a director to operate and administer the office who shall have experience with workforce development in the public or private sector. The director shall work to establish a clearinghouse for all training opportunities provided by public higher education institutions. The University of Massachusetts, state universities and community colleges shall report to this office every workforce training opportunity the institutions provide for the institutions' students and others in the workforce and all workforce training requests the institutions received but were not able to meet. The director shall maintain a public website listing all training opportunities offered by public higher education institutions and shall provide support for employers with workforce training needs that can be served through public higher education institutions. The director shall provide information to public higher education institutions to help the institutions provide workforce development services in the most efficient manner possible and eliminate redundancies in the commonwealth's public higher education workforce development offerings. The director shall establish a program for employers newly opened in or relocated to the commonwealth to apprise these employers of workforce training programs offered through public higher education institutions and provide assistance in securing workforce development grants through the department of higher education. The office of coordination shall coordinate with existing workforce development programs provided by the commonwealth. The director shall prepare an annual report for publication on progress to improve the effectiveness of the commonwealth's workforce development efforts offered through public higher education institutions and shall report regularly to the public on the progress the office is making towards achieving the stated goals.

The annual report, which shall be in a form and manner prescribed by the commissioner, shall include, but not be limited to: (i) a commissioner-approved plan for the year, including the goals set for the year and the performance measurements by which to evaluate those goals and programs or initiatives to meet those goals; (ii) the number, nature and amount of trainings facilitated and grants awarded to employers assisted by the office; and (iii) a description of technical assistance that the office provided.

The annual report of the office shall be made available to the public on the commonwealth's website not later than December 31 and shall be filed with the clerks of the senate and house of representatives and the chairs of the house and senate committees on ways and means.

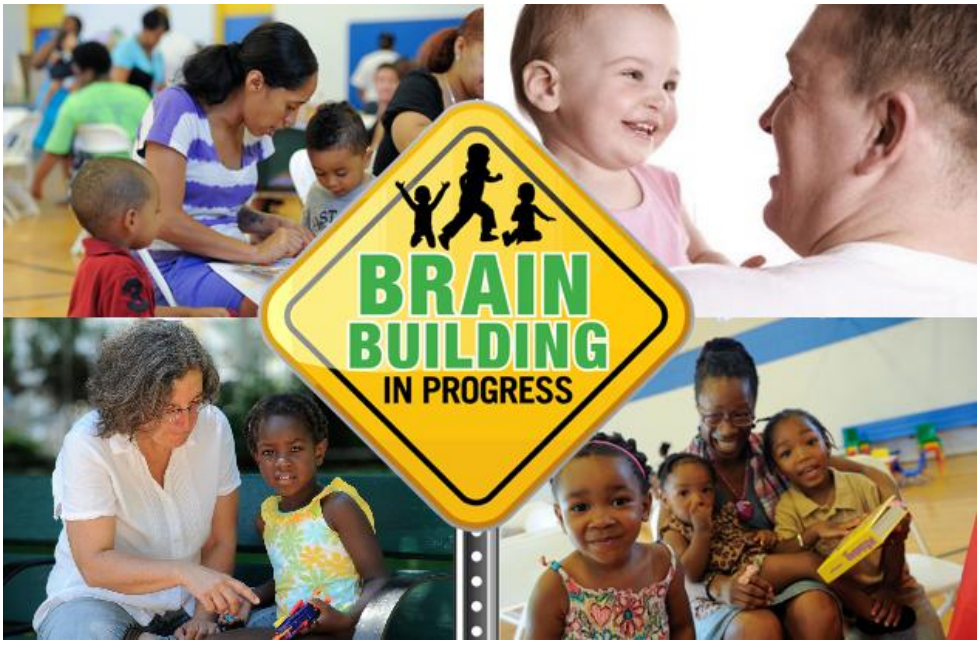
From Birth to School Readiness:

The Massachusetts Early Learning Plan 2012-2015

Grant Proposal:

Race to the Top-Early Learning Challenge

October 17, 2011



The Honorable Arne Duncan
Secretary, U.S. Department of Education
550 12 Street, SW
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

October 17, 2011

Dear Secretary Duncan and Secretary Sebelius,

As the Commissioner of the Department Early Education and Care (EEC) in Massachusetts, under the astute and dedicated leadership of Massachusetts Governor Deval Patrick, I am excited to submit ***From Birth to School Readiness: Massachusetts Early Learning Plan, 2012-1015.*** Massachusetts is poised to continue to build the nation's most effective system of high-quality comprehensive early learning and development.

The **Massachusetts Early Learning Plan** is ambitious yet achievable; it builds on the state's collaborative accomplishments and is a blueprint for the state to take its early learning and development efforts to the next level. Massachusetts is dedicated to increasing coordination in our system of early learning and development and aims to prepare children for school success, especially those with the highest needs. In fiscal year 2012, over 90% of the Massachusetts Department of Early Education and Care budget were used to provide accessible and affordable child care to the state's low income families with children.

This application identifies opportunities for future systemic growth and provides an innovative and comprehensive plan for transforming early childhood systems statewide. A set of core strategies are foundational to our plans to take expansive steps toward creating a unified approach to improving child outcomes in Massachusetts, including:

1. Ensuring **high program quality** by supporting continuous improvement of programs and educators through universal participation in the Massachusetts tiered Quality Rating and Improvement System (QRIS), including a validation of that system;

2. Continuing to support early learning and development **standards through validation and alignment,** as required by the tiered QRIS, and including the creation of English Language Learner development standards;

3. Creating the **Massachusetts Early Learning and Development Assessment System** (MELD), from birth to grade three, building off the tiered QRIS requirement for programmatic environmental assessments (Environment Rating Scales), adult-child interaction and child-focused screening and formative assessment; including expanding screening to children who are not in formal programs or may be involved in other state

agencies and measuring growth by developing a common measure for a Kindergarten Entry Assessment, that in its first year is slated to include 17,500 kindergarten students (26% of statewide enrollment) and an estimated 874 kindergarten teachers (29% of kindergarten teachers statewide);

4. **Linking 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;

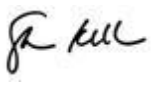
5. Ensuring early educators' **competency through workforce knowledge, skills and practice-based supports** through education, training, and **incentives** to promote effective practice and increase retention; including a focus on creating access to the system for educators whose home language is not English;

6. **Enhancing data systems** to better inform program practice and state decision-making through the Early Childhood Information System (ECIS); and

7. Linking and creating greater **alignment, from birth to third grade, for schools and communities to promote healthy child development** and sustain program effects through a strategy for communities, educators and families.

Lastly, I would like to express my appreciation for this historical opportunity to build on our work in supporting young children and their families through this comprehensive system-building effort. Massachusetts is well-positioned to realize the goals of Race to the Top-Early Learning Challenge, and strives to make continuous improvements to advance early learning and development outcomes for our youngest citzens.

Sincerely,



Sherri Killins, Ed.D

Commissioner

Dept. of Early Education and Care

Commonwealth of Massachusetts

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SECTION V - CROSS-REFERENCE TABLE

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
*Department of Early Education and Care (EEC)	N/A	$45 million: 9 Project Categories: 1) Tiered QRIS Validation, Universal Participation and Quality Improvement; 2) Standards Validation and Alignment; 3) Measuring Growth Through the MELD from Birth to Grade Three; 4) Universal Engagement of Families and the Public Using Evidence-Based Practice; 5) Ensuring Competency through Workforce Knowledge, Skills and Practice-Based Support; 6) Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment; 7) Implementing the ECIS; 8) Sustaining Program Effects in the Early Elementary Grades; and 9) Pre-K to Grade Three Alignment for Educational Success.
Department of Public Health (DPH)	Appendix FF	$2.5 million: This will support the hiring of one EEC Clinical Health and one Mental Health Specialist to embed health guidance for families with high-needs children in multiple programmatic systems via staff training, training on medication administration, data sharing and aligning programmatic and staff resources that can benefit young, high needs children.
Department of Children and Families (DCF)	Appendix HH	$600,000: To educate DCF staff about the availability of early childhood education programs to families receiving DCF services, such as domestic violence shelters.
Department of Mental Health (DMH)	Appendix GG	$1.6 million: To work with EEC to hire one full-time specialist in early childhood mental health, and one-part-time child psychiatrist. The agencies will collaborate on the *Statewide Community Crisis Intervention Project*, the *Massachusetts Child Psychiatry Access Project*, and establishing links between EEC's CFCE

		grantees and DMH's *Parent Support Groups* for parents of children with mental illness.
Office for Refuge and Immigrants (OIR)	Appendix KK	$345,000: to hire an Early Education and Care Liaison and execute plans to increase two-way communication between the early education and care community and programs serving immigrant and refugee families.
Department of Housing and Community Development (DHCD)	Appendix II	$200,000: Collaborate on efforts to provide services to homeless families.
Executive Office of Education	Appendix Z	Non-funded: Cabinet-level education office that oversee public education system in Mass.; will collaborate on pre-K to 12 standards, KEA, Readiness Centers, state data systems etc.
Department of Elementary and Secondary Education	Appendix AA	Non-funded: Will collaborate on birth-grade 3 framework, wrap-around zones, P-20 data system etc.
Department of Higher Education	Appendix BB	Non-funded: Will collaborate on workforce development initiatives, including articulation and transfer, Early Childhood Educators Scholarship Program; PQ Registry; and the development of courses in early childhood education.
Department of Transitional Assistance	Appendix JJ	Non-funded: Will collaborate with EEC to support access to early education and care for DTA-involved families; provide cross-training professional development opportunities and share data.
State Advisory Council	Appendix CC	Non-funded: EEC serves as the SAC; will carry out efforts to improve program quality, conduct needs assessment, prepare an effective workforce; and establish the ECIS.

MA Head Start State Collaboration Office	Appendix DD	Non-funded: A formal component of EEC; will work to ensure successful transitions from Head Start to public schools; provide professional development; support diverse families with comprehensive services.
Children's Trust Fund	Appendix EE	Non-funded: Will collaborate on oversight and implementation of MIECHV; provide linkages for families to EEC-funded early education and care; partner with EEC to integrate Strengthening Families model; and expand joint professional development.

The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.

✓Yes

☐ No

(c) The State must have submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding under 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)).

The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.

✓ Yes

☐ No

GLOSSARY – Massachusetts Early Learning Reform Plan

An Act Relative to Early Education and Care: This is the state's seminal early education law, passed in 2008. The law formally establishes the development of a coordinated system of early education and care in Massachusetts, greatly enhancing EEC's original enabling statute. It created the Universal Pre-Kindergarten (UPK) Program; created a state advisory council; and delineated powers and duties of the EEC Board, Department, and Commissioner.

Child and Youth Readiness Cabinet: Created in 2008, this is a state leadership team focused on streamlining state efforts to improve services for children, youth and families. It includes the secretaries of education, health and human services, administration and finance, housing and economic development, labor and workforce development, public safety and the child advocate. The Readiness Cabinet serves as the primary forum for high-level inter-agency communication and problem-solving around multi-dimensional issues facing the state's children and families.

Coordinated Family and Community Engagement (CFCE): These 107 statewide grants serve as the prime funding vehicle through which the state (through the EEC) supports family and community engagement activities and access to quality early education and care opportunities including childcare and community resources.

Core Competencies: The eight core competency areas and subcategories reflect the knowledge, skills, and dispositions necessary for all educators, youth workers, and administrators working in the early education and care and out-of-school time field. Professional development opportunities sponsored by EEC align with core competency areas. (Also referred to as the Workforce Knowledge and Competency Framework: WKCF).

Department of Early Education and Care (EEC): Created in through the 2005 budget process, Massachusetts became the first state in the nation to create one agency to oversee early education and care and after-school services for families by consolidating the former Office of Childcare Services with the Early Learning Services Unit of the Department of Education.

Early Childhood Information System (ECIS): The state is developing a birth-kindergarten cross-agency (horizontal leg) data system that will flow into the State Longitudinal Data System (SLDS), a vertical data tracking system that provides unique student identifying numbers to track children's growth and development over time.

EEC Board: This 11-member board is responsible for implementing *An Act Establishing Early Education for All. It also serves as the State Advisory Council (SAC). Membership includes:* the Secretaries of the HHS and Education, a member of the business community, an early education and care teacher, a parent/guardian of a child receiving early education and care services, a provider of early education and care, a person with expertise in evaluation and assessment of pre-school programs, and a pediatrician or nationally recognized expert in educational psychology.

Early Education for All Campaign (EEA): The campaign, launched in 2000 by Strategies for Children, is largely credited for the passage of *An Act Relative to Early Education and Care*. The campaign brought together a broad-based coalition of leaders from business, early childhood, labor, religion, health care, education and philanthropy, allied with parents, grassroots leaders and policymakers on behalf of children and families.

Educator Provider Support (EPS): The EPS grants are awarded to six professional development partnerships located in EEC regions across the Commonwealth. Each regional partnership consists of several member organizations (consortia of public and private) with one lead, organizing agency. These existing six EPS grantees (regional partnerships) serve as EEC's prime vehicle for the state's early learning professional development.

Executive Office of Education (EOE): The state established in law on March 10, 2008 a single Secretariat to oversee the state's three education agencies in one unified governance structure (the Departments of Early Education and Care (EEC), Elementary and Secondary Education (ESE), Higher Education and the University of Massachusetts system).

Formative Assessments: The state's three approved formative assessment tools are Work Sampling System, Teaching Strategies-GOLD, and High Scope COR.

Institutions of Higher Education (IHEs): Public and private colleges and universities in Massachusetts.

Massachusetts Early Learning Guidelines for Infants and Toddlers: The state's infant/toddler standards are geared to all types of early education and care settings that care for children from birth-age three. They describe what programs and educators should focus on to support the healthy development of infants and toddlers, and facilitate their use for professional development.

Massachusetts Early Learning Plan: This is the name of the state's overarching high quality plan proposed in this grant application.

National Assessment of Educational Progress (NAEP): The largest nationally representative and continuing assessment of what America's students know and can do in various subject areas.

Pre-K Common Core Standards: Also known as the **Massachusetts Curriculum Frameworks**, the state adopted the national recognized Common Core Standards but took the bold step to include the state's pre-K guidelines to create a system of aligned standards.

Professional Quality (PQ) Registry: The PQ Registry is an EEC online application that gathers important information on the size, composition, education, and experience of current workforce.

Readiness Centers: Created by the EOE in 2009, the state designed six regional Readiness Centers around the state to serve as professional development hubs that link birth to 5, K-12 and out-of-school-time programs, and higher education to address both local/regional needs and statewide priorities regarding teacher quality and the use of data. The Readiness Centers are operated by regional consortia of partners, which include public and private institutions of higher education, school districts, early education and out-of-school-time providers, educational collaboratives, non-profit organizations, business, and community.

Tiered Quality Rating and Improvement System (Tiered QRIS): The state launched its quality rating and improvement system in 2011, beginning with a pilot program in 2010. We currently offer four ratings levels and provide real-time feedback to professionals in early education and care and out-of-school time settings on a path towards quality.

Tiered Quality Rating and Improvement System (QRIS) Program Manager: The QRIS Program Manager is an EEC online application, which helps early education and care programs manage the QRIS Application process.

Tiered Quality Rating and Improvement System (Tiered QRIS) Standards: There are three sets of standards, which describe key indicators of quality for Center-based/School-based programs, Family Child Care and After School/Out of School Time programs.

Trends in International Mathematics and Science Study (TIMSS): The pre-eminent international assessment that provides reliable and timely data on the mathematics and science achievement of U.S. 4th- and 8th-grade students compared to that of students in other countries.

State Early Childhood Advisory Council (SAC): The Massachusetts EEC Board functions also as the SAC, fostering collaboration among diverse stakeholders in the community toward the creation of a high-quality universal birth to 5 programs that focused on kindergarten readiness.

Statewide Longitudinal Data System (SDIS): Our state's SLDS is a vertical database that tracks longitudinal student data over time.

Wraparound Zone Initiative: The Initiative develops district and school services and systems to strategically address students' physical, social, and emotional health needs to promote academic success. The Initiative focuses on building district capacity to support schools' efforts to meet the non-academic needs of students; and improving collaboration between district, school administrators, teachers and community-based partners in order to foster positive school climates and effective academic instruction.

A. Successful State Systems

(A)(1) Demonstrating past commitment to early learning and development. *(20 points)*

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

(a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;

(b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;

(c) Existing early learning and development legislation, policies, or practices; and

(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

(A)(1) Demonstrating past commitment to early learning and development.

The Commonwealth of Massachusetts is widely recognized as a national leader in innovative school reform. For the past two decades, sustained investments in children's growth and development combined with a strong commitment to high standards and rigorous, transparent assessment and accountability have driven learning outcomes that outpace all other states. Our students have led the nation on the National Assessment of Educational Progress (NAEP) Reading and Mathematics exams in the fourth and eighth grades since 2005.[1] On the 2007 Trends in International Mathematics and Science Study (TIMSS), Massachusetts fourth graders ranked second worldwide in science achievement and tied for third in mathematics.[2]

As the state has aggressively worked toward school improvement, however, it has reached an inevitable, and albeit obvious, conclusion: learning is not limited to what occurs within the

1 Massachusetts Department of Elementary and Secondary Education. (January, 25 2011). Massachusetts 4th and 8th graders show strong promise on 2009 NAEP science exams.
2 Massachusetts Department of Elementary and Secondary Education. (December 9, 2008). TIMMS results place Massachusetts among world leaders in math and science.

schoolhouse doors and external factors have a significant impact on students' *readiness* to learn. In the recent Op-Ed in *Education Week*[3], Massachusetts Secretary of Education Paul Reville and Columbia University professor Jeff Henig observed that nutrition, health care, safe learning spaces, enrichment, and myriad other influences affect children's learning outcomes. And, it is those children who find the least support in their home, peer, and community experiences that often face the most severe challenges in school. This point has been made evident in Massachusetts, which despite impressive national results, continues to struggle with one of the largest achievement gaps in the nation. On the 2011 third grade Massachusetts Comprehensive Assessment System (MCAS) reading exam, for example, only 61% of students achieved proficiency with results far lower in major urban centers like Boston, Springfield, and Worcester (between 36% and 40%).[4]

Compelling evidence shows that one effective solution for strengthening the broader range of children's educational experiences is through high-quality early learning and development programs. The reasons are two-fold. First, these programs address perhaps the most important period in children's lives. As noted by Dr. Jack Shonkoff at the Harvard University's Center on the Developing Child, a source of counsel to state educational leaders in Massachusetts, there is a critical link between children's experiences in their first five years of life and eventual success in school. Early adversity in the form of "toxic stress" greatly impedes the brain from developing the necessary circuitry to fully engage in learning. Second, there are a number of early learning models with strong evidence for improving children's outcomes, especially among high needs children. Evidence drawn from model pre-kindergarten programs, for example, has demonstrated significantly improved school and life outcomes among program participants (e.g. less likely to be placed in special education, more likely to graduate from high school, more likely to attend college).[5]

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3 Reville, P. & Henig, J. (2011, May 25) Why Attention Will Return to Nonschool Factors, *Education Week*, .
4 National Association of Education Progress assessments (2009); Strategies for Children. (2010). Momentum grows: Third grade reading proficiency in Massachusetts.
5 Harvard University Center for the Developing Child. *(n.d.). Brain hero* [web video]. Retrieved from http://developingchild.harvard.edu/index.php/resources/multimedia/videos/brain_hero/

In Massachusetts, state leaders, local educators, and the public have responded to this evidence. Children's early learning and development has come to be viewed as the unfinished business of education reform—an overlooked prerequisite for entry into a unified birth to 20 educational system. The state estimates that as many as 135,000 children from birth to age five face one or more risk factors each day that could lead to toxic stress, with as many as 20,000 (15%) facing three or more risk factors that without intervention are likely to lead to developmental delays.[6] While recognition of the importance of confronting risk factors in children's earliest years had long been present in Massachusetts policymaking, isolated reforms did not produce a successful system based on an effective governance structures and clearly articulated goals delivered through a coordinated set of programs, policies, and services to effectively prepare young children for school success. The state had no vehicle to build on and leverage its natural assets: universal health coverage and nationally-renowned health care providers, cutting-edge research institutes in child development at world class universities, a thriving non-profit and philanthropic sector, and a strong base of high-quality early education and care programs (Massachusetts has more center-based programs accredited by the National Center for the Education of Young Children (NAEYC) than any other state in the nation).[7]

So in 2005, Massachusetts took the bold step of becoming the first state in the nation to create one agency to oversee early education and care and after-school services for families, the independent Department of Early Education and Care (EEC) (See: (A)(3)).

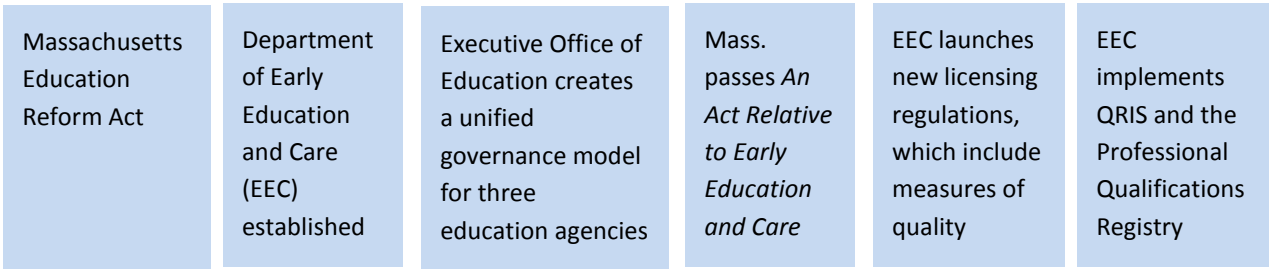
In the remainder of this grant application, we will detail in full the work of EEC, the state's designated lead agency on this proposal, and more importantly, present the next stage of continuing to build capacity in a strategic children's early learning and development agenda. Our goal is to ensure all children enter school ready to succeed and to eliminate school readiness gaps between high needs children and their more advantaged peers. Through strategic planning, grounded in research, and an expansive, inclusive, statewide information-gathering process, the

6 National Center for Children in Poverty. Young Child Risk Calculator. Retrieved from http://www.nccp.org/tools/risk/.

7 NAEYC. Retrieved from http://oldweb.naeyc.org/academy/summary/center_summary.asp

state is taking charge to use what we know—and building on what we have done—to take the next leap forward in building a truly high-quality, birth-20 system.

Timeline of Milestones for Early Learning Reform in Massachusetts



(a)

We believe it is our educational and moral responsibility to get it right for children in their earliest years. The urgency of this responsibility motivated the state and EEC to embrace an ambitious agenda over the last six years to invest in high-quality programs and services for all children, especially those with high needs. Still, Massachusetts was hardly immune from the worst recession to hit the U.S. since the Great Depression, which resulted in a $3.1 billion budget deficit in fiscal year 2010 (FY10).[8] Despite the budgetary abyss and shrinking resources in the face of growing need, Governor Patrick and the Massachusetts Legislature remained strongly committed to an educational system seen as ever more essential to the state's economic recovery and long-term prosperity. At a time of catastrophic budget cuts, educational agencies including EEC fared well and even saw investments in some programs increase.

The state's commitment to early education, in the face of recent budget crisis, is nothing new. The state created EEC in 2005 in the midst of a $3 billion budget deficit.[9] It was in part as a strategic response to the crisis that the state made the decision to focus on integrating and aligning resources and policies across all state agencies serving children, and undertook specific reforms targeted to children with high needs. At that time, in FY06, the total agency budget was

8 Massachusetts Budget and Policy Center. (2009). Fiscal year 2010 budget preview. Retrieved from http://www.massbudget.org/file_storage/documents/Fiscal_Year_2010_Budget_Preview_January_22.pdf
9 Rennie Center for Education Research and Policy & Strategies for Children. (2008). A case study of the Massachusetts Department of Early Education and Care. (pp. 22).

nearly $500,000,000 with approximately 85% of that funding from federal appropriations or state match for federal appropriations. To this day, the EEC's funding comes from a total of 17 state, federal, and other trust accounts. EEC's strong centralized management, however, has resulted in increased efficiencies, greater economies of scale, and enhanced program quality in ways that would not have been possible under former governance structures.

Between 2009 and 2011, EEC re-bid all major funding streams for early education and care under its control. This action provided an opportunity to position services closer to high needs communities and to expand services to high needs populations, such as a boost in subsidies for homeless children from 85 slots in four regions to over 600 in all six regions. It also allowed EEC to build and strengthen regional networks, add new requirements to raise the level of quality such as accreditation and/or tiered QRIS participation, focus on workforce core competencies as defined by the state, and focus and direct community and family engagement efforts in line with principles adopted by several state agencies.

Massachusetts Population At a Glance

The 2010 Census reported Massachusetts population to be 6.5 million. Children from birth to age 5 accounted for only seven percent (442,592) of this total. A significant proportion, however, may be categorized as high need. Close to one-third of all children birth to 5 are low-income, according to the National Center for Children in Poverty, while 17.4% are English language learners, 6.7% have special needs, and .9% homeless (see tables (A)(1)-1 and (A)(1)-2).[10] These children are most at-risk of encountering developmental delays and school readiness gaps and most likely to benefit of high-quality early learning and development experiences.

Since its creation in 2005, approximately over 90% of EEC's budget has provided direct aid to the state's low-income children from birth to age 13. Remaining EEC funds are committed to enhancing program quality, supporting the training and professional development of the early education and care workforce, and family and community engagement strategies, which support

10 U.S. Census Bureau, Census 2010, Department of Housing and Community Development, and the Department of Public Health.

the entire system while still focusing on high needs populations first and foremost (see section (A)(4)).

Table (A)(1)-4 presents data on statewide spending by investment type from FY07 to FY11. In FY07, the state spent more than $554 million on young children's early learning and development. In FY08, we spent $589 million before the economic recession has its impact on the state budget. Even during these times of fiscal strain, however, Gov. Patrick's FY12 budget, which included $570 million in overall budget reductions, prioritized and protected investments in high quality early education. In FY12, EEC was funded at $543 million, a difficult 10% reduction a demonstration of his continued commitment to early education.[11] Through effective budgeting, close monitoring of caseload, and the re-bidding contracts with early education and care providers to mandate quality improvements (such as tiered QRIS participation; see: Section (B)), EEC was able to absorb a significant part of the reduction and integrate and align resources across state agencies while increasing quality.

The American Recovery and Reinvestment Act of 2009 (ARRA), an unprecedented investment in the American economy, also benefitted Massachusetts early learning and development programs significantly. Notably, the Child Care Development Fund (CCDF), provided the state with $23.97 million; Head Start and Early Head Start provided the state with an additional $10.1 million; and funding through the Department of Elementary and Secondary Education related to the Individuals with Disabilities Education Act (IDEA), was $10.2 million. This infusion of much-needed federal dollars helped us advance significantly our Strategic Action Plan (See: (A)(3)) by taking our delivery of high quality programs to the next level. Specifically, the state used ARRA funds to develop and implement our infant toddler guidelines; provide access to school age and pre-school children to summer programs such as the KEEP Program to prevent a learning gap for children educationally at risk; provide wrap-around services for Head Start children whose parents met CCDBG eligibility (See: Appendix A); and supported partnerships between early education and care and K-3 system to align and provide professional development regarding early literacy, focusing on family child care providers and infant and toddler facilities,

11 The 187th General Court of the Commonwealth of Massachusetts. (2010). Massachusetts budget FY10. Retrieved from www.malegislature.gov/budget.

among other major accomplishment (See: (A)(3)). This experience demonstrated EEC's capacity to effectively manage a large federal grant by investing in sustainable activities that advance system quality.

(b) For Massachusetts, "High Needs Children" include those with sufficiently low household incomes, those in need of special education assistance, and other priority populations who qualify for federal and/or state aid. Under this definition, from FY07 and FY11 we increased opportunities for high needs children to access early learning development programs through American Recovery and Reinvestment Act (ARRA) and CCDF funds, increasing the numbers of available slots from 53,787 to 75,483; the number of children in Head Start/Early Head Start increased from 12,495 to 16,540; and the number of children served by Title I funds increased from to 10,076 in FY07 to 10,710. (See: Table (A)(1)-5).

But, in addition, the state is moving aggressively toward a much more specific definition for high needs children—one that includes children who have multiple risk factors linked to poor school and life outcomes such as: children and parents with special needs, children whose home language is not English, families and children involved in multiple state agencies, English language learners, children with parents who are deployed and are not living on a military base, recent immigrants, low-income households, parents with less than a high school education, children who are homeless or move more than once a year, and children in racial and ethnic communities that experience social exclusion.

Using these definitions, the state, through the Maternal Infant Early Childhood Home Visiting (MIECHV) 2010 Statewide Needs Assessment, has identified 17 high-need communities[12] where large numbers of children younger than age 5 exceed the statewide average indicators including teen birth, infant mortality, crime, and poverty. For example, in Lawrence, a large urban community north of Boston, only 32.5% of preschool-aged children are enrolled in an early education program; 77% of public school students' first language is not English; and 87% are classified as low-income. Perhaps not surprisingly only 36% of third graders in Lawrence scored

12 Boston, Brockton, Chelsea, Everett, Fall River, Fitchburg, Holyoke, Lawrence, Lowell, Lynn, New Bedford, North Adams, Pittsfield, Revere, Springfield, Southbridge, and Worcester.

proficient on the 2011 Third Grade MCAS reading exam. Across the Commonwealth, from Boston where 74% of K-12 children are considered low-income and only 37% of the city's students are proficient in reading by third grade to Brockton on the South Shore, where the pre-mature birth rate is 12.4%, to Holyoke in the west with an infant mortality rate of 8.9%, high needs children and families face obstinate challenges.[13]

As the state has confronted the prevalence of high-needs children in certain localities and across the state, Massachusetts has gone beyond simply taking research on "toxic stress" and healthy child development; it has used a science-based framework to enact smart, forward-thinking legislation and create a high quality early learning development system. Our approach is predicated on meaningful engagement—of families, of communities, and of the public and non-profit organizations, both state and local. We have used research evidence of how effective policy that integrates pre-natal care, safe environments, stable relationships, institutional resources and a skilled and well-resourced workforce will improve the life chances of children.[14] As a result, Massachusetts launched and strengthened programs such as a robust home-visiting program for high-need communities, embarked on building wrap-around services within communities, and directed funding to local family and community engagement programs to help communities best address their specific challenges related to family engagement (literacy, wait-list, language barriers etc.) (See: (C)(4)). The result has been a noticeable uptick in the number of high needs children in early education and care. The Commonwealth is on course to become a state with policies that truly reflect a "learning begins at birth" approach to closing the achievement gap.

(c)

EEC was created by consolidating the former Office of Childcare Services with the Early Learning Services Unit of the Department of Education. Over the six years since it was established, EEC has focused on building a strong, integrated infrastructure to support reform efforts to promote high-quality programs and services for all children and especially for high-

13 Infant Mortality = Infant deaths per 1,000 live births; Premature Birth = % before 37 weeks; Children's Trust Fund. (2010). MIECHV 2010 Statewide Needs Assessment, MIECHV HHS grant application,

14 Harvard University Center on the Developing Child. (2010). The foundations of lifelong health are built in early childhood. Retrieved from http://developingchild.harvard.edu/topics/foundations_of_lifelong_health/

needs children. Often working in collaboration with other government departments and with private institutions, EEC has promoted consistency in regulations and policies among agencies; began revamping its technology system; consolidated its waiting list for services; increased access to child care for families involved with the Department of Children and Families (foster care) and children of families who are homeless, as indicated above; and raised awareness of early education and care through a public-private partnership with United Way (See: (C)(4))[15]. This deliberate foundation-building has positioned us very well for the next stage of development.

Key state efforts and policies are:

An Act Relative to Early Education and Care passed the State Legislature unanimously in 2008. The law formally establishes the development of a coordinated system of early education and care in Massachusetts, greatly enhancing EEC's original enabling statute. The law created a state advisory council on early education to establish formal quality and performance standards to allow for continuous program improvement and further delineates powers and duties of the EEC Board, Department, and Commissioner. Its legacy is a streamlined system of accountability.

Executive Office of Education (EOE). In January 2008, in response to Governor Patrick's goal of creating a more seamless and coherent public education system, the state passed legislation to create the EOE. This cabinet-level entity oversees our three state education agencies (EEC, the Department of Elementary and Secondary Education (ESE), and the Department of Higher Education (DHE). In keeping with the U.S. Department of Education's objective of creating a "cradle to college" pathway for education, this act made EEC a family's first point of entry into the state's education system.

Education Action Agenda. In 2008, the Governor released his Education Action Agenda, a 10-year vision for comprehensive, child-centered public education system to ensure that all children

15 Rennie Center for Education Research and Policy & Strategies for Children. (2008). A case study of the Massachusetts Department of Early Education and Care. (pp 28-29).

will succeed school, work, and life. Several of the Agenda's recommendations, such as annual funding to achieve universal pre-kindergarten grants and the creation of a Birth to School-age Task Force, explicitly focus on early childhood education services.

***An Act Relative to the Achievement Gap*.** This groundbreaking 2010 law enhanced the state's ability to improve our education system in many ways, including: recognition that the state's "turnaround" or lowest-performing schools include pre-K, full-day kindergarten, and literacy interventions to improve child outcomes; creating more powerful intervention tools to address persistent under-performance in schools; promoting the establishment of in-district public schools that can operate with increased autonomy and flexibility; allowing a highly-targeted increase in the charter school cap; and enabling programs with demonstrated records of success to serve students with highest levels of need.

(d)

This section summarizes major accomplishments related to the seven overarching areas cited for item (d). Our model is based on vertical (with different levels of the public education system) and horizontal (across sectors including health and human services) alignment to build an effective system of healthy growth and development from birth-20. (See more in (A)(3)). See Tables (A)(1)-6 through (A)(1)-10 for data currently available on program quality across our state's early learning and development programs, including standards (A)(1)-6; our Comprehensive Assessment System in (A)(1)-7; health promotion practices in (A)(1)-8; family engagement in (A)(1)-9; workforce credentials in (A)(1)-10; and the status of the standards currently used in the state tiered QRIS in (B)(1)-1.

1) Early Learning Development Standards

Massachusetts' has developed and implemented early learning and development standards used statewide for infants and toddlers and preschool. The ***Massachusetts Early Learning Guidelines for Infants and Toddlers*** are shaped by the groundbreaking publication *From Neurons to Neighborhoods: The Science of Early Childhood Development*.[16] The guidelines communicate

16 National Research Council and Institute of Medicine. (2000). *From neurons to neighborhoods: The science of early childhood development.* Committee on Integrating the Science of Early Childhood Development. J.P. Shonkoff

the interrelated nature of the domains of development, describing how programs and educators can best support and interact with infants and toddlers and creating a continuum of learning that links early education and care to later success. In 2003, the state put in place the ***Guidelines for Preschool Early Learning Experiences***, which covered all recognized domains of development at the time (See: (C)(1)). And in 2010, through an agreement between EEC and ESE, the state adopted the Common Core Standards for pre-kindergarten, one of only a few states to take this bold step. The state merged the Common Core with its own standards and in 2011 released the ***Massachusetts Curriculum Frameworks for Pre-K*** *to further define and complement the already existing preschool guidelines.* This important decision, representing our commitment not only to early education but the importance of aligning the pre-K and K-12 sectors, has been key to creating a continuum of standards-based learning and to the state's goal of creating a truly seamless birth to 20 system.

2) Comprehensive Assessment Systems

Key to the implementation of standards is the ability to measure the growth in children. Early education and care programs are expected to be intentional and systemic in their interactions with children including developmental screenings and regular formative assessment. This requirement is included in licensing regulations that requires regular progress reports, and is stated clearly in the tiered QRIS as a requirement to use an evidenced-based tool to guide teaching and learning, as well as measure learning among individual children and groups (e.g. gender, language, age, ethnicity) to support program adjustments and inform professional development. EEC is also collaborating with ESE to develop the Massachusetts Early Learning and Development (MELD) assessment system, a system of screening and assessment for children from birth to third grade, including the Massachusetts Kindergarten Entry Assessment (MKEA), that aligns seamlessly with the Massachusetts Comprehensive Assessment System (MCAS) (see section (A)(2)). Key steps thus far:

Screening: EEC is currently scaling up use of screening tools with a plan to expand to target children who are not in formal programs. These children may be engaged with the Department of

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and D.A. Phillips, Eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press. (pp. 7,11).

Children and Families (DCF), Department of Housing and Community Development (DHCD), or engaged in local community programming. For screening children ages birth-5 we began in 15 communities using the Ages and Stage Questionnaire (ASQ) and the Ages and Stages Questionnaire, Social-Emotional (ASQ-SE) tools to support parent understanding of child growth and development and to determine developmental risk. Parents are asked to sign a parental consent so this data can be used to measure growth over time and linked to the child's longitudinal record. These screening tools are age and developmentally appropriate, valid, and reliable instruments that identify children who may need follow-up services to address developmental, learning, physical health, behavioral health, oral health, child development, vision and hearing. Screening is also required for formal child care programs at levels 2, 3, and 4 in the tiered QRIS.

Formative Assessment: The state currently requires one of three (*Work Sampling System, High Scope COR Teaching Strategies Gold)* formative assessments for state-funded quality grants for pre-schools, including Head Start. All programs participating in the tiered QRIS must also use evidenced-based formative assessments to guide and improve instructional practices and provide measures of children's growth. This requirement has been instrumental in helping the state focus on whole children development in the early years. EEC provides training and technical assistance in the effective use of formative assessment and the analysis of data to inform program practice, plan curriculum, individualize child learning, and communicate with parents.

Normative Assessment: EEC has been working with New York University (NYU) to train educators to administer norm referenced tools with regard to social and emotional development, literacy and numeracy. This opportunity has helped educators refine their own professional development plans. In (A)(2) and (C)(2) we discuss our expansion of this work, which includes using norm-referenced assessment tools to validate the three formative assessments in use.

3) Program Quality Improvement

Massachusetts has the highest total number (870) of early education and care programs accredited by the National Association for the Education of Young Children (NAEYC) in the

United States.[17] As a forerunner to our tiered QRIS, in 2006 we implemented a voluntary, competitive **Universal Pre-kindergarten Grant Program (UPK)** with a $4.6 million appropriation. In FY12, UPK was funded at $7.5 million. UPK grantees must possess an EEC license or license-exemption; use an EEC-approved formative assessment tool for at least one year; follow state pre-school learning standards; serve (or be willing to serve) children from low-income or at-risk families; provide full-day, full-year services or access to services via an approved partnership agreement. Many of the requirements are included in our tiered QRIS.

In preparing for the development of the tiered QRIS, in FY11 the state **revised licensing regulations** to include many quality measures, including increasing the number of professional development hours, exercise, oral health (requiring tooth-brushing in program settings) and nutrition requirements, reading and medication training. The state also stated that at least one-third of required in-service professional development hours address "children who have special physical, emotional, behavioral, cognitive or linguistic needs or whose primary learning modality is visual, auditory, tactile or kinesthetic, who may require an adaptation in the environment, interaction or curriculum in order to succeed in their program."

The state's seminal achievement in 2011 was the launch of its **Tiered QRIS,** which began with a pilot program in fiscal year 2010 to ensure program accountability and metrics for high-quality teaching and learning. We currently offer four ratings levels and provide real-time guidance to professionals in early education and care and out-of-school time settings on a path towards quality. Our system recognizes that higher expectations must be matched with increased supports, financial incentives, professional development and technical assistance grounded in the science of child development. Today, approximately 2,500 or nearly one-quarter of the state's 12,000 licensed programs participate in the tiered QRIS (See: Section (B)).

These structural changes have been supplemented with specific content-area investments in areas like **literacy** and **science, technology, engineering and math** (**STEM)**. In 2011 we awarded $5,000 Child Care Quality Literacy Support Grants to 21 early education and out-of-school time

17 NAEYC. Accreditation. Retrieved from http://www.naeyc.org/accreditation.

programs to support curricular activities on language development and literacy (requiring tiered QRIS level 2 rating). EEC, in partnership with ESE, has held several intentional cross-sector workshops and trainings on early literacy both state wide and regionally. We have developed with UMASS Boston an online literacy course to support educators' understanding of literacy and oral language development from birth through third grade.

Critical to success in the Common Core are skills that are developed between birth and five. Children through play and early oral language development begin to obtain skills that are foundational for success in STEM and in gaining meaning from curriculum. These skills are used in both language arts and mathematics at differing degrees. The skills include interpretation, analyzing evaluation explanation description, organization, comparison and contrast, inquiring symbolization and representation. Intentional systemic exposure to opportunities to develop and use these skills in the context of peer and adult relationships provides a foundation for future growth. However, most early educators have not had an opportunity to build a systemic intentional practice around these ideas. STEM provides interesting content for application of the skills and creates curiosity in children that can later be fostered into interest.

This year's STEM conference will have a specific track on early education and is co-chaired by the Wheelock College President and the EEC Commissioner.

4) **Health Promotion Practices** (See more in (C)(4) and (A)(3).):

Given the state's first-in-the-nation status for having all residents, including children, covered by health insurance (98%), it's no surprise that the Massachusetts Department of Public Health (DPH) and EEC work closely on children's health promotion. **The Massachusetts Children at Play Initiative** was developed by EEC, DPH, Head Start, and ESE's Child and Adult Food Program to respond to the growing trend of childhood obesity in the state (currently 21% of preschool children, according to DPH). During this year and next, 46 mentors trained in programs will visit 226 preschool programs twice in six months to support the programs in improving nutrition and physical activity policies. This effort supports implementation of the 2010 licensing regulations that included new requirements for nutrition, exercise and oral health.

Due to the importance of adult-child interactions, reports from early educators about difficulties in managing classroom behavior, and the science on the importance of social and emotional skills, EEC partnered with the ARRA-funded **Connected Beginning Training Institute** at Wheelock College, which trained approximately 1,800 early childhood educators to better prepare them for social-emotional development of children using the Center on the Social and Emotional Foundations for Early Learning's (CSEFEL) Pyramid Model, which had been used successfully in Head Start. Through partnerships, EEC is also able to educate providers and families about other health issues, such as babies sleeping on their backs; and the state was recently selected by Prevent Blindness America to participate in a Maternal and Child Health Bureau grant to develop a **statewide strategy for vision screening** from age 3 through kindergarten entry.

5) Family Engagement Strategies

EEC recognized that core to our success is family and community engagement, as well as public will. Family and community engagement expectations are core standard categories for programs in each level of the tiered QRIS. The state also annually awards approximately $14 million to 107 Coordinated Family and Community Engagement Programs (CFCE) grantees, locally based programs serving families with children birth to school age who may or may not be in formal early education and care programs. The grants provide critical information to families on child development; transition supports; assistance with connecting to comprehensive supports and outreach to isolated or hard to reach families.

DPH oversees 21 **home-visiting programs** serving 49,000 families across the state, many through a MIECHV federal grant. The largest serving programs are *Early Intervention* (serving 33,300 families/yr), *FOR Families* (3,200 families/year), and *Healthy Families Massachusetts* (3,100 families/yr) operated by The Children's Trust Fund, a non-profit organization with state board appointees. *Healthy Families* provides home-visiting for first-time parents under age 21 in five of the state's 17 highest need communities (soon to serve all 17; see: (A)(2)). Program success is evidenced by a 66% lower rate of child abuse by teen mothers and 83% of mothers enrolled in school or graduated from high school, compared to 53% nationally.

The state has Early Childhood Resource Centers located in the public libraries across the state; it is revamping its website to make it more family-friendly; and most recently, the receipt of a U.S. Dept. of Education Promise Neighborhood planning grant in three areas of Massachusetts—Worcester, Lawrence and the Dorchester area of Boston—includes efforts to bolster early literacy engagement with hard-to-reach families outside of community agencies. In addition, EEC, working with the United Way and the Bessie Tartt Wilson Initiative for Children, held eight meetings across the state that included over 200 people to provide input on this grant application.

EEC contributed to the three Promise Neighborhoods by funding three $5,000 **Promise Neighborhood Support Grants** that concentrate on "hard-to-reach" families. (See: Appendix B.) The one-time incentive grants will develop neighborhood partnership plans to increase families' access to more equitable, multi-lingual and consistent information and services to support early literacy development.

In 2009, EEC set a strategic goal to launch a **communications campaign** to better inform families and the business community about not only early childhood and care resources, facilities, and options for their children, but also the science of early education and its link to school achievement. This campaign was launched in 2011 in partnership with United Way.

6) Development of Early Childhood Educators

Thanks in part to successful public-private partnerships and the state's robust higher-education community, Massachusetts has worked vigorously to address the challenges to building and retaining a high-quality early education workforce. We are one of few states that have achieved a cross-sector, integrated professional development system.[18] The primary vehicle for our progress has been our **Educator Provider Support (EPS) Grants**, which EEC rolled out in 2010 to fund the state's new professional development system—a system based on alignment of professional development, tiered QRIS, and our Workforce Core Competencies. The goal of the new system

18 Howes, C., & Pianta, R. C. (Eds.). (2011). Foundations for teaching excellence: Connecting early childhood quality rating, professional development, and competency systems in states. Baltimore, Maryland: Brookes Publishing Co.

is to support pathways that lead educators to degree attainment, increased competency, accreditation and upward movement on tiered QRIS. EPS grants go to six regional partnerships that facilitate training of local early educators, with priority to staff in programs serving at least 50% of high needs children. (See: (D)(2)).

The state also instituted changes related to licensing, credentialing and tracking of professional qualification. In January 2010, we required educators who work with infants, toddlers, preschoolers, or school age children in EEC-licensed settings to register annually in the state's new **Professional Qualifications (PQ) Registry**). Currently 42,000 of the state's educators have created personal profiles on registry. Of the five early education workforce types of **credentials** in the state, 46% have EEC Certification as a Pre-School Teacher; 32% have EEC Certification as an Infant/Toddler Teacher; 25% have EEC Certification as a Preschool Lead Teacher; 10% have EEC Certification as an Infant/Toddler Lead Teacher; and 13% have EEC Director I Certification (See: Table A(1)-10 and -11). As mentioned above, we also revised our licensing standards in FY11 to move from basic health and safety standards to standards that focus on children's growth and development, including an online medication course (with assessment) for all licensed programs and an orientation course for all new programs. (See: Section (B)).

We've also taken significant steps to address problems associated with the degree attainment. Our **Higher Education Mapping Project** has resulted in the mapping the current network of two- and four-year public and select private institution of higher education (IHEs) in Massachusetts that offer a program of study in early childhood education, elementary education or in a related field that leads to a certificate, and/or an associate's or a bachelor's degree. The project includes a school profile for each school surveyed and a searchable database of required coursework. The second phase of the project compared early childhood degree and certificate required coursework at participating IHEs, with the intent to facilitate the transfer of credits by identifying common course themes across institutions and mapping courses to one or more of the state's Core Competencies.

The state also instituted an **Early Childhood Education Transfer Compact**, an agreement that facilitates the transfer of credit within the public higher education system for the early childhood education workforce. The goal is to not only reduce students' uncertainty about acceptance into

an early childhood education licensure programs and transfer of credits, but also to establish the goal for IHEs to apply the same requirements to transfer students as other students. To help with the cost of higher education, in 2006 the state legislature created an **Early Childhood Educators Scholarship Program**. The goal is to improve the quality and availability of teachers and care providers who work in infant/toddler, pre-school and school-age programs and enroll in an associate or bachelor degree program in early childhood education or related programs. The program currently provides more than 5,000 scholarships to early educators to pursue degrees.

The state also has sponsored several other learning opportunities based on the core competencies. Examples include: a Community Advocates for Young Learners (CAYL) Institute on leadership for elementary school principals and community-based providers; Wheelock College's Aspire Institute and Associated Early Education and Care trained 52 participants in advanced child assessment using nine coaches to support participants in implementing assessment practices; and a United Way, CAYL Institute and Wheelock College statewide initiative to advance the state's new tiered QRIS called *Together for Quality* (T4Q) funded by grants of $500 to $10,000 serving 400-600 programs. EEC also dedicates a staff position to workforce development for educators of children with diverse needs, and is a lead partner in *Special Quest*, a cross-agency initiative that focuses on the inclusion of **children with special needs and disabilities** throughout education settings. EEC is responsible for overseeing federal IDEA preschool special education funds for children ages 3-5, and working with public schools on special education services.

Finally, in 1998, the state created an "Invest in Children" license plate. Proceeds go to the Child Care Quality Fund, a division of EEC, which will spend at least $449,750 in FY12. $264,750 will support accreditation and Child Development Associate (CDA) fees (disbursed through the 6 EPS grantees); $185,000 will fund child care quality grants of up to $5,000 to early education and out-of-school time educators. Additionally, 21 grants where provided to non-profit programs to focus on early literacy development in the context of a whole child curriculum.

7) Kindergarten Entry Assessments

We recognize that the impacts of restructuring early education and care must be aligned with children's learning from kindergarten through grade two and family engagement, curriculum,

assessment and transitions. We also know that assessment at entry to kindergarten can provide a road map to individualized teaching and learning required to fully prepare children to succeed in public education. Massachusetts has received commitments from 22 school districts around the state to take part in the first cohort of our plan to develop a common kindergarten entry assessment (See: (E)(1)). The pending FY12 supplemental budget includes $200,000 to further the design of the KEA.

8) Effective Data Practices (See: Table (A)(1)-13).

In 2011, EEC commissioned the design and implementation of Massachusetts Early Childhood Information System (ECIS), a horizontal, cross-agency data system that aligns and is interoperable with the vertical Statewide Longitudinal Data System (SLDS). Using ARRA funds we have been able to move this plan forward. Since the project began in February 2010, the state has assigned 30,069 new IDs and has identified 1,992 records with prior numbers. This effort has been aided by a state bond allocation, helping us gain traction that is pivotal for the creation of a birth-20 repository for children's educational information, gained with parental consent that starts with screening and flows into the SLDS in kindergarten.

Table (A)(1)-1: Children from Low-Income[19] families, by age		
	Number of children from Low-Income families in the State	**Children from Low-Income families as a percentage of all children in the State**
Infants under age 1		
Toddlers ages 1 through 2	72,474 (includes infants through 2)	31%
Preschoolers ages 3 to kindergarten entry	62,229	27%
Total number of children, birth to kindergarten entry, from low-income families	134,703	29%
Data source is the NCCP website. Data is from 2009. Low income information is not available for infants under 1 and toddlers ages 1 though 2 however data is provided for infants through 2.		

[19] Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

Table (A)(1)-2: Special populations of Children with High Needs

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.

Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who…	Percentage of children (from birth to kindergarten entry) in the State who…
Have disabilities or developmental delays[20] *DPH data from October 2010*	14,882 (part B) 15,162 from DPH **Total: 30,044**	442,592 (birth to 5 from 2010 Census) Waiting for Part C to do percentage **6.7%**
Are English learners[21]	12,952 (only 3-5 year olds from DLL report 2010. Census doesn't count less than 3 as DLL)	17.4%
Reside on "Indian Lands"	NA	NA
Are migrant[22]	114	0.0002%
Are homeless[23]	3969	0.9%
Are in foster care (as of 12/31/2010) Source: FamilyNet DCF's MIS system	2376	.05%
Other as identified by the State Describe:		

Homeless- Information was obtained from DHCD regarding the number of children in hotels and shelters. ESE was contacted and a number was obtained for public school preschool children who were identified as being doubled up, unaccompanied minor, unsheltered, or awaiting foster care. This number does not include children not involved with the public schools who are doubled up, unaccompanied, unsheltered or awaiting foster care.

[20] For purposes of this application, 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).

[21] For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

[22] For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

[23] The term "homeless children" has the meaning given the term ""homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age *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**			
	Infants under age 1	**Toddlers ages 1 through 2**	**Preschoolers ages 3 until kindergarten entry**	**Total**
State-funded preschool *Specify:Universal Preschool and 391 grants* *Data Source and Year:Data used for NIEER 2010*	NA	NA	14,221	14,221
Early Head Start and Head Start[24] *Data Source and Year:PIR 2010-2011, includes 222 children under the Head Start State Supplement.*	307	2266	13667	16540
Programs and services funded by IDEA Part C and Part B, section 619 *Data Source and Year:Part C DPH, 618 data, October 2010*	1882	13280	14,882	30044
Programs funded under Title I of ESEA *Data Source and Year:*			10710	10710

[24] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

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

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			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Programs receiving funds from the State's CCDF program Data Source and Year: data from CCIMS and ECCIMS data extract with placements on 8/1/201. Data includes IE contract (excluding ARRA funds), IE Vouchers (excluding teen parent funding), Supportive contracts and vouchers, Teen parent contracts, IE teen parent voucher, DTA teen parent voucher, DTA voucher (excluding teen parent), ARRA contract and ARRA voucher	1676	4301	27952	33929
Other *Specify:* *Data Source and Year:*				
Other *Specify:* *Data Source and Year:*				

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.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	**Funding for each of the Past 5 Fiscal Years**				
	2007	**2008**	**2009**	**2010**	**2011**
Supplemental State spending on Early Head Start and Head Start[25]	$8,500,000	$9,000,000	$9,000,000	$8,000,000	$7,499,998
State-funded preschool *Specify: UPK and 391*	$4,631,237	$6,886,933	$10,859,239	$7,819,562	$7,424,449
State contributions to IDEA Part C	$35.95M	$40.24M	$41.58M	$27.55M	$29.45M
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry			$10,337,279	$9,019,276	$9,019,276
Total State contributions to CCDF[26]	$78,008,135	$77,541,603	$76,819,599	$77,383,570	$77,052,705
State match to CCDF *Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)*	$33,034,762	$32,568,230	$31,846,226	$32,410,197	$32,079,332
TANF spending on Early Learning and Development Programs[27]	$335,545,734	$364,396,678	$325,786,672	$287,318,789	$295,506,047
Other State contributions *Specify:DPH part C- MassHealth*	$21.65M	$22.83M	$26.98M	$48.56M	$47.58M
Other State contributions *Specify: DPH part C- Private Insurance*	$36.80M	$35.11M	$34.52M	$35.10M	$40.20M

For 2007 and 2008 **State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry**, the 391 in FY07 and FY08 was blended in with a larger CPC grant, therefore, not able to definitively state what we paid for the inclusive classroom portion of the larger CPC grant in FY07 and FY08.

[25] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.
[26] Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.
[27] Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

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	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years[28]				
	2007	**2008**	**2009**[29]	**2010**[17]	**2011**[17]
State-funded preschool *(annual census count; e.g., October 1 count) Specify:Universal Preschool and 391 grant. Year 2007 and 2008 include children in the now dissolved Community Partnership Program. Data comes from analysis used for NIEER Annual Yearbook*	17,882	19,257	10,797	14,221	NA
Early Head Start and Head Start[30] *(funded enrollment)*	12,495	12,575	12,705	13,174,	16,540
Programs and services funded by IDEA Part C and Part B, section 619 *(annual December 1 count)*	14,196 (Part B). 14,878 Part C **Total: 29074**	**14,335 (Part B). 15,115 Part C Total: 29,450**	**14,754 (Part B). 14,902 Part C Total: 29,656**	**14,740 (Part B). 15,132 Part C Total: 29,872**	**14,882 (Part B). 15,162 Part C Total: 30,044**
Programs funded under Title I of ESEA *(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)*	8387	10076	10102	11369	10710
Programs receiving CCDF funds *(average monthly served) Includes IE contract (excluding ARRA), IE voucher (excluding teen parent), Supportive contract, Supportive voucher, Teen Parent contract, IE Teen Parent voucher, DTA voucher (excluding teen parent), DTA Teen parent voucher, ARRA contract (excluding Head Start wrap), ARRA contract Head Start wrap, ARRA voucher (excluding head start wrap), ARRA voucher Head Start wrap*	53787	57738	64577	70980	75483

DPH- DATA SOURCE for PART C is the 618 data, Table 1Dec/October 1 Child Count. This data reflects the number of enrolled children at one point in time with an IFSP. The cumulative child count for the number of children who received a service is as follows: FY 2007- 29,546; FY 2008 – 30,771; FY2009 – 32, 350; FY2010 - 32,327; and FY 2011 – 31,262.

[28] Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

[29] Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

[30] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-6 : Current status of the State's Early Learning and Development Standards *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**
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X
[Enter text to explain or clarify information as needed]			

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State *Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.*					
Types of programs or systems	**Elements of a Comprehensive Assessment System**				
	Screening Measures	**Formative Assessments**	**Measures of Environmental Quality**	**Measures of the Quality of Adult-Child Interactions**	**Other**
State-funded preschool *Specify:Universal preschool and 391 grant*		X (Universal Preschool)			
Early Head Start and Head Start[31]	X	X	X	X	
Programs funded under IDEA Part C		X	X	X	
Programs funded under IDEA Part B, section 619	X	X			X

[31] Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	**Elements of a Comprehensive Assessment System**				
	Screening Measures	**Formative Assessments**	**Measures of Environmental Quality**	**Measures of the Quality of Adult-Child Interactions**	**Other**
Programs funded under Title I of ESEA	X	X			
Programs receiving CCDF funds					Progress Reports
Current Quality Rating and Improvement System requirements *Specify by tier (add rows if needed):*	X (level 2-4)	X (level 2-4)	X (level 2-4)	X (level 2-4)	
State licensing requirements					Progress Reports
Other *Describe:*					

*Massachusetts Part C does not screen for EI eligibility as **all** children referred to the system receive eligibility assessments. Screening for EI is traditionally completed by primary care physicians and other community early childhood providers. Formative Assessment includes the Battelle Developmental Inventory – 2, the ASQ-SE and other measures as appropriate for the child's needs. This information is utilized in ongoing IFSP development in establishing functional outcomes and strategies. The Health and Safety Standards specify indicators to promote early learning environments. The Measures of the Quality of Adult-Child interaction is accomplished through ongoing supervision at the local program level and through parent feedback through the NSCEAM Family Survey.*

Title I funds can be used to pay for screening and assessments for Title I students (just the targeted students in a Targeted Assistance program and all students in a Schoolwide program). In general, Title I funds can be used to pay for any academically related services and materials that will help improve achievement of Title I students.

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.					
Types of Programs or Systems	**Elements of high-quality health promotion practices**				
	Health and safety requirements	**Developmental, behavioral, and sensory screening, referral, and follow-up**	**Health promotion, including physical activity and healthy eating habits**	**Health literacy**	**Other**
State-funded preschool *Specify: Universal Preschool and 391 grant*	X	X (391 Inclusive Preschool)	X		
Early Head Start and Head Start	X	X	X	X	
Programs funded under IDEA Part C	X	X- part of the comprehensive multidisciplinary evaluation	X		
Programs funded under IDEA Part B, section 619	X	X			
Programs funded under Title I of ESEA		X			
Programs receiving CCDF funds	X	X	X		
Current Quality Rating and Improvement System requirements *Specify by tier (add rows if needed):*	X (level 1-4)	X (level 2-4)	X (level 1-4)	X (level 2-4)	
State licensing requirements	X	X	X (oral health)		
Other					

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.					
Types of Programs or Systems	**Elements of high-quality health promotion practices**				
	Health and safety requirements	**Developmental, behavioral, and sensory screening, referral, and follow-up**	**Health promotion, including physical activity and healthy eating habits**	**Health literacy**	**Other**
Describe:					
Massachusetts Part C Health & Safety Standards are based on the Health and Safety regulations of the Department of Early Education and Care and on Caring for Our Children: National Health & Safety Performance Standards: Guidelines for Out-Of- Home Care. Title I funds can be used to pay for screening and assessments for Title I students (just the targeted students in a Targeted Assistance program and all students in a Schoolwide program). In general, Title I funds can be used to pay for any academically related services and materials that will help improve achievement of Title I students.					

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State *Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*	
Types of Programs or Systems	**Describe Family Engagement Strategies Required Today**
State-funded preschool *Specify:UPK and 391*	**391 (Inclusive Preschool):** Funds can be used to Facilitate parent involvement as a means of improving services and results for children with disabilities. **Universal Preschool:** Enhance current or provide new family engagement activities.
Early Head Start and Head Start	Programs must meet all required federal family engagement requirements including but not limited to: 1) meetings and interactions with families must be respectful of each family's diversity and cultural ethnic background, 2) In addition to involving parents in policy-making decisions and operations, programs must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of the a group, 3) Opportunities must be

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	provided for parents to enhance their parents skills, knowledge, and understand of the educational and developmental needs and activities of their children and to share concerns about their children with program staff, 4) Programs must provide health, nutrition and mental health education programs for parents and families, and 5) Provide parent education activities that include opportunities to assist individual families with food preparation and nutritional skills.
Programs funded under IDEA Part C	The Massachusetts Parent Leadership Project (PLP) promotes lifetime advocacy, leadership skills and the development of an informed parent constituency which encourages a family centered approach to the provision of early intervention services. In FFY 2009, 6,689 parents received the Parent Perspective newsletter, a periodic publication developed by the Early Intervention PLP, with funding from the Massachusetts Department of Public Health. The Parent Perspective newsletter, a free newsletter written by parents, is for parents of children who are or have been in early intervention, early intervention providers and interested others. It provides information about the early intervention system and about opportunities for family involvement in the system. The PLP regularly solicits input from readers to ensure that newsletter content meets family identified needs. There is also a resource section and calendar of training opportunities, conferences and workshops. Information and FAQs about the NCSEAM Family Survey and the lead article written by a family member about how they have benefited from family engagement efforts are translated into Spanish for each edition. 188 parents participated in a variety of training/skill building activities including the Massachusetts Early Intervention Consortium Conference, Essential Allies, and Conference calls for Parent Contacts, Digital Story Telling and the EI Orientation Training, Building a Community. All Early Intervention Training Center professional development offerings include a parent facilitator to bring the parent perspective and voice to trainings. Two Digital Stories were developed in collaboration with the Early Intervention Training Center (EITC) and the PLP. Digital Stories are multimedia life stories produced by families telling stories of their own lives.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	The stories represented powerful messages regarding two families experience and journey in EI. The stories are currently being utilized in the EITC workshops to generate discussion with staff regarding the families experience in EI. One story focused on the role of the services coordinator and the other on supporting the family throughout the IFSP process. Additional stories will be developed in the upcoming year to share with families with the goal of impacting family outcomes. The Lead Agency continues to work on the development of training modules for families; EI Overview; the IFSP Process; Family Rights/Due Process and Parent Leadership. The modules will provide an opportunity to share information about the EI system with families and support them in understanding their rights and ways to effectively communicate their child's needs. The ECO Stakeholders have developed a Fact Sheet for families, providers and referral sources that raises awareness of the importance of measuring child and family outcomes and integrates two pieces of important information: Family and Child Outcomes and IFSP Development. The Fact Sheet has been translated into Spanish, Portuguese and Haitian Creole and will be disseminated to families on a consistent basis at the program level.
Programs funded under IDEA Part B, section 619	Parent involvement under the regulation includes parent consent and right to waive assessments, progress reports sent to parents at least as often as report cards, participation of parents of children with disabilities on state and local special education advisory councils, and the dissemination of a parent survey for Indicator 8 - Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities. In addition, LEAs are required to hold at least one workshop annually within the district on the rights of parents/guardians and students in special education; approved public or private day, residential special education programs, and educational collaboratives must have a written plan for involving parents, as well as a Parents' Advisory Group.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	There are also family engagement initiatives that are determined locally.
Programs funded under Title I of ESEA	Title I preschool programs must develop or revise an existing parental involvement policy, host an annual parent meeting on the Title I preschool program, provide opportunities for training parents to support the student at home, assess parents regarding their opportunity for involvement in the program, inform parents of their children's progress, and inform parents of the results of the Annual Review meeting. Where appropriate, parents of children in a Title I preschool program may participate in relevant professional development activities along with teachers
Programs receiving CCDF funds	State licensing regulations require all programs (family child care, group care and school age) to 1) encourage and support a partnership with the involvement of parents in the early education and care of their children; 2) parent communication; 3) parent input, 4) parent visits, 5) Enrollment meetings, 6) written information for parents (progress reports, medication training of staff, policies and procedures), 7) parent conferences, and 8) notifications to parents (injuries, change in educators, changes in program policies or procedures).
Current Quality Rating and Improvement System requirements *Specify by tier (add rows if needed):*	Specific QRIS requirements: **Level 1**: All licensing requirements (State licensing regulations require all programs (family child care, group care and school age) to 1) encourage and support a partnership with the involvement of parents in the early education and care of their children; 2) parent communication; 3) parent input, 4) parent visits, 5) Enrollment meetings, 6) written information for parents (progress reports, medication training of staff, policies and procedures), 7) parent conferences, and 8) notifications to parents (injuries, change in educators, changes in program policies or procedures). **Level 2**: All requirements for Level 1 plus 1) Programs offer opportunities for parents to meet with classroom staff at least monthly, 2) Program has developed informational materials on the program that are in the language of the community and are available for staff to use in the community and are given to prospective families, 3) Program maintains ongoing communication

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	with the school/early intervention program, Coordinated Family and Community Engagement grantee, mental health providers to facilitate collaboration and coordination of services that support child and families, 4) Program participates in community events, 5) Program completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement. 6) Programs have a written admissions policy that promotes an awareness of and respect for differences among children and families, a respect for the child and their family's culture and language, and is responsive to the inclusion of a variety of learning needs., 7) Communication and updates on the program are provided at least quarterly to staff and families in their primary, or preferred, language to the extent appropriate and possible. **Level 3**: All requirement for Level 2 plus 1)A daily two way communication system is available between educators and families through a variety of means, 2) Families are encouraged to volunteer in the program, to assist in the classroom, and share cultural and language traditions or other interests such as their jobs, hobbies and other relevant information., 3) Program ensures that there are translators available, as needed, at meetings, workshops and conferences to ensure strong communication between program and families, 4) Program participates in local community group work that is related to early childhood, and the cultural groups served by the program and/or family support, 5) Program ensures young children and their families have access to developmental, mental health, and nutrition services either through private pay arrangements or are offered such services through other programs. **Level 4**: All requirements for Level 3 plus 1) Parents participate on the Advisory Board for the program and are actively involved in the policy and decision making for the program, 2) Program provides or connects families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language etc.), 3) Program ensures all children and families have access to comprehensive screenings, referrals and services including developmental screening, mental health screening, speech screening, speech therapy,

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	physical therapy, occupational therapy, dental health care and nutrition services.
State licensing requirements	State licensing regulations require all programs (family child care, group care and school age) to 1) encourage and support a partnership with the involvement of parents in the early education and care of their children; 2) parent communication; 3) parent input, 4) parent visits, 5) Enrollment meetings, 6) written information for parents (progress reports, medication training of staff, policies and procedures), 7) parent conferences, and 8) notifications to parents (injuries, change in educators, changes in program policies or procedures).
Other *Describe:**Coordinated Family and Community Engagement (CFCE)***	CFCE grantees are required to promote family education and literacy through activities that 1) **recognize parents as their child's first teacher, 2) build on family strengths, 3) bolster parental leadership, 4) create parental opportunities for mutual support and social connections, and 5) build early and family literacy skills. CFCE's also act as a community based, information and resource hub for all families in order to increase knowledge of and accessibility to high-quality early education and care programs and services for families with children birth through age 8 and** facilitate access **to consumer education, technical assistance, training and professional development that support individual competency development; and facilitate access to comprehensive services that support the needs of children and families while promoting program advancement in the Quality Rating and Improvement System.**

[Edit the labels on the above rows as needed, and enter text here to clarify or explain any of the data, if necessary.]

Table (A)(1)-10: Status of all early learning and development workforce credentials[32] currently available in the State				
List the early learning and development workforce credentials in the State	**If State has a workforce knowledge and competency framework, is the credential aligned to it?** *(Yes/No/ Not Available)*	**Number and percentage of Early Childhood Educators who have the credential**		**Notes (if needed)**
		#	**%**	
Teacher: Preschool	Yes	18961	50.57%	Number of active educators in PQ registry (active and pending) with certifications in PQ database
Teacher: Infant/Toddler	Yes	13208	35.23%	Number of active educators in PQ registry (active and pending)
Lead Teacher: Preschool	Yes	10409	27.76%	Number of active educators in PQ registry (active and pending)
Lead Teacher: Infant Toddler	Yes	4171	11.12%	Number of active educators in PQ registry (active and pending)
Director I	Yes	5385	14.36%	Number of active educators in PQ registry (active and pending)
Director II	Yes	4165	11.11%	Number of active educators in PQ registry (active and pending)
Includes individuals with credentials in Early Childhood Education indicated in the Professional Qualifications Registry as of September 19, 2011				

[32] Includes both credentials awarded and degrees attained.

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	**Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year**	**Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?** *(Yes/No/ Not Available)*
1. MA Department of Early Education and Care (EEC)	20,411	EEC issues certification for teachers, lead teachers, and directors working in EEC licensed group child care programs serving infants, toddlers, and preschool age children.
2. MA Department of Elementary and Secondary Education (ESE)	12,641 educators are licensed by ESE for grade PreK-2	ESE PreK-2 licensure is intended for educators working in MA public schools in grades preschool through grade 2.
3. American College International	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
4. Anna Maria College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
5. Atlantic Union College	Not available	Not available
6. Bay Path College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
7. Becker College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
8. Berkshire Community College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	**Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year**	**Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?** *(Yes/No/ Not Available)*
9. Boston College	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
10. Boston University	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
11. Bridgewater State College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
12. Bristol Community College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
13. Bunker Hill Community College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
14. Cambridge College	Not available	Not available
15. Cape Cod Community College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
16. College of Our Lady of Elms	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
17. Curry College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.

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List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	**Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year**	**Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?** *(Yes/No/ Not Available)*
18. Dean College	Not available	Not available
19. Eastern Nazarene	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
20. Endicott College	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
21. Fisher College	Not available	Not available
22. Fitchburg State College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
23. Framingham State College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
24. Gordon College	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
25. Greenfield Community College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
26. Holyoke Community College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
27. Lasell College	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	**Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year**	**Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?** *(Yes/No/ Not Available)*
28. Lesley College	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
29. Mass Bay Community College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
30. Mass College of Liberal Arts	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
31. Massasoit Community College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
32. Merrimack College	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
33. Middlesex Community College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
34. Mount Holyoke College	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
35. Mount Ida College	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
36. Mount Wachusett Community College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	**Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year**	**Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?** *(Yes/No/ Not Available)*
37. North Shore Community College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
38. Northern Essex Community College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
39. Pine Manor College	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
40. Quincy College	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
41. Quinsigamond Community College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
42. Regis College	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
43. Roxbury Community College	Not available	Not available
44. Salem State College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
45. Simmons College	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements. Simmons College will no longer offer their ECE degree program after 2015.

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	**Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year**	**Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?** *(Yes/No/ Not Available)*
46. Smith College	Not available	Not available
47. Springfield College	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
48. Springfield Technical Community College	Not available	Yes, this institution of higher education is aligned with EEC Core Competencies.
49. Stonehill College	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
50. Tufts University	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements. Tufts University is in the process of restructuring their teacher preparation program.
51. University of Massachusetts Amherst (University Without Walls)	Not available	Not available
52. University of Massachusetts Boston	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
53. Urban College of Boston	Not available	Yes, this institution of higher education is aligned with EEC Core Competencies.
54. Westfield State College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	**Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year**	**Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?** *(Yes/No/ Not Available)*
55. Wheaton College	Not available	Yes, this institution of higher education is aligned with ESE teacher licensure requirements.
56. Wheelock College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
57. Worcester State College	Not available	Yes, this institution of higher education is aligned with both ESE teacher licensure requirements and EEC Core Competencies.
[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]		

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	**Essential Domains of School Readiness**				
	Language and literacy	**Cognition and general knowledge (including early mathematics and early scientific development)**	**Approaches toward learning**	**Physical well-being and motor development**	**Social and emotional development**
Domain covered? *(Y/N)*					
Domain aligned to Early Learning and Development Standards? *(Y/N)*					
Instrument(s) used? *(Specify)*					
Evidence of validity and reliability? *(Y/N)*					
Evidence of validity for English learners? *(Y/N)*					
Evidence of validity for children with disabilities? *(Y/N)*					
How broadly administered? *(If not administered statewide, include date for reaching statewide administration)*					
Results included in Statewide Longitudinal Data System? *(Y/N)*					

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State

List each data system currently in use in the State that includes early learning and development data	Essential Data Elements *Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems*						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Child Care Information Management System (Voucher)				X			X
Electronic Child Care Information Management System (Contract)				X			X
Professional Certification (formerly TQ)		X			X		
Professional Qualifications Registry		X					
Quality Rating and Improvement System (QRIS)		X				X	
Licensing Manager			X				
Single Child Registry	X						
KinderWait	X			X			
UPK Grant			X				
262 Grant			X (program name)			X (OSEP indicator 6 and 7 activities and timelines	

[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]

(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals. (*20 points*)

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State's progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals

From Birth to School Readiness: The Massachusetts Early Learning Plan 2012-1025

Under Gov. Patrick's leadership, Massachusetts is poised to create the nation's most effective system of comprehensive, high-quality early learning and development services to prepare children for school and promote lifelong success. **The Massachusetts Early Learning Plan** is ambitious yet achievable; it not only builds on the state's accomplishments as demonstrated in (A)(1), it is a blueprint for the state to take its reform efforts to the next level, as we work to produce strong early learning outcomes for all children, and especially for children with the highest needs.

(a) *Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;*

The Commonwealth's reform agenda builds off the EEC Board's five-year strategic plan developed in 2009 in accordance with its legislative mandate. This plan emerged from the

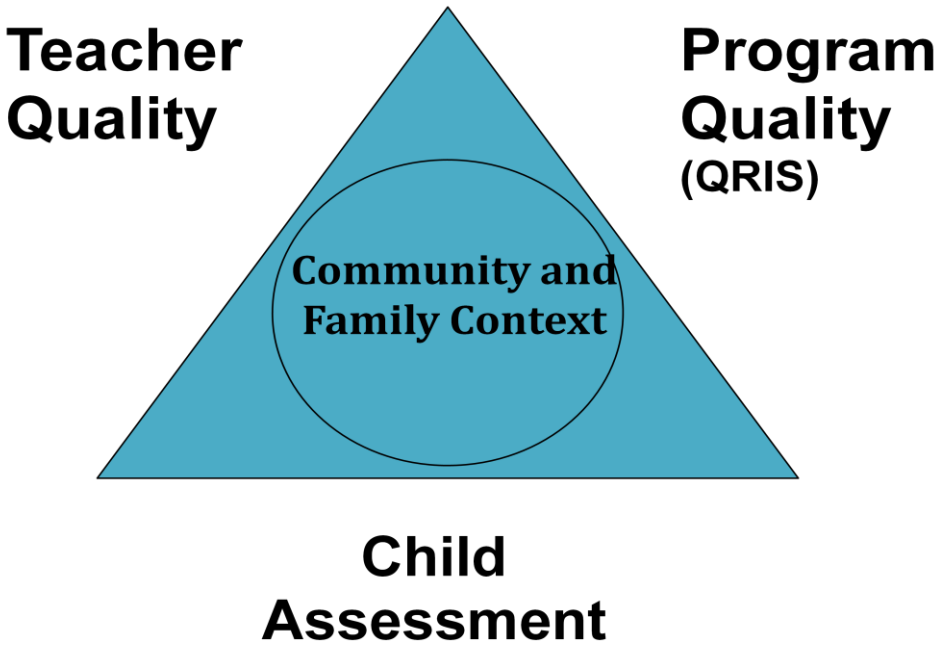
collaborative effort of a dedicated group of educators, experts, parents, EEC staff and other stakeholders.[33] Its purpose was to help the young department mature and move beyond outdated notions of child care. It outlined a core set of strategies to monitor, assess, and improve children's learning experiences in their first five years and produce greater school readiness, especially among high needs children.

The EEC Board's strategic goals:

1. Create and implement a system to improve and **support quality** statewide;
2. **Increase family support**, access, and affordability;
3. **Create a diverse workforce system** that provides supports, expectations, and core competencies leading to positive outcomes;
4. Create and **implement a communications strategy** to reach all stakeholders; and
5. **Build the internal infrastructure** to support achieving the vision.

This ongoing work forms the basis of **Massachusetts Early Learning Plan**. To a large extent the goals articulated in EEC's Strategic Plan are the goals Massachusetts intends to pursue as the Commonwealth works on its RTT-ELC agenda, tailored to leverage those programs and policies that will benefit most from new funding and can be sustained over the long-term. Led by Secretary of Education Paul Reville, EEC Board Chairman and Executive Director of the Massachusetts Business Roundtable J.D. Chesloff, and EEC Commissioner Sherri Killins, the state has already made significant progress in achieving its desired outcomes. Exemplified by the graphic below, we have endeavored to improve child outcomes through distinct investments in program quality (i.e. the tiered QRIS), teacher quality, and child assessment; work that has been embedded in communities and households across the Commonwealth to touch all facets of children's lives (see section (A)(1)).

33 Massachusetts Department of Early Education and Education. (2009). Strategic plan: Putting children and families first.



By triangulating resources to strengthen key pillars that undergird children's learning and development, we seek to integrate and align multiple policies in "one best system" to promote greater school readiness for all children. The RTT-ELC grant will allow us strengthen investments in the four areas described above–program quality, teacher quality, child assessment, and family and community engagement-while supporting emerging work in data systems and community and public school partnerships to support horizontal and vertical alignment across social service sectors and throughout the birth-20 educational system. Specifically, we will achieve the following:

8. Ensure high program quality through validation and supports for continuous improvement of programs and educators through the Massachusetts tiered QRIS;
9. Continue to support the full implementation of an aligned, validated set of standards, measured by a comprehensive assessment system as required by the tiered QRIS, including expanding screening to children who are not in formal programs or may be involved in other state agencies;

10. Link our statewide network of family engagement and community supports to evidence-based practices for literacy and family engagement to expand the availability of culturally and linguistically appropriate resources to families;
11. Increase early educators' skills, knowledge and abilities through education, training, and compensation to promote effective practice and increase retention;
12. Enhance data systems to better inform local practice and state decision-making through the Early Childhood Information System (ECIS); and
13. Link schools and communities to promote healthy child development and sustain program effects in early elementary grades through a birth to 3rd grade strategy for communities, educators and families.

It is also important to stress that while EEC's strategic plan and recent accomplishments provided a starting point for the **Massachusetts Early Learning Plan**, the goals outlined in this application are not the result of top down decision-making. EEC energetically engaged the early childhood field to solicit feedback on appropriate, yet aggressive approaches to addressing system gaps and improving child outcomes. Commissioner Killins held six forums across the Commonwealth and one statewide meeting and an online system was set up to receive public feedback. EEC convened a leadership team to reconcile the EEC Board's strategic plan with public feedback and turn goal statements into actionable strategies to achieve desired outcomes. EEC also held special meetings with funders, the Massachusetts Business Roundtable, the Birth-to-School Age task force and its own advisory committee. Finally, EEC reached out to a number of IHEs who are recognized as leaders in the study of early childhood education to review policy proposals and design evaluations for testing their implementation during the potential life of the grant. EEC views the RTT-ELC competitive planning process not simply as an effort to secure more funding for young children's learning and development, but as an opportunity to continue to build on the current system and identify potential best practices and study their affect on school readiness.

(b) Tasked with our goals we have built off the progress described in (A)(1) to lay out a specific path forward: the **Massachusetts Early Learning Plan**, which we explore below through the state's eight high-quality plans to improve child outcomes statewide throughout the four years of

this grant and beyond. A full description of each high-quality plan that meets the federal definition and includes details on the state's timeline, available resources, assigned roles and responsibilities, and, if applicable, evidence and state performance measures is provided later in the RTT-ELC application.

1) **Tiered QRIS Validation, Universal Participation and Quality Improvement;**
2) **Standards Validation and Alignment;**
3) **Measuring Growth Through the Massachusetts Early Learning and Development Assessment System (MELD) from Birth to Grade Three;**
4) **Universal Engagement of Families and the Public Using Evidence-Based Practice;**
5) **Ensuring Competency through Workforce Knowledge, Skills and Practice-Based Support;**
6) **Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment;**
7) **Implementing the Early Childhood Information System (ECIS); and**
8) **Pre-K to Grade Three Alignment for Educational Success Schools**

1) Tiered QRIS Validation, Universal Participation and Quality Improvement

Goal: Achieve maximum participation in the Massachusetts tiered QRIS, beginning with mandatory participation among programs serving the 55,761 children receiving state financial assistance.

Desired outcomes

- Increase the number of early learning and development programs participating in the state's tiered QRIS to 20% each year.
- Increase the number of early learning and development programs rated in the top tiers on the state's tiered QRIS from by 20% per year of programs enrolled in the system at levels 1 or 2, once the tool is validated.

- Increase the number of high needs children in early learning and development programs rated in to 100% of all children receiving subsidy by 2013.

Key strategies

- Increase participation in the tiered QRIS among programs serving high needs children by requiring all licensed programs receiving state funds, including child care subsidies, to be in the tiered QRIS by 2014 (fiscal year 2013).
- Provide a maximum of $10,000 in financial supports to 500 programs (350 family child cares, 150 center-based and after school programs) for the specific purpose of achieving higher levels of quality on the state's tiered rating system each year of the grant based on the tiered QRIS standards.
- Promote the state's online registration and application review system, which provides written documentation and technical assistance to programs, including next steps required to reach higher quality tiers.
- Provide online professional development on the tiered QRIS, including 16 hours mandatory training, in the following areas:
    - Demonstrating knowledge of the tiered QRIS quality standards;
    - Develop individual modules for each set of the five QRIS standards; and
    - Identify areas for program improvement to achieve higher levels of quality.
    - Understanding the use of program and child observational assessments
- Conduct an evaluation to validate the state's tiered QRIS to ensure programs are properly rated and higher tiers and linked to higher levels of quality.
- Develop an interactive cost model as the first step toward examining strategies for providing programs with needed resources to maintain quality at higher level tiers.

2) Standards Validation and Alignment

Goal: Establish a seamless system of developmentally appropriate learning and development standards for children from birth to third grade to guide best practices.

Desired Outcomes

- Ensure alignment of the *Massachusetts Early Learning Guidelines for Infants and Toddlers, Preschool Learning Guidelines* and the Pre-K Common Core (Massachusetts Curriculum Frameworks).
- The state will produce standards for English language learners to address the learning needs of this population.

Key Strategies

- The state will conduct a study of how well the state early learning and development standards are aligned to the essential domains of readiness, to cultural and linguistic appropriateness, to the K-12 standards, and to the state's assessments, including the KEA (also addressed in detail in (E)(1) and (C)(2).
- The state will review model English Language Development (ELD) standards and issue recommendations on how Massachusetts could develop its own set of ELD developmental guidelines aligned with our existing standards.
- The state will produce multi-lingual brochures that convey the early learning and development standards to culturally and linguistically diverse families and educators.

3) Measuring Growth Through the Massachusetts Early Learning and Development Assessment System (MELD) from Birth to Grade Three

Goal: Design and implement the Massachusetts Early Learning and Development (MELD) Assessment system from birth to grade three, including Kindergarten Entry Assessments, to measure and improve child outcomes.

Desired outcomes

- Ensure all 275,000 children in early learning and development settings are screened, prioritizing the 55,761 high needs children who receive state financial assistance and the estimated 135,000 high needs children with multiple risk factors who may or may not be in formal early childhood programs. We will begin with a focus on children involved with DCF and DCHD.
- Require use of formative assessment in level three and four programs in the tiered QRIS, which an estimated 800 educators will be trained in each year of the grant.

- Ensure the effectiveness for English Language Learners of the existing formative assessments.

Key strategies

- Provide ASQ/ASQ SE toolkits to 107 Coordinate Family and Community Engagement and formative assessment tools and training for programs in the state tiered QRIS who are serving high needs children in exchange for commitments to staff compensation.
- Expand trainings on norm-referenced assessment to 76 early childhood educators, establishing a cohort of external evaluators to help validate state assessment system

4) Universal Engagement of Families and the Public Using Evidence-Based Practice

Goal: Provide culturally and linguistically appropriate support to families, especially families of children with high needs, to promote school readiness.

Desired Outcomes:

- Share information in multiple languages on children's learning and development and available state resources through public awareness campaign aimed at the 167,026 families in Massachusetts with children from birth to age 5.
- Strengthen statewide network and implementation of evidence based strategies of 107 strategically located Coordinated Family and Community Engagement grants to support families of children with high needs.
- Establish cohort of trainers in each of the six state regions defined by EEC to provide ongoing coaching and guidance to frontline practitioners working with diverse families.
- In partnership with the national Head Start training center, we will train 320 individuals (teams of three in our 107 CFCE grant communities) in parent, family, and community engagement by 2014

Key Strategies

- In partnership with the United Way of Massachusetts Bay and Merrimac Valley, continue to promote the "Brain Building in Progress" public awareness campaign.
- Expand successful home visiting programs in the state's highest need communities through the state's $1.5 million Maternal, Infant, and Early Childhood Home Visiting (MIECHV) grant.

- In partnership with a national Head Start training program, train 320 individuals (teams of three) in parent, family, and community engagement aligned with the *Strengthening Families* [34] framework, which is already integrated.
- Provide additional, targeted support to the 107 CFCE grants to address key knowledge gaps in family literacy, finance education and planning, and children's physical and mental health.
- Formalize partnerships with the state's 15 children's museums through the innovative Countdown to Kindergarten program and the Massachusetts library. In partnership with WGBH public television, pursue innovative strategies for engaging families on healthy child development through a "school readiness" section on the *PBS Parents website.*

5) Ensuring Competency through Workforce Knowledge, Skills and Practice-Based Support

Goal: Improve the education, training, and compensation of early childhood educa*tors to promote effe*ctive practice and alignment with EEC's workforce core competencies, increase retention, and strengthen adult-child interactions, especially among high needs children.

Desired outcomes

- **Professional development**
    - Increase access to practice-based trainings and support through the six EPS grant regions across the state and state Readiness Centers.
- **Career advancement and professionalization**
    - Increase to 58 (from 26) the number of IHEs aligned with EEC's workforce core competencies and the state's WKCF, including 100% of public IHEs and 9 private institutions, over the four-year grant period.
    - Increase to 1,341 (from 1,017) the number of early childhood educators credentialed by an aligned IHE, an 8% increase in each year of the grant.

34 Kagan, L. *Strengthening Families* framework self-assessment tool, an integrated effort aligned with DCF, CTF and DPH (See (B)(3)) to help programs make small but significant changes to their day to day practice to build protective family factors, which include methods to create social connections, resiliency, meeting concrete needs, understanding growth and development and social emotional development of the child.

- Increase the number of early childhood educators achieving professional credentials at each level of the higher education system, including:
  - CDA/EEC Certificates to 4,571 (from 4,001);
  - Associate degrees to 2,320 (from 1,020)
  - Bachelor's degrees to 1,357 (from 557)
  - Post graduate degrees to 303 (from 103)

- **Compensation**
  - Provide stipends to early childhood educators who act as teacher leaders in their programs and provide mentoring or coaching or norm referenced assessment as a part of the Massachusetts' early learning and development system.
  - Continue to develop private partnerships to promote outside investment in children's early learning and development.

Key Strategies

- Dedicate funds (to the organizations currently receiving EPS grants) to incentivize early educators to participate in both online and traditional courses focused on educating high needs children across the essential domains of school readiness (e.g. language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, social and emotional development), tiered QRIS introduction and comprehension, and child assessment practices.
- Establish a minimum of 15 coaches in each of the six EPS grant regions (90 coaches total) to implement Rochester University's Peer Assistance and Review plan, adapted to address state goals and needs linked to evidence-based assessment.
- Continue to support the Early Educators Fellowship Program, a leadership institute for public elementary school principals and community-based early childhood providers.
- Promote an IHE's innovative program to assist English Language Learners in achieving higher academic credentials.
- Invest in an IHE's development of an Advanced Certificate in Early Education Research and Policy Leadership, designed to create leadership within the early childhood field at the post-graduate level.

- Invest in the state Readiness Centers to provide professional development to kindergarten teachers and early childhood educators specifically in child assessment and data use.
- Allocate $5,000 to $10,000 for quality enhancements to 500 center-based, family child care, and after school programs participating in the state's QRIS. Programs must increase compensation for early childhood educators to receive funding and move to the next level of tiered QRIS within 18 months.
- In partnership with the Bessie Tartt Wilson Foundation, continue to explore new strategies for increasing early childhood educator compensation, including an early educator tax credit and a early educator endowment fund.
- Build on the state's partnership with WGBH public television, created through the first Race to the Top, to create an online curriculum hub for early educators linked to media designed to aid teaching and learning linked to the state standards.

6) Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment

Goal: The state will implement the Massachusetts Kindergarten Entry Assessment (MKEA) to produce a common statewide measure of children's school readiness.

Desired Outcomes

- Assess children's growth and learning, using a formative assessment, across all essential domains of school readiness.
- Inform classroom practice and strengthen professional development, leading to more individualized teaching to improve children's learning.
- Provide new sources of data about children's school readiness status to share with educators, families, schools, communities, and the state.
- Develop a valid and reliable common statewide metric of school readiness that produces data that can be aggregated to the state level to provide information about school readiness gaps.

Key Strategies

- Secure MOU between EEC and DESE to enable data sharing and implement a common approach to kindergarten entry assessment.

- Train kindergarten teachers on the use of formative assessment as a measure of school readiness and the effective use of data to inform instruction and curriculum planning through state Readiness Centers (see section (D)(2)).
- Assess degree of alignment between state learning standards and approved formative assessment tools including a focus on inclusion of English Language Development Standards or identification of gaps.
- Integrate the MKEA the Partnership for the Assessment of Readiness for College and Careers (PARCC) consortium's kindergarten to grade two assessments.
- Evaluate approved kindergarten readiness assessment tools for their appropriateness, validity, and reliability using norm-referenced assessments for high needs children including those whose home language is not English.
- Conduct psychometric testing, such as item analysis, of approved assessment tools to develop a common statewide kindergarten readiness metric.
- Establish Readiness Centers to provide assessment technical assistance support to teachers and schools
- Input kindergarten readiness data into the state's P-20 database to support Statewide Longitudinal Data System (SLDS).

7) Implementing the Early Childhood Information System (ECIS)

Goal: Complete development of the Early Childhood Information System (ECIS), the horizontal, cross-agency leg of our state's vertical Statewide Longitudinal Data System (SLDS) with the specific goal to track children's progress and allow information to be shared with educators and families, while creating an early warning system for targeted intervention of high needs children.

Desired outcomes

- Collect socio-economic, demographic and educational data on all 275,000 children in early learning and development settings to increase knowledge of program enrollment, use, and outcomes.
- Collect children's demographic data (such as birth date, gender, race, ethnicity, language, disability status, etc.).

- Report on the status of children across ages and over time, encompassing data on home and community environments.
- Document child outcomes across developmental domains (including health, early literacy, and social-emotional development) that can be linked across sectors, agencies, and programs (e.g. infants/toddlers, preschool, Early Intervention, family childcare etc.).
- Assist in the identification of early warning indicators beginning at birth.
- Ensure confidentiality of child and family data, adhering to the privacy requirements of both HIPAA and FERPA, and seeking parental consent when necessary.
- Support geographic analysis useful to EEC, other state agencies, and communities that are engaged in Birth-5 strategic planning, resource management, program improvement, and accountability.
- Provide internal and external policy makers, EEC staff, researchers, and other stakeholders with early childhood data in diverse formats.
- Link parents to state and local community resources and opportunities.

Key Strategies

- Continue to assign unique student identifiers by working collaboratively with EEC, ESE, DPH and other participating state agencies who have agree to share date in this system.
- Utilize the state's unique governance structure to support communication across state agencies and facilitate joint efforts to effectively integrate health, housing, child welfare/foster care, anti-poverty services for young children. Increase the utilization of data on subsidy children regarding service history programs and attendance as well as age of entry and length of engagement
- Increase the state's ability to:
    - Collect child data on non subsidy engaged children in EEC funded programs
    - Collect consent information and multiple assessment scores over time
    - Identify families or children engaged with other MA agency programs

- Note children in early intervention, homeless or head start and subsidy initiatives
- Match multiple child risk factors including those that involve multiple agencies
- Send messages to families or providers in an automated or scheduled manner via text, email or phone calls

8) Pre-K to Grade Three Alignment for Educational Success in School (See: Priority #4)

Goal: EEC and ESE will work in collaboration to establish MOUs with local school districts to create sustainable strategies for smoothing transitions and improving educational experiences for children in early learning settings from birth through third grade.

Desired Outcomes:

- Dedicate aid to local school districts to sustain early learning program effects in the early elementary grades, beginning with the state's 17 highest need communities.
- Secure kindergarten entry assessment data from the 309 school districts with pre-kindergarten and kindergarten class and include in the state's SLDS.
- Create effective partnerships between 107 CFCE grantees and local early learning initiatives, such as the Boston Children Museum's Countdown to Kindergarten, to support successful school transitions.

Key Strategies:

- Implement the statewide MELD and MKEA to produce a common measure to assess children at kindergarten entry and track their learning through third grade.
- Link data from ECIS and SLDS to share information across agencies and between state and local providers in adherence with federal and state privacy laws.
- Develop cross-sector strategic plans defining local roles and responsibilities;
- Establish leaderships meetings among superintendents, principals, programs directors, and other community leaders to share resources and ideas.
- Improved teacher quality and capacity through joint professional development.
- Develop effective local partnerships to achieve economies of scale through shared space and resources.

- Provide training on data and assessment and sharing of information to smooth transitions and pathways.
- Establish collaborative efforts on family engagement.

When taken together the above high quality plans illustrate our vision for an effective, ambitious comprehensive early learning and development system that prioritizes high needs children. We have developed an effective infrastructure that includes: governance; regulations; standards; parent engagement and community outreach; workforce and professional development; guidelines and ongoing assessment mechanisms; linkages between schools and comprehensive services; and finance. Our unified data system will tie these components together, gathering information from a comprehensive approach to assessment that recognizes the multiple factors that shape learning and development. In all of our activities, we are insistent upon working with the public schools to align children's early learning services so as to sustain program effects in the early elementary grades.

(c) *A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.*

The Commonwealth of Massachusetts' rationale for its choice of criteria in Focused Investment Areas (C), (D), and (E) reflects its current status toward achieving the goals outlined in its Early Learning Agenda. In other words, the state will build on investments in program quality, teacher quality, and family and community engagement for the purpose of improving child outcomes, while recognizing that bold action is needed to address system-wide gaps in data collection and child assessments. Balancing the state's priorities between areas where significant progress has been made with areas where substantial work is needed, will result in an ambitious yet achievable reform agenda.

The Selection Criteria in each Focused Investment Area (C), (D), and (E) and rationale behind choosing these specific criteria to address in this application are listed below and referenced in Tables (A)(1)6-13. We selected these criteria based on their overall alignment with the reform agenda outlined above.

Selection Criteria C - Promoting Early Learning and Development Outcomes for Children

The state will address **(C)(1) developing and using statewide, high-quality Early Learning and Development Standards** because having taken a bold step to develop the *Massachusetts Early Learning Guidelines for Infants and Toddlers, Preschool Guidelines*[35] and include pre-kindergarten in the *Massachusetts Curriculum Frameworks* (which incorporate the common core standards)[36] we know that it is now time to ensure that early learning and development practices align with child development research that documents what it takes to promote positive child outcomes. Detailed in section (C)(1) are specific strategies to ensure state standards are aligned with the formative assessment and ways to improve our standards effectiveness for English Language Learners in particular. The standards already are included in the tiered QRIS, fully implemented into teacher practice through professional development (including site-based coaching and online courses), and promoted through public awareness campaigns to inform families about developmental benchmarks.

Second, the state will address **(C)(2) supporting effective uses of Comprehensive Assessment Systems** because we know state investments in program and teacher quality and family and community engagement must be matched by a willingness to analyze child outcomes, promote best practices while individualizing teaching and learning and remedy ineffective policies. In section (C)(2) we will outline our full strategy for assessing children's learning and development at key points in their development, including kindergarten entry, and monitoring their progress through universal screenings and ongoing formative assessment from birth to grade three. We will also present plans to validate our assessment system as it relates to standards in partnership with IHEs using norm referenced testing,

Simply put, we understand that high, fully aligned standards and rigorous assessments are key to closing the school readiness gap and ensuring all children succeed in school.

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35 Massachusetts Early Learning Guidelines for Infants and Toddlers, Preschool Guidelines, Retrieved from: http://www.mass.gov/?pageID=edumodulechunk&L=4&L0=Home&L1=Government&L2=Departments+and+Boards&L3=Department+of+Early+Education+%26+Care&sid=Eoedu&b=terminalcontent&f=EEC_research_planning_20110628_curriculum_learning&csid=Eoedu

36 Massachusetts Pre-K – 12 Common Core Standards. Retrieved from: http://www.doe.mass.edu/candi/commoncore/

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

Selection Criteria D – A Great Early Childhood Education Workforce.

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

The RTT-ELC will also help drive cutting edge policy proposals resulting from the work of *The Early Education and Care and Out-of-School Time Workforce Development Taskforce*, led by the CAYL Institute, the United Way of Massachusetts Bay and Merrimac Valley, and EEC, and continued through an ongoing private partnership with Bessie Tartt Wilson Foundation to increase early educators compensation, which includes: a proposed early educator income tax credit now being considered by the Massachusetts Legislature; and an endowment fund to leverage private capital to increase worker salaries.

Selection Criteria E –Measuring Outcomes and Progress.

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

Massachusetts will address **(E)(2) building or enhancing an early learning data system to improve instruction, practices, services, and policies** because we have designed a Statewide Longitudinal Data System (SLDS) and are in the process of complementing that with the Early Childhood Information System (ECIS) as a cross-agency repository that enables educators, parents and policymakers to track students from birth through college entry and serves as an

early warning system for the need for possible interventions. We are committed to a system in which readily available, streamlined data is used as a tool for improving school readiness and closing the achievement gap, and believe our plan will move us toward that goal. In section (E)(2), we will demonstrate how once ECIS is deployed it will enable us to share and analyze an expanding number of data elements related to the health, safety, and learning of the Commonwealth's youngest children.[37] An effective ECIS will provide real-time data to support reduction of the state's achievement gap, which can be analyzed by the time a child is in the 3rd grade. The ECIS will ultimately utilize assessments to measure well-being and progress at various milestones throughout a child's lifespan.

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C): *Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address*
✓ (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards. ✓(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. ✓ (C)(4) Engaging and supporting families.

37 Public Consulting Group. (2011). Early childhood information system (ECIS) vision document. Massachusetts Department of Early Care and Education. (pp.5).

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D): *Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address*
☐ (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials. ✓(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E): *Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address*
✓(E)(1) Understanding the status of children's learning and development at kindergarten entry. ✓ (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

(A)(3) <u>Aligning and coordinating early learning and development across the State</u>. (*10 points*)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (*e.g.*, policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve 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 planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (*e.g.*, business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (*e.g.*, parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; and postsecondary institutions.

A(3) <u>Aligning and coordinating early learning and development across the State</u>

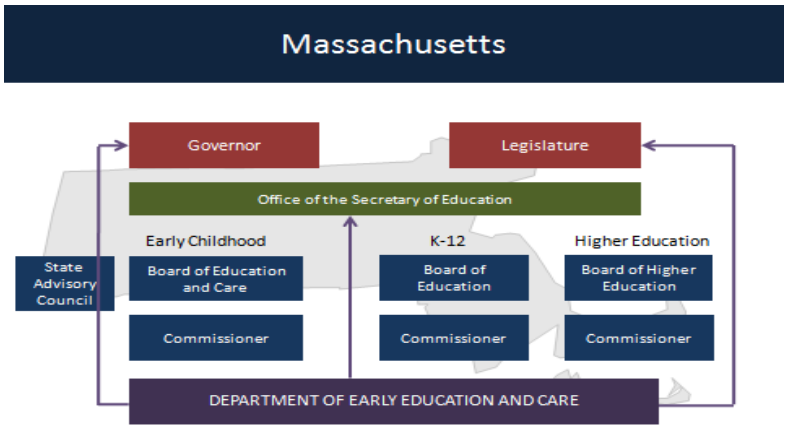
(a)

Massachusetts is one of the "most substantive examples of changed governance" for early education services, according to Kristie Kaurez, director for the pre-K-3 Program at the Harvard Graduate School of Education and a national expert on early education and care. As noted in (A)(1), The creation of EEC and the passage of *An Act Relative to Early Education and* Care

have helped ensure strong, "investment (philosophic, financial, and political) from both the executive and legislative branches of government."[38] A clear advantage of Massachusetts governance structure has been the centralized management of a systematic approach to supporting and improving young children's early learning and development. Equally advantageous, is the public voice EEC lends to its mission and the authority to work effectively across government agencies to ensure a vertically and horizontally aligned system of services for children from birth through age 5 across the education, health care, housing and other social services sectors.

History and Current Structure

In January 2008, Governor Patrick proposed the creation of a Cabinet-level **Executive Office of Education** (EOE) headed by a Secretary of Education to oversee the Departments of Early Education and Care (EEC), Elementary and Secondary Education (ESE) and Higher Education (DHE). This important change was designed to create a seamless educational system from pre-K through higher education."[39]



During this time, Governor Patrick unveiled his Education Action Agenda, a 10-year vision of a comprehensive public education system that begins at birth and continues through workforce

38 Kauerz, K. Sustaining Systems Change through Political Transitions (2009). BUILD Initiative.
39 Rennie Center for Education Research and Policy & Strategies for Children. (2008). (pp. 36)

development and lifelong learning. Several recommendations in the agenda, which was based on an extensive planning process that included advice from early education practitioners, explicitly focused on early education and care, such as annual funding for Universal Pre-Kindergarten (UPK) grants. The Governor also created the **Child and Youth Readiness Cabinet**–a state leadership team with members including the secretaries of education, health and human services, administration and finance, housing and economic development, labor and workforce development, public safety and the child advocate, which aims to streamline services for all children, youth and families.

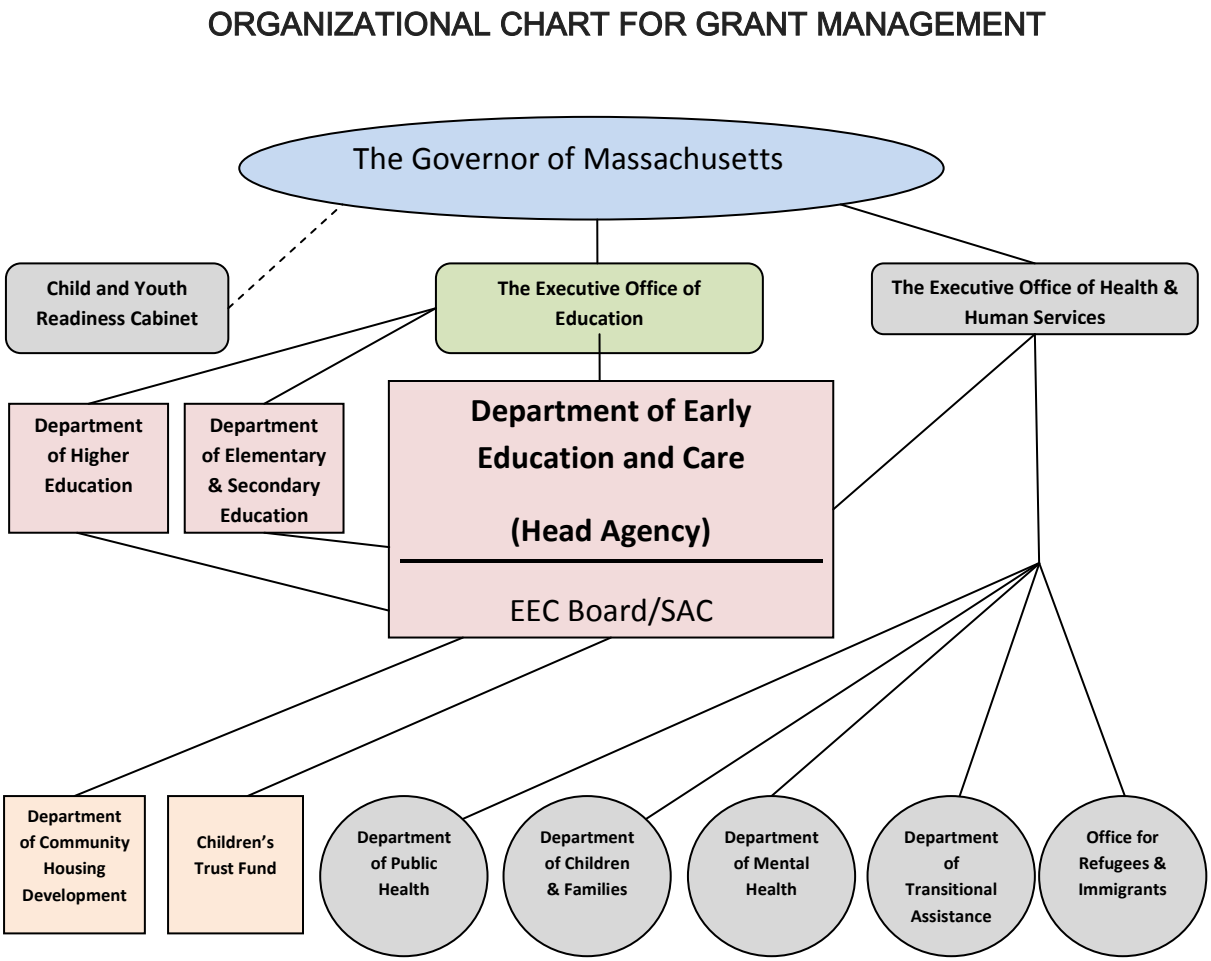
The structural sea change came on the heels of the creation of the **Department of Early Education and Care (EEC)** in 2005, when the state consolidated the former Office of Childcare Services with the Early Learning Services Unit of the Department of Education, making Massachusetts the first state in the nation to create one agency to oversee early education and care and after-school services. In doing so, the state aimed not simply to consolidate existing programs, merge departments or simplify organizational charts. Instead, EEC was born from a top-to-bottom rethinking of how to orient state resources to support families in ways that are responsive to their needs. The combination of EEC's streamlined relationships with inter-agency partners and its broad scope presented an opportunity for alignment of policy, planning, service delivery, program quality improvements and supports for families, thus expanding access to early learning opportunities to hundreds of thousands of children, paying particular attention to children with high needs.[40]

In establishing EEC, the State Legislature gave the Governor the authority to appoint a 11-member **EEC Board**, which includes the Secretary of Health and Human Services (HHS), Secretary of Education, a representative of the business community, an ECE teacher, a parent or guardian of a child receiving ECE services, an ECE provider, an expert in evaluation and assessment of preschool programs, and a pediatrician or nationally recognized expert in educational psychology. The Board is responsible for implementing *An Act Establishing Early Education for All.* And when the 2007 Head Start Reauthorization called for states to create

40 Massachusetts Department of Early Education and Education. (2009). Strategic plan: Putting children and families first. (pp 1-2).

State Early Childhood Advisory Councils (SACs) to build high-quality universal pre-K programs, Massachusetts looked no further than the EEC Board, which also became the Massachusetts SAC.

Today, the relationships we have built with participating state agencies as a result of our innovative governance structure will form the basis for managing and carrying out the **Massachusetts Early Learning Plan**. Here is our organization chart that shows the connections between various state agencies involved in the grant, including hierarchy.

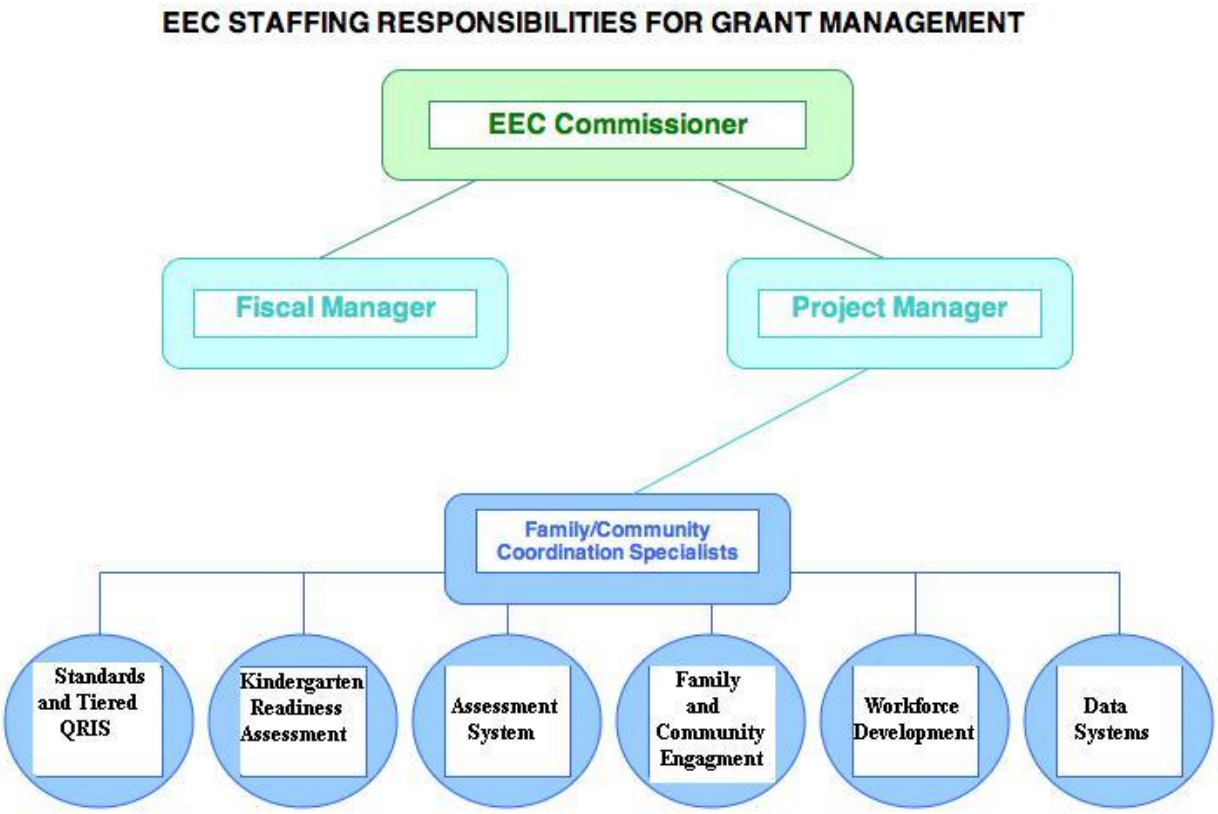


As you can see from the chart above, EEC will be the lead agency with responsibility for making implementation decisions and complying with reporting requirements. Still, the **Office of the Governor** and the **EOE Secretariat** have expressed keen interest in tracking this plan's implementation—and will be called on for high-level policy issues and communication initiatives. EEC will look to its two closest education allies, ESE and DHE, for the most support, in addition to strong alliances with the other state agencies with whom we have secured MOUs. **The Children and Youth Readiness Cabinet**, which includes the Secretaries of all participating state agencies, will be updated on progress of grant implementation and will be asked to focus on aspects of implementation that involve the need for joint actions by other agencies.

Another critical partner both now and moving forward is the **Massachusetts Head Start State Collaboration Office**, (See: Appendix DD) which is based at the EEC. The two entities work on a single agenda to create high quality programs and access to comprehensive services for children and families. Through the collaboration office the state has enhanced partnerships and mutually-developed agendas in eight designated priority areas: health care, welfare, child care, education, community service activities, family literacy services, activities relating to children with disabilities, and services for homeless children. Its Advisory Committee meets three times a year and includes Head Start parents and staff, as well as representatives from state agencies, organizations that work with low-income families, the Region I Office of Head Start and the Head Start technical assistance network. Sherri Killins, Ed.D., EEC's Commissioner, serves as the Director of the Head Start Collaboration Office to ensure the appropriate levels of access, integration and authority for the Head Start work.

The HSSC is also a member of the state's interagency Coordination Council, a group of administrators, early intervention providers, and other stakeholders convened to discuss policy and programming, in accordance with Part C of IDEA.

The following chart illustrates the staffing responsibilities within EEC, the lead agency, for managing the grant.



The EEC Commissioner will lead the state's effort to implement the **Massachusetts Early Learning and Plan** and oversee eight positions created to manage the state's specific high-quality plans, while providing local support in regional offices to the early learning system. (See (A)(4)) and Appendices C, D and E for sample job descriptions.)

The positions include:

- A RTTT-ELC Project Manager, reporting directly to the EEC Commissioner.
- A RTTT-ELC Fiscal Manager, reporting directly to the EEC Deputy Commissioner of Finance.
- Six Family/Community Coordination Specialists (one in each of our six regional EEC offices) with lead responsibility for at least one high quality plan outlined in this application;
    - Standards and the Tiered QRIS;

- Kindergarten Readiness Assessments;
- Comprehensive Assessments System (screening and formative assessments);
- Family and Community Engagement;
- Workforce Development; and
- Data Systems fiscal monitoring.

As stated above, the **State Advisory Council (SAC)** is the same entity as the EEC Board. This group's role will play an active role in decision-making regarding grant activities, prioritizing, public processes, and other unforeseeable circumstances that require action. The group meets 11 times a year and engages in regular subcommittees. This structure provides EEC and its board with a unique advantage in managing a potential RTTT-ELC grant. EEC was created to manage the exact types of policy proposal included in the state's high-quality plans and has sufficient authority to see them effectively implemented. Nevertheless, we do not anticipate points of conflict given the strong history of collaboration that has been established in the state. We have every reason to expect that the EEC Board will be able to keep this project on task and that the clear set of expectations we have laid out constitute an effective system of accountability and course for correction as outline in signed MOUs (See: Appendix CC).

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

(b) *Participating State Agencies Roles in Collaboration*

As shown by the following descriptions and by the MOUs that they cite, all of the participating state agencies bring important assets to the overall Reform Plan and are agreeing to take many important and concrete steps that will ensure that those assets are invested in the plan. (For complete scopes of work, terms and conditions, and signatures, see MOUs in Appendices Z-KK.

The **Executive Office of Education (EOE)** has agreed to actively support, implement and/or develop: the Massachusetts Early Learning Guidelines for Infant and Toddler and the Massachusetts Curriculum Frameworks (Pre-K Common Core); Massachusetts licensing regulations; the state's Tiered QRIS; workforce development strategies; the Early Childhood Education Transfer Compact; data sharing through the Early Childhood Information System and the Statewide Longitudinal Data System; and screening and formative assessment tools, including the development of a comprehensive kindergarten entry assessment system. As the primary state education agency, EOE will oversee the implementation of all RTT-ELC initiatives if a grant is awarded, and will ensure that EEC (as lead agency), in addition to ESE and DHE, execute their designated functions. (See: Appendix I for complete details.)

The **Department of Early Education and Care** (EEC): As the lead agency responsible for implementing the high quality plans detailed throughout this application, EEC will work with its partners at other participating state agencies and the private sector to implement action on the state's six high quality plans for: Early Learning and Development Standards, Comprehensive Assessment Systems, Family and Community Engagement, Workforce Development, Kindergarten Entry Assessment, and Early Learning Data Systems.

The **Department of Higher Education (DHE)** will continue to work with EEC on professional development, particularly with our Educator Provider Support (EPS) grantees (See: (D)(2)); bolstering the Early Childhood Education Scholarships; fine-tuning the Early Educator Transfer Compact; and coordinating the role of IHEs as managers of the Readiness Centers (see below). EEC will transfer $40,000 to DHE to enable the agency to hire a half-time manager for FY 12 who will have lead responsibilities in these areas. (See: MOU in Appendix BB).

The **Department of Elementary and Secondary Education** will continue to work with EEC on aligning and implementing all pre-K activities, curriculum, standards, assessments and professional development activities with the K-12 system. The two agencies will also continue to collaborate on key activities that include programs for children with special needs; growing the Wrap-Around Zones (See: (C)(4)); setting up a joint data collection system (See: (E)(2)); collaborating on Head Start and public school pre-K programs, and serving children receiving

funds through Title I, IDEA, and state-funded pre-school programs. (See: MOU in Appendix AA).

The **Head Start Collaboration Office**, going forward we will continue to work with EEC on our existing projects and encourage full participation by individual Head Start programs in the state's high-quality plans, including: shared training across CCDBG and Head Start; linking infant and toddler and preschool standards to practice; conducting screenings and formative assessments on enrolled children; engaging parents and the larger early education and care community, including joint enrollment in childcare and head start when possible; supporting workforce development opportunities for employed educators; reporting data into the ECIS; and strengthening existing partnerships with public schools. (See MOU in Appendix DD).

The Department of Public Health (DPH) will appoint one EEC Clinical Health and one Mental Health Specialist to take the lead in embedding health guidance called for in the Early Learning Plan into multiple systems, including the Early Intervention program and the Maternal, Infant, and Early Childhood Home-Visiting Program. DPH also will utilize its Regional Consultation Programs to provide enhanced training and coaching of EEC staff around inclusion, medication administration/Individualized Health Care Plans, and behavioral health concerns. DPH will share data with EEC via the ECIS (with parental consent), develop shared data agreements with partner agencies, and work to with EEC to integrate both agencies' programs and services into existing governing entities, including the Home Visiting Task Force, *Help Me Grow* Leadership Group, and other community-level advisory committees. In addition, the agency will lead screening for children who are in state custody (Department of Children and Families), and collaborate to build a comprehensive and universal system of social-emotional screening for birth–grade three. (See: FF).

Department of Children and Families (DCF): DCF is the state agency charged with overseeing 8,000 children in foster care (40,000 children in total) and protecting children from abuse and neglect. DCF has agreed (See MOU in Appendix HH) to collaborate across six main areas: (1) child welfare\early childhood trauma and developmental consultation; (2) training; (3) data sharing; (4) screening; (5) alignment of agency priorities; (6) building on current governing and communication structures. Among its roles will be placing two developmental specialists

(one with a behavioral health focus) to provide leadership and assistance in embedding early childhood development knowledge across DCF programs, such as domestic violence shelters.

The **Department of Housing and Community Development (DHCD)** has agreed to activities that include that include: continuing to align and improve joint management of early childhood education and out of school time programming for homeless families by sharing data; developing an online tool to support efforts to place waitlisted homeless children in high quality early learning programs; developing a training program focused on child development for its caseworkers and shelter providers; and working with the Lt. Governor's Interagency Coalition on Housing and Homelessness and, in particular, its subcommittee on early childhood, on ways to receive feedback from homeless families about specific children's needs that need to be addressed. (See MOU in Appendix II).

The **Children's Trust Fund (CTF)**, a non-profit organization with a state-appointed board, CTF has agreed to collaborate with EEC in four main areas: 1) using resources from CTF's recent Maternal, Infant, and Early Childhood Home Visiting (MIECHV) grant to advance the Reform Plan. The grant supports expansion of the CTF *Healthy Families* home-visiting program to all 17 of the state's high need communities; 2) continuing to work with DPH and EEC to embed key components of its *Strengthening Families* self-assessment model in the operation of state services; 3) joint professional development between CTF and EEC; 4) local-level coordination between family support programming offered by CTF and EEC; and 5) data sharing with the ECIS. (See MOU in Appendix EE).

The Office of Refugees and Immigrants (ORI), for this grant, a one full-time Early Education and Care Liaison will be hired to work at ORI on the local and state-wide levels to: increase awareness in the early childhood education community of the needs of immigrant and refugee families and increase awareness of immigrant and refugee families of the early childhood education options available to them (by training CFCE grantees, child care resource and referral agencies, staff of the state's MASS 211, and early education and ORI provider agencies on how best to communicate this information to the families). ORI also will work to increase the safety and supply of quality licensed care in immigrant and refugee communities; support EEC's work related to dual language learners by informing EEC of relevant policies, effective strategies, and

national models; and provide EEC with outreach and interpreter services. (See MOU in Appendix KK).

Department of Mental Health (DMH) has agreed to work with EEC on the *Statewide Community Crisis Intervention Project* (which helps families in the aftermath of crises) and on the *Massachusetts Child Psychiatry Access Project*–teams of regional mental health consultants who work with primary care physicians and others to improve children's access to treatment for mental health disorders. DMH will also establish linkages between EEC's CFCE grantees and DMH's *Parent Support Groups* for parents of children with mental illness; and through the *Children's Behavioral Health Initiative*, DMH will train EEC providers on programs available for the MassHealth (Medicaid) population, such as eligibility for a mental health screening at an annual well-child visit. (See: MOU in Appendix GG).

Department of Transitional Assistance (DTA): DTA is the state agency responsible for helping low-income families meet their most basic needs. DTA agrees to continue to work with EEC to help families move toward financial independence by continuing to determine eligibility for state supported voucher child care and referrals to early education programs; provide training to DTA employees and program participants on the use of screening tools ASQ and ASQ-SE; commit to sharing data through the ECIS; and coordinate with the DPH and other agencies to refer children who are involved with DTA to additional supports if the child does not meet the eligibility criteria for Early Intervention services. (See: Appendix JJ).

As you can see above, many of these participating state agencies involve efforts to either engage new children into state early education and care programs and services via family participation of program participation. For example, DTA's agreement to train its employees and program leaders on the ASQ screening tool effectively increases the number of early education "programs," or more precisely, the number of young children and families, participating in this grant—directly or indirectly. Likewise for DPH and the Children's Trust Fund – through collaboration and expanding knowledge among staff about programs for which high needs children are eligible, more children and families reap the benefits of this grant.

(c)

The state has been fortunate to gather 49 letters of support by Early Learning Intermediary Organizations across the state, indicating a broad and diverse list of stakeholders across the Commonwealth who have asserted their support for this plan. This list of supporters (See Table (A)(3)-2).

In addition, the state has secured 13 of letters of support from a broad coalition of stakeholders committed to Massachusetts' early learning plan, including the Senate President, Speaker of the House, and representatives of the Massachusetts Legislatures Joint Committee on Education, as well as members of the business community, health care community, public schools, teachers unions, faith-based organizations, early education and care providers, early intervention, special education, and public advocacy.

We believe that between our existing governance structure and the commitments we've received from both our public and private sector partners outlined above, Massachusetts is poised to begin executing this plan on day one. *We do not view this as a special project to be managed, rather the further implementation of a set of value-added plans to improve the quality of programs and the systems at the state, regional, local and programmatic levels to ensure growth and access to high quality programs for high need children.*

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	**Governance-related roles and responsibilities**
*Department of Early Education and Care (EEC)	EEC was created to oversee early learning and development across the state, providing licensing, professional development, quality improvement, support for high need children and families. It will serve as the Lead Agency for all activities outlined in this application.
Department of Public Health (DPH)	DPH oversees all public health programs in the state, as well as home-visiting and facilitating collaboration with the state's health care community. DPH oversee MIECHV grant.
Department of Children and Families (DCF)	DCF oversees Title IV Part B I and II of the Social Security Act, the Child Abuse Prevention and Treatment Act, Title I and the Family Violence Prevention Services Grant.
Department of Mental Health (DMH)	DMH promotes mental health access to services through policy, treatment, and regulation.
Office for Refuge and Immigrants (OIR)	OIR administers the Mass. Refugee Resettlement Program and offers comprehensive services to refugees and immigrants.
Department of Housing and Community Development (DHCD)	DHCD oversees housing development, housing management and housing stabilization.
Executive Office of Education	EOE is the Cabinet-level agency that oversee the state's three education agencies.
Department of Elementary and Secondary Education	ESE is the lead entity responsible for managing the state's pre-K-grade 12 public education system.
Department of Higher Education	DHE oversees the state public higher education system, state colleges and universities.
Department of Transitional Assistance	DTA is the state agency responsible for helping low-income families meet their most basic needs, working to help families move toward financial independence.
Other Entities	
State advisory council on early childhood education and care	SAC is identified as the EEC Board, responsible for implementing federal requirements consistent with Head Start Reauthorization.
MA Head Start State Collaboration Office	A formal component of EEC whose function is to increase alignment between Head Start programs and other early learning and development programs in the state.

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early earning council (if applicable) in the State	**Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?**
Alliance of YMCAs	YES
United Way Affiliates	YES
Boston Children's Museum	YES
Local Education Agencies	YES
Institutions of Higher Education	YES
Early Intervention	YES
Federation for Children with Special Needs	YES
Mass. Assn. of School Committees	YES
Public Charter Schools	YES
Mass. Assn. of School Superintendents	YES
Mass. Assn. for Community Action	YES
Mass. Assn. for Community Partnerships for Children	YES
Mass. Child Care Resource and Referral Agencies	YES
Mass. Elementary School Principals Assn.	YES
Mass. Executive Office of Community Colleges	YES
Mass. Teacher Assn.	YES
Mass. Assn. for Early Education and Care	YES
Mass. Afterschool Partnership	YES
Mass. AEYC	YES
Mass. Head Start	YES

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	**Governance-related roles and responsibilities**
Parent Child Home Program	YES
Model Literacy Programs	YES
Readiness Centers	YES
Local early childhood councils	YES
[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]	

(A)(4) <u>Developing a budget to implement and sustain the work of this grant</u>. (*15 points*)

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (*e.g.*, CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

A(4) <u>Developing a budget to implement and sustain the work of this grant</u>

(a)

In simple terms, high-quality early learning and development programs are investments in human capital, not only preparing young children for greater school success, but providing for an more literate, educated, and employable workforce. These potential outcomes help reduce education, health care and other public sector costs, while producing both immediate and long-term economic gains. In 2006, the public advocacy organization Strategies for Children

commissioned a report that found for every dollar Massachusetts invests in pre-kindergarten it stands to realize an 18% return.41

The Commonwealth's proposed budget for its early learning plan advances programs and services that are sustainable and will have such a lasting effect. It draws on existing federal, state, and local funding sources, as well as private-sector support to expand model programs and successful practices, while laying the groundwork for the next stage of reform. Our commitment is not lacking. Since the creation of EEC in 2005, more than $4 billion dollars have been expended on young children's early education and care with a strong focus on improving the quality of their learning experiences (See: (A)(1) for a detailed discussion of this record of accomplishment.) The RTTT-ELC grant is an important opportunity to move this work forward, but it is an opportunity we can take advantage because of existing investments in our early learning and development system.

Below we examine some specific investments that will enable us to move the **Massachusetts Early Learning Plan** into its next phase. These investments reflect current allocations in FY12 and, where possible, projected investments for future years contingent on future state and federal budget allocations (See Table (A)(4)-1)).

Massachusetts early learning and development funding

State funds

The Massachusetts FY12 budget for the Department of Early Education and Care totals more than $500 million. Over 90% of these funds are used to provide accessible and affordable child care to the state's 135,000 High Needs children–30% of all children under the age of 6. Recently, the state has taken bold steps to expand the purpose of these funds. Early learning and development programs receiving state subsidies are now required to meet specific quality criteria, including participation in the tiered QRIS. Center-based programs funded by CCDBG must be NAEYC accredited by May 31, 2012. The action has transformed EEC's approach to

41 Belfield, C. R. and McEwan. P. J. (2005). An Economic Analysis of Investments in Early Childhood Education in Massachusetts. Boston, MA: Strategies for Children.

financing high-quality early education and care and aligned it more fully with its overarching vision of ensuring all High Needs children have early learning experience and enter school ready to succeed.

The remainder of EEC's budget is committed to quality enhancements designed to strengthen and expand the states still developing early learning and development system. In FY12, this amounted to $40.6 million in state funds. Investments in policy areas supporting the state's high-quality plans include the following:

- **Program quality supports:** $16 million in direct aid to programs, including: approximately $1 million to facilitate participation in our new Tiered QRIS; $7.5 million for Universal Pre-Kindergarten grants to help programs meeting high-quality standards achieve and maintain levels 3 and 4 on the QRIS; and $7.5 million in supplemental funding for Head Start to support program quality enhancements (See: Section (B)).
- **Early learning and development standards:** The state has established a comprehensive set of early learning standards, including pre-kindergarten standards as part of the adoption of the Common Core standards, and devoted funding to increase their alignment with practice. One example is $355,000 allocated for the Common Core Data Project.
- **Comprehensive assessment system:** $432,000 toward the development of the Massachusetts Early Learning and Development (MELD) assessment system (See: (C)(2)), including $200,000, pending state supplemental budget approval, for the **Massachusetts Kindergarten Entry Assessment (MKEA)** (See: (E)(1)).
- **Family and community engagement:** $13.6 million for Coordinated Family and Community Engagement (CFCE) grants to provide a statewide network of family supports. Additional allocations include: $5.9 million to our child care resource and referral agencies; $10.5 million to the Children's Trust Fund for parent support and home-visiting programs; $800,000 for *Reach out and Read*; and $750,000 for mental health grants. (See: (C)(4) for discussions of these initiatives).

- **Early childhood workforce:** $3.2 million for our Early Childhood Educator Scholarship program to support degree attainment and career advancement for early educators and $3.1 for professional development through 6 regional Educator Provider Support (EPS) grantees. (See: (D)(2)).
- **Early learning data systems: $**7.8 million for **the Early Childhood Information System** (ECIS) and the **State Longitudinal Data System** (SLDS) to strengthen horizontal and vertical alignment in data-sharing across agencies (See: (E)(2)).

Federal Funds

As noted above, a substantial portion of EEC's budget is devoted to supporting high-needs children and their families, including roughly $233 million from **CCDF** and $132 million from **TANF**. Additional federal funds are provide to other state agencies and may be used to enhance young children's learning experiences. In FY12, $8.1 in **IDEA** funding was provided for children from birth through age 5 with special needs. The state received $224 million in **ESEA Title I** funds, which may be used to support public school pre-k and other programs for young children. The state does not track Title I allocations by age group or grade level, but 3% of all public school students are enrolled in pre-k, which would amount to roughly $6.7 million. Massachusetts also provides universal health care for children and families through MassHealth, which combines federal funding through Medicaid and the Children's Health Insurance Program. MassHealth was funded at $10.4 billion in FY12 and provided coverage for 535,000 children from birth to age 18.

Massachusetts also has received federal monies specific to young children and/or their education. We were awarded a **Maternal, Infant, and Early Childhood Home Visiting Program** expansion grant on September 22, 2011 for $1,463,681. A **Striving Readers** grant provided $150,000 to develop a comprehensive literacy plan, including: early childhood and adolescent literacy, tiered literacy instruction, and the implementation of the Common Core Standards in schools and educator preparation programs. **The State Advisory Council** (SAC) created in accordance with the federal reauthorization of Head Start provided the state with $441,226 to provide technical assistance to communities for the development of birth to 8 learning plans, extend resources to under-funded communities, including rural communities, align

Massachusetts teacher qualifications with NAEYC and Head Start, further professional development through the EPS grants and the IHE mapping project, and advance the implementation of the ECIS.

Finally, it is important to note, in 2009 the state received additional federal funding for early education and care through the American Recovery and Reinvestment Act (ARRA). These funds were used in two ways. First, efforts were made to ensure that high needs children and their families continued to benefit from high-quality learning experiences during an incredibly difficult time. Second, funds were devoted to continuing the work necessary for build a sustainable statewide early learning and development system that will benefit all children. We devoted $4.2 million to this later purpose: $2.1 million was used to improve program and educator quality through establishing infant and toddler guidelines, training EEC staff on environmental rating scales (ERS), increasing the capacity of state Readiness Centers, promoting early literacy programs, supporting English language learners, and improving physical environments; and $2.1 million was devoted to family and community engagement through a communication campaign; development of the ECIS; strengthening resource and referral services, and increasing resources for CFCE grants. These activities are ongoing and continue to benefit young children, making clear Massachusetts' capacity to effectively manage large federal grants.

Local funds

When examining Massachusetts funding landscape, it is also important to acknowledge the invaluable local contributions to young children's early learning and development made each day across the Commonwealth. From the state capital in Boston to Worcester and Springfield in central Massachusetts to the western Berkshires, a number of communities have organized early education and care collaboratives to build local capacity to support children's school readiness. *Thrive in Five* in Boston is one prominent example. With strong support from Mayor Menino and the philanthropic community, the city launched a 10-year commitment (2008-2018) to align families, educators, health care providers, and the private sector around the shared goal of greater school readiness for Massachusetts children. Another example of local investment can be found in our promise neighborhoods. The state received three Promise Neighborhood grants to support

neighborhoods in Boston, Lawrence, and Worcester. Although federally funded, these grants are the product of strong local efforts to invest in all children's learning and development.

Private funds

During the summer of 2011, a National Early Childhood Business Leaders summit was held in Boston to galvanize the business and philanthropic communities toward greater activity in young children's lives. The location of this conference, the result of strong state and local advocacy, is emblematic of the strong private commitment to early learning and development programs in services across the Commonwealth. The United Way and Massachusetts Bay and Merrimac Valley, the Massachusetts Business Roundtable, the Bessie Tartt Wilson Initiative for Children, and the Early Education for All Campaign will reconvene Massachusetts business leaders on November 1 to maintain moment in this area.

Of course, such recent activity is not exceptional, but rather consistent with the long tradition of public-private partnerships designed to improve the quality of programs and services for young children. One example is our implementation of Connecticut's *Help Me Grow* program, which received financial support from the United Way of Massachusetts Bay and Merrimac Valley. Another example is the Commonwealth Corporation's investment in early educators, which provided grants totaling $843,905 to Springfield and Worcester to 251 early educators pursue higher degrees and credentials. As EEC Board Chairman and Executive Director of the Massachusetts Business Roundtable noted in his letter of support for this application (See: Appendix LL) "Massachusetts' most significant competitive advantage is its human and intellectual capital, and MBR believes that there are few better investments than early childhood education to prepare the next generation's workforce and improve the state's global competitiveness."

(c)

As noted, our state's track record of sustaining support for early learning programs aimed at children with high needs, even during difficult economic times, is very strong. We understand what it means to make investments strategically—knowing that any number of conditions could alter the fiscal landscape at any time. In crafting the **Massachusetts Early Learning Plan**, we

thought extensively about how we could put forth a plan whose impact would be sustained long after the four-year grant period. We came up with a three-point strategy to guide our thinking:

1. **Strengthen the basic foundation of our early learning system by increasing capacity and support from other agencies and private sector partners in the community.** Our 12 MOUs with participating state agencies speak to this effort. These joint initiatives will strengthen existing relationships and further integrate early childhood programs into other agencies' activities. In addition, partnerships with old friends and new partners will move our work forward, such as the *Brain Building in Progress* public awareness campaign; our media partnership with the public television station WBGH aimed at both educators and families; and our collaboration with the state's libraries and children's museums to build long-lasting knowledge, programming, resources, technologies, and curriculum that will endure beyond 2016.

2. **Wherever possible, target investments proposed in the grant toward ongoing work that is demonstrating success or the potential for success.** Reviewers of this application will find discussions of many different areas in which we have, especially in the last two years, invested in the building blocks of the **Massachusetts Early Learning Plan** that we now will develop further. For example, we've built a tiered QRIS; now we are seeking to support programs in higher levels of quality and create a fifth tier focused on formative assessment aligned with the MKEA and data reporting. We are proposing to expand the use and accessibility of programs with a proven track record of financial stability and programmatic success, such as successful family engagement, education, and literacy models. Our Readiness Centers, which were included in the state's first Race to the Top proposal—and are geared toward strengthening alignment of professional development between pre-K and K-12 education—will be further tapped to support workforce development efforts under this proposal. Likewise, we have built a State Longitudinal Data System (SLDS) and have invested in the nascent stages of developing the pre-K (ECIS) leg of that system and will use funds from this grant to fully actualize a data system that can record children's progress from birth through high school graduation in a way that allows us to make early interventions, share data, and target funding.

3. **Use grant funding for seed funding to cover one-time costs–for example, costs of getting our data and the KEA infrastructure up and running–that will propel us forward.** We have proposed a series of investments that we project will be one-time costs and whose benefits will be reaped for years beyond 2016. In addition to the ECIS data system cited above, we are investing in assessment materials and training; studies to validate both our tiered QRIS (and thus inspire further expansion of its use), standards alignment and our KEA; and coaching and mentoring infrastructure, which will have a spin-off effect on student outcomes. Our investments in financial literacy training and early reading models also are designed to have lasting effects. And, we have used our proposed investments to spark further interest in training and educating early learning educators in our state's vibrant higher education community. We are proposing to invest in programs such as a post-Master's certificate in early education policy and an innovative post-secondary program for educators who are English language learners.

We are confident that with strong investments made by our partners at the federal, state, local levels and from the private-sector—combined with the three-point strategy to sustain our plan over the long term—Massachusetts is on course to build an infrastructure that pays dividends for all children of the Commonwealth, particularly those with high needs, for decades to come. We are especially confident of the capacity of our reform plan to make a difference because we recognize that the return on investment in early education and development, both for the state and nation, and more importantly, for children's lives is exceptionally well grounded in research.

B. High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (*10 points*)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

(1) Early Learning and Development Standards;

(2) A Comprehensive Assessment System;

(3) Early Childhood Educator qualifications;

(4) Family engagement strategies;

(5) Health promotion practices; and

(6) Effective data practices;

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards[42] that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

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[42] See such nationally recognized standards as:
U.S. Department of Health and Human Services. (2009). Head Start Program Performance Standards. Washington, DC: U.S. Department of Health and Human Services. PDF retrieved from: 45 CFR Chapter XIII - 1301-1311 http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/45%20CFR%20Chapter%20XIII/45%20CFR%20Chap%20XIII_ENG.pdf
U.S. Department of Defense. DoD Instruction 6060.2, Child Development Programs (CDPs), January 19, 1993, certified as current August 25, 1998 (to be updated Fall 2011). Washington, DC: U.S. Department of Defense. Retrieved from: http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_DETAIL_1?section_id=20.60.500.100.0.0.0.0.0&current_id=20.60.500.100.500.60.60.0.0
American Academy of Pediatrics, American Public Health association, and National Resource Center for Health and Safety in Child Care and Early Education. (2011) Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and education Programs. Elk Grove Village, IL; American Academy of Pediatrics.

B. High-Quality, Accountable Programs

State High Quality Plan for the Tiered QRIS

Goal statement

Massachusetts' goal is provide all high-need children with access to high-quality early learning programs through statewide implementation of the Massachusetts tiered QRIS, beginning with mandatory participation among programs serving the 55,761 children receiving state financial assistance. We will support the education of early educators to fully understand and evaluate classroom and program practice with regard to high quality early education and care practice.

Desired outcomes by 2015

- Increase the number of early learning and development programs participating in the state's tiered QRIS by 20% per year of the grant.
- Increase the number of early learning and development programs rated in Level 3 or 4 or the top tiers on the state's tiered QRIS by 10% per year of the grant.
- Increase the number of high needs children in early learning and development programs rated in Level 3 or 4 or the top tiers of the state's tiered QRIS by 20% per year of the grant.

Eight Key Strategies to be Implemented by 2015

To ensure that its tiered QRIS is among the most rigorous and well-managed in the country, Massachusetts will implement eight key strategies to move the state to the head of the tiered QRIS class:

1. Provide approximately 500 stipends in the form of supplies, services, and technical assistance valued at $5,000 to $10,000 through the tiered QRIS Implementation Program each year of the RTT–ELC grant. EEC will award 350 family child care and 150 center-based and after school programs for the specific purpose of programs achieving higher levels of quality on the state's tiered rating system. Programs must move to the next level within 18 months from Level 2 to 3 or 3 to 4.

2. Increase participation in tiered QRIS among programs serving high-needs children by requiring programs that receive state subsidies to meet Level 2 standards by July 2013.
3. Build out and promote the state's online registration and application review system, which ensures timely provision of clear guidance to programs about the standard they need to meet to move to the next level.
4. Provide online professional development on tiered QRIS in the following areas:
    - Training in each of the core areas of standards in the tiered QRIS through the development of online courses in multiple languages, including but not limited to Spanish, Portuguese, Mandarin, Cantonese, and Haitian Creole for each area, including curriculum and learning; safe, healthy indoor and outdoor environments; workforce qualifications and professional development; family and community engagement; leadership, management and administration over the first two years of the grant. (These will support online overview courses that have already been developed.)
    - Training reliable monitors to conduct the tiered QRIS external and self-assessment monitoring each year of the grant and integrating the training process into EEC regional offices by July 2013.
5. Conduct a validation study of the state's tiered QRIS to ensure the validity of the rating tiers and to demonstrate their relationship to established measures of quality by January 2014.
6. Increase participation in the tiered QRIS both as a requirement for programs receiving state funding for subsidies, vouchers and programs receiving state aid for specific program needs (e.g. assessments, training, degree attainment) that support higher quality (including public preschools).
7. Build out the 5th level of quality linked to best practices and measures of child growth in the program by 2015(including the Kindergarten Entry Assessment metric).
8. Build on the existing communication and community engagement strategy to share quality information with families through the Child Care Resources and Referral Centers and the use of social media.

(B)(1) Developing and adopting a common, statewide tiered QRIS

The state's tremendous progress in early learning since 2005 demonstrates its deep commitment to and investment in high quality, accessible early learning and development programs and services for all children, especially children with high needs. A critical next step in our strategy was the implementation in 2011 of a common, statewide tiered Quality Rating and Improvement System (tiered QRIS) for all programs in the mix delivery system, including family child care, Head Start, center-based and public schools. The **Massachusetts Early Learning Plan** includes a high quality plan to take the tiered QRIS to the next level in providing access to high quality for high needs children through systemic quality improvement and continued validation of the system.

Massachusetts' Investments in Program Quality. Massachusetts has long recognized that quality must be the hallmark of the support of the state system. While the recent research has made clear the lines to healthy growth and development between health, education, economics, and human services for families, communities, and programs, many programs, parents, communities and policymakers lack a clear understanding and pathway to a streamlined definition of quality. Even as new research continues to highlight the importance of high-quality early learning in promoting lifelong success, many parents do not understand what quality is or how to find it – and many providers lack the resources and skills to provide it. The Commonwealth's reform is guided by the simple principle that all families, especially those with high needs children, must have access to high quality early learning and development programs.

Researchers and practitioners have defined the specific characteristics of a "quality" program for early learning and development as one that is attuned to the developmental needs of all children. We now know how to measure the "effectiveness factors" that often make the difference between programs that work and those that do not effectively support children's healthy development. Our tiered QRIS enables us to define, measure and communicate with parents, the legislature and funders about quality early learning, giving Massachusetts an unprecedented ability to connect high-needs children with the highest-quality services.

Massachusetts has a history of investing in early educators and quality early education programs

through supporting and/or requiring accreditation of programs even before the EEC was established in 2005. Massachusetts continues to be ranked 5th in the nation by the National Association of Child Care Resource and Referral Agencies (NACCRRA) for having strong licensing standards.[43] More recently the state underwent an extensive public review process to revise its basic licensing standards for all programs. In January 2010, the state published new licensing standards, including quality measures such as nutrition, medication administration, reading progress reports, professional development and health and safety, which provide a strong foundation for the tiered QRIS system.

One of the state's landmark initiatives to improve early learning and development program quality is the 2006 Universal Pre-Kindergarten (UPK) grant program, which invests in quality center-based and family child care programs (including Head Start serving 3- and 4- year olds). Cumulative funding in the amount of $45.67 million has served more than 6,000 children annually in cities and towns across the Commonwealth. The state used the grant program eligibility criteria to begin to define components of quality and as a strategic lever and incentive for programs to improve or maintain their quality. The UPK criteria required that a program be licensed or license-exempt (e.g., public school preschools, Head Start centers); use an approved evidence-based formative assessment tool; use Massachusetts standards and curriculum frameworks for preschool; provide full-day/full year services; and be accredited (or have a B.A. teacher). These criteria laid the foundation for the tiered QRIS system. A 2008 report by Abt Associates found 64% of children in UPK programs received financial assistance, making it the Commonwealth's broadest initiative aimed at improving the quality of programs, serving well over half of the state's high needs children placed in UPK programs.[44] Additionally, the state learned, through the collection of program data on formative assessment, the importance of training programs in state preschool standards and the implementation of comprehensive assessment specifically screening and formative assessments.

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43 NACRRA (2011). We can do better: NACCRRA's ranking of state child care regulations and oversight, 2011 update. Retrieved from http://www.naccrra.org/publications/naccrra-publications/publications/WCDB_Executive_summary_030711.pdf

44 Abt Associates Report (2008). FY10 UPK grant funding uses were allocated as follows: staff compensation (53%); comprehensive services (11%); professional development (7%); education materials and technical support (6%); curriculum and enrichment activities (5%); and family supports (4%).

An Act Relative to Early Education and Care passed the State Legislature unanimously in 2008. The law formally established the development of a coordinated system of early education and care in Massachusetts, which dramatically boosted EEC's enabling statue. The Legislature essentially mandated EEC to improve quality through increasing access to high quality programs; promoting standards that incorporate essential elements of high-quality programming such as health, cognitive, linguistic, social, emotional and physical outcomes; and assessing program benchmarks. A key part of EEC's strategy to support high quality (See Legislation (A)(1)) was to develop the tiered QRIS.

Massachusetts' thoughtful and deliberate approach[45] to launching the tiered QRIS began with initial investments of $250,000 in FY07 and FY08 budgets to develop a tiered QRIS for programs participating in the UPK program.[46] EEC always intentionally included the entire early education and care and out of school system, encompassing 12,112 programs serving children from birth – school age. In 2008, EEC convened a tiered QRIS working group of diverse leaders from within the early education and care field and, with the help of national experts, drafted provisional standards for a statewide tiered QRIS. Then, EEC launched a tiered QRIS Pilot in 2010, along with 640 QRIS Program Quality Improvement grants (See (B)(2) for details) followed by a comprehensive public input process.[47] As a result of the 2010 pilot study and formal pilot evaluation process, EEC created a high quality tiered QRIS. For example, EEC worked internally with a study team of researchers to review and align our tiered QRIS standards with licensing regulations, professional development core competencies, and environmental and

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45 EEC lead a comprehensive process in establishing a Tiered QRIS which involved, research, studies, pilots, public process with providers and stakeholders, reliance on data informed by evidenced based assessments, and culminated in a number of research based reports on the Tiered QRIS Pilot and Tiered QRIS Provisional Standards. Some of these reports include:

- Education Development Center, Inc. (EDC), (2010). *Massachusetts Quality Rating and Improvement System Pilot: Final Evaluation Report*, Boston, MA: Massachusetts Department of Early Education and Care. Retreive from, http://www.eec.state.ma.us/docs1/qris/20100805_final_report_eec_v11.pdf
- Schilder, D. Young, J., Anastasopoulos, L., Kimura, S. & Rivera, B. (2011). *Massachusetts Quality Rating and Improvement System Provisional Standards Study: Final Report.* Boston, MA: Massachusetts Department of Early Education and Care.

46 Strategies for Children. (n.d.). QRIS: Building a high-quality early education system. Retrieved from http://www.strategiesforchildren.org/eea/6research_policy/09_QRIS.pdf

47 Education Development Center, Inc. (2010) ; Schilder, D. Young, J. *Quality Rating and Improvement System (QRIS) Provisional Standards – Overview of Public Process PPT.* Boston, MA: Massachusetts Department of Early Education and Care.

program assessments.[48] (See QRIS Provisional Standards Study Logic Model in the Appendix H).[49]

Massachusetts' Current Tiered QRIS. In 2011, EEC officially launched Massachusetts' tiered QRIS while also providing comprehensive support (e.g. trainings, technical assistance, grants) to programs for their improvement. Its purpose is to ensure that high quality early education and care and out-of-school opportunities that demonstrate improved outcomes for children are available throughout the Commonwealth. The tiered QRIS has five components, which make up the system: standards, monitoring and accountability, program and practitioner supports, fiscal incentives, and family and consumer engagement. The state's goals for the tiered QRIS are:

- Programs and providers use one streamlined set of standards that are connected to supports and fiscal incentives to help them meet and maintain the standards;
- Programs receive feedback and are engaged in continuous quality improvement;
- Parents have easily accessible information about the quality of early care and education programs; and
- Policymakers understand where and how to invest additional resources.

The Commonwealth articulates four levels of quality and each level of rating reflects increasingly higher levels of quality. Massachusetts plans to build out the 5th level of quality linked to best practices and measures of child growth in the program, aligned with the KEA, by 2015 using RTT-ELC funds. (See (B)(1)(b)). The four-level quality rating system is designed for center-based, family, and out-of-school time care providers, and tied to five distinct indicators of quality which constitute the tiered QRIS standards: curriculum and learning; safe, healthy indoor and outdoor environments; workforce qualifications and professional development; family and community engagement; leadership, management and administration. (See (B)(1)). Each of the four quality rating levels builds on the previous level, resulting in a research-based pathway of standards to guide continuous program quality improvement. (See (B)(3)).

48 Schilder, D. Young, J., Anastasopoulos, L., Kimura, S. & Rivera, B. (2011). (pp7-17). Education Development Center, Inc. (EDC), (June 2010).
49 Schilder, D. Young, J., Anastasopoulos, L., Kimura, S. & Rivera, B. (2011). (pp 8).

The tiered QRIS is a key tool to help families, communities, and policymakers understand what constitutes quality and how to deliver it to the children who need it most. The tiered QRIS supports all children and youth (birth to 13) served in settings across the Commonwealths' mixed delivery system, (school-based, center-based, after-school programs, family-based including public school and Head Start programs). Our tiered QRIS offers guidance and support to professionals in early education and care and out-of-school time settings on a path towards quality that is grounded in the science of child development.

Programs must be licensed or license-exempt to be eligible. License-exempt programs (i.e. public school preschools, Montessori schools, or faith-based affiliated programs serving infants, toddlers, preschool-age children) must submit a self-assessment that indicates that the program meets EEC licensing requirements. Licensing requirements include expectations regarding health, safety, nutrition, progress monitoring, education, literacy, and physical activity.[50] In just 10 months, approximately 2,500 of 12,000 licensed/license-exempt programs in the state have elected to participate in the tiered QRIS. Programs receiving state funding or subsidies to serve children with high needs are required to participate in the tiered QRIS as a requisite for current or future funding (See (B)(2).)

(B)(1)(a) To foster the integration and use of child development principles and practices, linked to quality, on December 14, 2010, the EEC Board adopted a set of five quality indicators called tiered QRIS standards. To ensure the strongest outcomes for children, the tiered QRIS standards incorporate:

Early Learning and Development Standards: The state's early learning and development standards are described in detail in (C)(1), and include the *Guidelines for Preschool Early Learning Experiences*, *Pre-K -12 Common Core Standards for mathematics and literacy* and *Infant/Toddler Learning Guidelines* and are linked to the tiered QRIS through the Tiered QRIS standard 1: Curriculum and Learning.

50 Retrieve Massachusetts EEC Licensing requirements from: http://www.mass.gov/?pageID=edumodulechunk&L=4&L0=Home&L1=Government&L2=Departments+and+Boards&L3=Department+of+Early+Education+%26+Care&sid=Eoedu&b=terminalcontent&f=EEC_programs_licensing_20110701_licensing&csid=Eoedu

Comprehensive Assessment System: The state's comprehensive assessment system is described in detail in (C)(2) and includes screenings and formative and normative assessments and are linked to the tiered QRIS through the tiered QRIS standard 1: Curriculum and Learning.

Early Childhood Educator Qualifications: The state's eight core competency areas for the early childhood and care educators' qualifications are described in (D)(2), (including academic credentials/degrees achieved, experience and specific training in early childhood), and are linked to the tiered QRIS through the tiered QRIS standard 3: Workforce Qualifications and Professional Development.

Family Engagement: The state's family engagement approach is described throughout the application, specifically in (B)(4)(a), (C)(4), and (D)(2) and is linked to the tiered QRIS through the tiered QRIS standard 4: Family and Community Engagement.

Health Promotion Practices; The state's health promotion practices are described in (A)(1)/(2), (B)(1)(c), and (C) and are linked to the tiered QRIS through several of the tiered QRIS standards. For example, standard 2: Safe, Healthy, Indoor and Outdoor Environments, standard 1: Curriculum and Learning, and standard 4: Family and Community Engagement.

Effective Data Practices: The state's effective data practices are described in (A)(1)/(2), (B), (C)(3), (D)(2) and are linked to the tiered QRIS through tiered QRIS standard 5: Leadership, Management, and Administration.

To address the unique context in which high quality outcomes for high needs and all children are achieved, the tiered QRIS standards have been customized for multiple age groups, high needs children, and all provider types. We have three different sets of overall tiered QRIS standards: 1) *Center and School Based Standards*, 2) *Family Child Care Standards* (available in English, Chinese, Haitian, Khmer, Portuguese, & Spanish), and 3) *After School and Out of School Time Standards* (See F). Center and School-based includes child care, Head Start and public school (including programs funded by Title 1, IDEA part B § 619). (See Table (B)(1)-1).

The Massachusetts tiered QRIS standards outline key indicators of quality designed to move programs to a higher level of quality in order to increase educational value and outcomes specifically for high needs children. The standards cover the following five primary categories:

(1) Curriculum and Learning. This standard includes the development and assessment of developmentally appropriate curricula, the "serve and return" interactions between teacher and child, and attention to children with special needs and diverse languages and cultures. Indicators of high quality include daily and weekly lesson plans, ongoing professional development and feedback to ensure fidelity to the curriculum model.[51]

(2) Safe, Healthy Indoor and Outdoor Environments. Program environments provide the framework for children's learning and development. They support the implementation of the curriculum through the use of space, materials and opportunities for children to experiment, practice their skills, analyze, socialize, and problem solve. Quality environments also provide support for the health, safety and nutrition of young children. Indicators of quality include the designation of both indoor and outdoor spaces for play and learning that are used on a daily basis; variety of materials for nature and science, math and number activities, art, and fine motor activities.

(3) Workforce Development and Professional Qualifications. To ensure children's healthy development, the workforce must have formalized training in early childhood education and content knowledge, along with ongoing professional development that is linked to enhanced classroom activities, increased understanding of children's social/emotional development and its impact on development and learning. Indicators of high quality include lead teachers with bachelor's degrees in early childhood education, and regular teachers who hold associate's or bachelor's degrees with a minimum of 15 college credits in early childhood education--or a minimum of 36 college credits in early childhood education.

(4) Family and Community Engagement. High-quality programs recognize the interconnectedness between the child, the family, the community and the program itself.

51 Massachusetts Curriculum Framework: http://www.doe.mass.edu/candi/commoncore/

Relationships with families are built on mutual trust, respect and a commitment to involve them as full partners in their children's education. This also includes providing families with information, resources and support that they may need. Indicators of quality include the presence of an active parent Advisory Board; a program's capacity to effectively connect families to resources such as adult education and job training, and to assist families with children's development, early literacy, math, and approaches to learning.

(5) Leadership, Administration and Management. High quality programs require effective leadership with management and administrative practices that ensure a stable work environment, fiscal accountability, evaluation of the program's practices and policies and the development of relationships within the community. Indicators of quality include a clear business plan, a system of technology that allows for data collection and tracking of children's health, services received, attendance and educational information, staff qualifications, professional development and financial record keeping. In addition, high quality programs ensure that staff have paid planning time, salary scales and benefits linked to educational levels and experience, as well as opportunities to reflect on teaching practices through coaching, mentoring, ongoing supportive supervision and performance evaluations that will support education professionals through the use of a career ladder.

Each tiered QRIS standard has sub-categories with further content detail as depicted in the graphic (below). Additionally, the standards and sub-categories within each of the following sets 1) *Center and School Based Standards*, 2) *Family Child Care Standards*, and 3) *After School and Out of School Time Standards*, has detailed content uniquely tailored to its provider category.

(B)(1)(b) The tiered QRIS is clear and has standards that are measureable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children. The tiered QRIS standards are expressed in terms of Levels, which correspond to a tiered QRIS rating. The levels are organized in a series of blocks that outline the indicators for quality within each category.

Program Excellence and Relationship to National Standards: Our tiered QRIS is designed to reflect our high expectations for program excellence, grounded in knowledge of child development, early education and afterschool program quality research, and national best practices. The standards incorporate our baseline expectations for licensing and have been cross-walked[52] with the national models for excellence found in the NAEYC accreditation standards, NAFCC, and Head Start performance standards.[53] In addition, these standards are indicators of program quality. (See Appendix G for Standards and Measures Included in Crosswalk.)

As a result of our *2010 Tiered QRIS Pilot Study and Evaluation*, in collaboration with Education Development Center, Inc. (EDC),[54] we have validated the connection of our tiered QRIS

52 Schilder, D. Young, J., Anastasopoulos, L., Kimura, S. & Rivera, B. (2011). (pp11).
53 The Tiered QRIS Standards were crosswalked with 12 existing standards and measures see Appendix for Crosswalk.
54 Education Development Center, Inc. (EDC), (June 2010). and

standards to the models of excellence that exist in Massachusetts and around the country. Also as a result of our rigorous alignment approach, we have eliminated redundancies from standard to standard through the crosswalk process. Streamlining the standards makes it easier to administer the program and enhances the use by early learning and development programs and educators. For example, due in part to the revision in the licensing regulations 114 standards were removed because they were covered in the new regulations.

Measureable and Meaningful Differentiation of High Program Quality Levels. The tiered QRIS levels are organized as a progression for measureable, improved program quality. In order to ensure the Levels meaningfully differentiate levels of observed quality, we plan to work with an independent evaluator, the University of Massachusetts' Donahue Institute, to conduct a validation study. Programs are accountable for all indicators for each level in order to achieve a designated level and all indicators are measureable, as outlined in our three sets of tiered QRIS standards: 1) *Center and School Based Standards,* 2) *Family Child Care Standards* (available in English, Chinese, Haitian, Khmer, Portuguese, & Spanish), and 3) *After School and Out of School Time Standards*.

For example, programs must demonstrate that they can meet all of the standards and requirements in all of the categories in Level 1 to obtain a Level 1 rating; likewise, Level 2 requires all of Level 2 and any unique qualifications that were provided for in Level 1. This policy applies at all levels. Additionally, at Level 2 the programs are measured through assessments, described further in (B)(3).

Level 1 meets licensing requirements (even for programs that are exempt) and demonstrates the program's entry level status. Level 2 programs complete a self-assessment using tools described in (B)(3), and focus on providing a proper learning environment. Level 3 programs engage in an external assessment using tools described in (B)(3), (required external evaluator rating of 3) and emphasize focused development and quality teacher/child interactions; and must demonstrate structural indicators and reliable observation. Level 4 programs engage in an external assessment, using tools described in (B)(3), (required external evaluator rating of 5) and focus on

the full integration of program quality and actual child outcomes; and must demonstrate structural indicators and reliable observation. When programs have identified specific barriers to meeting the tiered QRIS Standards for a self-assessment (and meeting standards at any level, e.g. B.A. attainment), they may request an exemption to qualify for a rating. An exemption request allows programs to obtain a specific QRIS level rating when all but (4) four standard criteria within that level are met. Programs make a written request for each exemption through their on-line tiered QRIS application and self-assessment in the QRIS Program Manager (QPM)[55] as these exemption requests are not automatically approved. Programs may apply for up to 4 exemptions per tiered QRIS program type on their tiered QRIS self-assessment.

EEC plans to develop Level 5 by 2015, which will link high quality education and care with positive child outcomes by aligning program practices with the kindergarten entry assessment (KEA). EEC plans to accomplish this by using assessment data from the Early Childhood Information System (ECIS) (See (C)(3) (E)(2)) and aligning the data with the KEA (See (E)(1).) The RTT-ELC funds that would provide for the work described in (C)(3), (E)(1) and (E)(2) will directly support EEC's build-out of Level 5.

For examples of how the standards are clear, measurable, differentiated by level and reflect a high expectation for quality (See: the three sets of standards and correlating tables in Appendix F).

(B)(1)(c) The MA tiered QRIS is directly linked to the state's rigorous licensing system for early learning and development programs. Participation in the tiered QRIS is available to programs that are legally licensed as well as those that are statutorily exempt from licensure. License-exempt programs demonstrate they meet licensing requirements to participate in the tiered QRIS. As a result, when license-exempt programs complete their self-assessment, a plan is created and monitored to address any gaps in meeting the licensing standards at Level 1. The licensing requirements, regarded as among the most rigorous in the nation,[56] serve as a much higher-than-

55 See QRIS Program Manager here:
http://www.mass.gov/?pageID=edumodulechunk&L=4&L0=Home&L1=Pre+K+-+Grade+12&L2=Early+Education+and+Care&L3=QRIS&sid=Eoedu&b=terminalcontent&f=EEC_qris_20110119_qpm&csid=Eoedu
56 NACRRAA Report. (2011).

average, formidable foundation for the tiered QRIS standards. In meeting the state's licensing requirements, a program is entering the tiered QRIS in high quality standing and the tiered QRIS higher levels provide additional specific educational supports to help high needs children become school ready.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
	Program Standards Elements[57] *If the Program Standards address the element, place an "X" in that box*						
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
QRIS Standards for Center Based School Based programs	X	X	X	X	X	X	X(Program Administration, Leadership, Compensation, community Collaboration
QRIS Standards for Family Child Care	X	X	X	X	X	X	X(Program Administration, Leadership, Compensation, community Collaboration
QRIS Standards for After School and Out of School Time programs	X	X	X	X	X	X	X(Program Administration, Leadership, Compensation, community Collaboration
Head Start Performance Standards	X	X	X	X	X	X	X(Program Administration, Leadership, Compensation, community Collaboration
NAEYC Program Standards	X	X	X	X	X	X	X(Program Administration, Leadership, Compensation, community Collaboration
NAFCC Accreditation	X		X	X			
COA-Accreditation	X		X	X	X		

[57] Please refer to the definition of Program Standards for more information on the elements.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
	Program Standards Elements[57] *If the Program Standards address the element, place an "X" in that box*						
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
Standards							
Early Intervention Operational Standards		X	X	X	X	X	
Preschool Learning Experiences	X				X (health education)		
Early Childhood Program Standards (preschool)	X		X (area 5)	X (family involvement area 4)	X (nutrition and food service area 8)		
Licensing Regulations			X	X	X		X (progress reports)
Infant Toddler Guidelines	X		X	X	X		X (progress reports)
Effective consultation in setting serving infants and toddlers (this is brand new and will be being used soon)			X	X			
Core Competencies	X	X (programs should use assessments to inform instruction)	X	X	X	X (using data from assessments to improve instruction)	
Kindergarten Learning Standards	X			X	X		
Curriculum Frameworks							
UPK	X (programs must follow preschool learning guidelines)	X (must assess children using one of three formative assessment tools at least 2x a year)				X (program should use data from formative assessments to improve curriculum)	X (UPK programs must participate in QRIS)
[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]							

B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System. (*15 points*)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State's Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

(1) State-funded preschool programs;

(2) Early Head Start and Head Start programs;

(3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;

(4) Early Learning and Development Programs funded under Title I of the ESEA; and

(5) Early Learning and Development Programs receiving funds from the State's CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (*e.g.*, maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System. By 2015, Massachusetts plans to increase the number of early learning and development programs participating in the state's tiered QRIS by 20% each year of the grant. Priority 2 specifically addresses the state's plan to include all licensed and license-exempt early learning and development programs in the tiered QRIS. This section describes the policies and practices, both those in place, and those that will be implemented through our high quality plan to reach the goal with a focus on publicly funded programs. Maximizing program participation in the state's tiered QRIS includes requiring all programs to participate that 1) receive state funding through

contract for subsidies or vouchers for placement of high needs children;[58] and 2) receive state aid (e.g. stipends in the form of services, materials, trainings etc.)

(B)(2)(a) and (B)(2)(c) The state plans to have all publicly funded early learning and development programs participating in the tiered QRIS by 2014 (FY13). The Commonwealth has set ambitious yet achievable targets for the numbers and percentages of early learning and development programs that will participate in the tiered QRIS by type of program (as listed in (B)(2)(a)(1) – (5).) (See Table (B)(2)(c)). The state's projections for achieving its 2014 goal are:

- FY12 Head Start Supplemental Grants (FY12-33% program participation, FY12 66% program participation, FY14 100% participation).
- FY12 Universal Pre-Kindergarten Grants – 100% participation
- FY12 Child Care Quality Literacy Support Grant – 100% participation
- FY11 REKEEP: KEEP Before and After School Care – 100% participation
- FY11 PSCCE: Pre School Child Care Education 100% participation
- FY11 Assessment Training Grant – 100% participation (Associated)
- FY11 Quality Program Improvement Grant – 100% participation (T4Q)
- FY10 Infant-Toddler Learning Environments – 100% participation (CIF)
- As of June 2012, Family Child Care and Out of School Time programs that received funding for EEC contracted slots will be required to participate in Tiered QRIS
- FY14 ELD Programs funded under section 619 of part B of IDEA and part C of IDEA - 100% if they are formal early learning programs. Over the next two years the programs begin to implement critical practices such as formative assessment and screening.
- FY14 ELD programs funded under Title 1 of the ESEA - 100%;
- FY12 ELD programs funded under CCDF program (e.g. contracts for subsidies and vouchers) - 100%

58 The subsidy and voucher system is available for high needs families. Families may either place their child in a subsidized program with a contracted number of slots or families may use early childhood education and care vouchers, certificates that allow families to select a provider that accepts vouchers and has space available. Contracted slots are spaces set aside for children from low-income families at specific childcare programs. The amount a family pays depends on the family income. Very low-income families get free childcare. Child care resource and referral agencies (CCR&Rs), help high needs families find safe affordable child care.

At this stage the state does not separately track in the tiered QRIS early learning and development programs funded under section 619 of part B (Special Education) of IDEA and part C of IDEA (Early Intervention), or Title I of the ESEA (public school Pre-K). However, the EEC Board discussed these program types at its October 2011 meeting. The planning and evaluation committee and the policy and fiscal committee will now suggest an implementation strategy to meet the defined goal.

The state plans to achieve its 2014 goal by:
1) Requiring all programs to participate that receive state funding through contracts for subsidies and vouchers for placement of high needs children.
The contracted programs that are recipients of subsidies and vouchers for the placement of 33,929 income-eligible high needs children are in the process of being brought into the tiered QRIS with a final cut-off date of August 31, 2012. In December 2010, EEC notified all of these providers they must satisfy accreditation requirements and/or demonstrate a specific level of quality through the tiered QRIS before contract renewal in August 31, 2012.[59] As part of the high quality plan, the state plans to increase participation in tiered QRIS among programs serving high-needs children by requiring programs that receive state subsidies and vouchers to meet at least Level 2 standards in the tiered QRIS by 2015.

Currently there are 2,523 programs in the process of registering in the tiered QRIS (1,037 in draft form; 1,407 in final status). Of the 1,407 final applications, there are 1,229 programs that serve at least one EEC subsidized child. A total of 26,323 subsidized children, which aligns to our definition of high need by presenting with at least one risk factor of family income, are being served in programs that have submitted a final tiered QRIS application.

- 536 infants in programs using contracted slots.
- 1,653 toddlers in programs using contracted slots.
- 5,350 Preschoolers in programs using contracted slots.
- 5,479 Afterschool children in programs using contracted slots.
- 685 Infants in programs using EEC vouchers.

59 The re-procurement for this program includes an explicit new requirement around child development and participation in and movement along the Tiered QRIS.

- 2,227 Toddlers in programs using EEC vouchers.
- 4,611 Preschoolers in programs using EEC vouchers.
- 5,782 Afterschool children in programs using EEC vouchers.

2) Requiring all programs to participate that receive state aid (e.g. stipends in the form of services, supplies, trainings, etc.).

Tiered QRIS Implementation Program (TQIP). TQIP was administered formerly as Tiered QRIS Program Improvement Quality Grants, where program grant recipients purchased services to support their quality improvement and tiered QRIS implementation. We learned much from the grant program to guide initial implementation, including providers' feedback, which strongly indicated the small grants process was challenging to navigate. As a result, in the **Massachusetts Early Learning Plan**, beginning in the second half of 2012, EEC will convert the program from grant-based to direct implementation based on the existing system of providing services. This means eligible providers will receive stipends in the form of supplies, services, and technical assistance focused on their areas of needed quality improvement to meet standards and advance Levels.

In 2010, the state's goal with the tiered QRIS Program Improvement Quality Grants was to encourage program participation, support quality improvement that would enable programs to move up in the rating system, and to focus on initial implementation and operation. By awarding eligible programs a grant, which required tiered QRIS participation, the state was able to increase participation. In FY10, approximately 640 of the 850 programs participating in the pilot received grants of up to $10,000 each for the purpose of supporting programs advancement.[60]

In FY11, interest grew, with approximately 926 programs and educators requesting over $7.7 million in grant funding, well beyond the resources available at that time. That year, EEC awarded $2.8 million in funding to 449 early learning and development programs. (FY11 was funded through the CCDBG ARRA resources, which ended September 30, 2011.) Awards in FY11 were made in all 6 EEC regions and to all three program types: after-school and out-of-

60 Massachusetts Department of Early Education and Care. (December 2010). Board Meeting PowerPoint Presentation.

school time, center-based and school-based, and family child care. The tiered QRIS Grants prioritized awards for programs serving high needs children, including Universal Pre-K grantees, Head Start Programs, and income-eligible contract providers (center-based, public school, family child care and school–age). This grant helped ensure high participation rates and helped EEC gain additional insight into the costs and types of support needed for programs to advance to increasingly higher levels of quality for high needs children. Grantees primarily spent funds on supplies and materials (textbooks, instructional and non-instructional materials, equipment, and contractual services with a specialist). (See (B)(4)(a) and (D)(2)). The FY12 tiered QRIS Grants RFP is now open (currently funded by EEC). Within 18 months of receiving grant funds, participating programs will be required to advance at least one level on the tiered QRIS.

After conversion to the *Tiered QRIS Implementation Program* in the second half of 2012 eligible providers will receive stipends in the form of supplies, services, and technical assistance focused on their areas of needed quality improvement to advance in Levels. Through the *Tiered QRIS Implementation Program*, the state plans to provide approximately 500 stipends to eligible programs in the form of services, materials, and technical assistance valued at $5,000 to $10,000 each year of the RTT–ELC grant. EEC will award (350 family child care and 150 center-based and after school programs) for the specific purpose of programs achieving higher levels of quality on the state's tiered rating system. Programs must move to the next level within 18 months from Level 2 to 3 or 3 to 4. Additionally, EEC has built a private partnership with United Way to support the development of additional private funds from the business community to support the tiered QRIS grants to programs, which would allow the state to focus on programs with high needs children while increasing overall quality.

(B)(2)(b) The state plans to ensure that high needs children are in the highest quality programs that meet their full-day, full-year learning needs by requiring all publicly funded programs to participate in the tiered QRIS by 2014 and by supporting them in their advancement. Publicly funded means programs that receive subsidies through state contracts, accept subsidy vouchers from families, or receive state aid such as through a stipend in the form of services, materials, and technical assistance (e.g. Tiered QRIS Implementation Program). Our plan focuses on meeting the needs of our families throughout the state to participate in a high quality early

learning system, as well as to maintain and improve the supply of high quality options in areas with high concentrations of children with high needs. More specifically, the new requirements for mandatory participation in the tiered QRIS through the state subsidies system (August 2012) and UPK programs (required to serve low-income children) are sound strategies for reaching this goal.

The very nature of the tiered QRIS is designed to complement the state subsidies system and ensure high needs children are placed in high quality programs. To begin with, programs in the first level have achieved entry-level high quality by meeting the state's rigorous licensing requirements. These programs will not only be available to high needs children but be on a path for improved quality as part of the tiered QRIS. As part of the validation study, the state plans to address mapping supply by quality level, geography and the demographics of children. (See B(5)).

Child Care Resource and Referral agencies (CCR&Rs) work closely with EEC to help families find safe, affordable, high quality early childhood education and care. They help families apply for financial assistance, support a centralized waiting list, provide information about the different types of early childhood education and care, and help families find an early childhood education provider in their area. Over the coming years they will play an increasing role in helping families and providers understand the components and utility of the tiered QRIS.

(B)(2)(c) See above.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	**Number of programs in the State**	*Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System*									
		Baseline (Today)		**Target- end of calendar year 2012**		**Target -end of calendar year 2013**		**Target- end of calendar year 2014**		**Target- end of calendar year 2015**	
		#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
State-funded preschool	216	192	89%	216	100%	216	100%	216	100%	216	100%

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	**Number of programs in the State**	*Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System*									
		Baseline (Today)		**Target- end of calendar year 2012**		**Target -end of calendar year 2013**		**Target- end of calendar year 2014**		**Target- end of calendar year 2015**	
		#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Specify: UPK											
Inclusive Early Learning Environments	164	25	15%	50	30%	164	100%	164	100%	164	100%
Early Head Start and Head Start[61]	221	112	51%	145	66%	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	508	29	6%	102	20%	229	45%	356	70%	508	100%
Programs funded under Title I of ESEA	170	18	11%	34	20%	56	33%	112	66%	128	75%
Programs receiving from CCDF funds	8406	1088	26%	8406	100%	8406	100%	8406	100%	8406	100%
Other *Describe:Non licensed programs participating in QRIS and license exempt*	75	25	33%	26	35%	27	40%	33	45%	37	50%

Other- we don't collect information on non licensed programs so we know how many are participating in QRIS but we don't know how many are out there in total.

State funded Preschool- there is nothing in this box because all UPK programs are included in programs receiving CCDF funds (this was a requirement of UPK)

Data source: Data extract 8/24/11. Children placed on 8/1/2011.

[61] Including Migrant and Tribal Head Start located in the State.

(B)(3) Rating and monitoring Early Learning and Development Programs. (*15 points*)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing 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) and making 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.

(B)(3) Rating and monitoring Early Learning and Development Programs.

(B)(3)(a) EEC has developed and implemented a system for rating and monitoring the quality of early learning and development programs participating in tiered QRIS that focuses on reliable monitoring at appropriate frequency intervals.

Measuring classroom/group environment. Level 1 measurement consists of a license in good standing, document submission, and verification in the workforce registry. At Level 2, 3, and 4 all programs are required to complete the appropriate Environmental Rating Scales (ERS) tool for each classroom/group setting once for each level before advancing. At Level 2 the program completes the ERS as a self-assessment, which must be conducted within 12 months of the tiered QRIS submission date. Educators receive real-time feedback immediately upon submitting their self-assessments online to EEC (i.e. to move to the next level you must meet *X* standards). At Level 3 and 4 a reliable outside evaluator completes the ERS. To ensure consistency among the measurement tools used across the system, the Environment Rating Scales used include:

- *Infant/Toddler Environment Rating Scale, Revised Edition (ITERS-R)* is designed to assess center-based early learning and development programs for infants and toddlers up to 30 months of age. (Available in Spanish.)

- *Early Childhood Environment Rating Scale, Revised Edition (ECERS-R)* is designed to assess group programs for children of preschool through kindergarten age, 21/2 through 5. (Available in Spanish).
- *Family Child Care Environment Rating Scale, Revised Edition (FCCERS-R)* is designed to assess family child care programs conducted in a provider's home for children from infancy through school-age. (Available in Spanish).
- *The School-Age Care Environment Rating Scale (SACERS)* is a scale designed to assess group-care programs for children of school age, 5 to 12. It contains full instructions for using the scale, a training guide, and notes clarifying selected items included.

Measuring process and structural quality indicators. At Level 2, Level 3, and Level 4 to effectively measure additional process quality indicators (teacher-child interactions) and structural quality indicators (program administration and leadership), all programs are required to use the following tools depending on the program type. Level 2 programs complete a self-assessment and Level 3 and above programs are required to use an outside reliable rater (see above for state's reliable rater plan). Programs are required to conduct the assessment, using the appropriate tools described below, once for each level before advancing.

- *Program Administration Scale (PAS)* is a reliable and easy to administer tool designed to assess quality in ten areas: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications. (Center- and School-based);

  or

  Business Administration Scale (BAS) is a reliable tool for measuring the overall quality of business and professional practices in family child care settings. When used with FCCERS-R these instruments provide a comprehensive picture of the quality of the family child care learning environment and the business practices that support the program. (Family Childcare);

  or

The Assessing Afterschool Program Practices Tool (APT) is designed for programs serving children from kindergarten through middle school. It includes two tools 1) the APT Observation Tool (APT O) which focuses on observable program practices; and the 2) APT Program Questionnaire (APT Q), is a self-assessment tool which examines other aspects of program quality such as program planning and connections with schools and parents.

- *The Classroom Assessment Scoring System (CLASS)* is a tool for observing and assessing the qualities of interactions among teachers and children in classrooms. It measures the emotional, organizational, and instructional supports provided by teachers that are known from research to contribute to children's social development and academic achievement; or

  Arnett Caregiver Interaction Scale (Arnett-CIS) to assess teacher/child interactions. The 26-item Arnett-Caregiver Interaction Scale can be used without modification in both center and home-based settings. The items measure the emotional tone, discipline style, and responsiveness of the caregiver in the classroom. (Available for download from EEC's website)

- *Strengthening Families Self-Assessment tool* offers tools to help programs make small but significant changes in their day-to-day practice to build Protective Factors with families. (For all programs at Level 2).

Monitoring and Training Process. EEC manages the monitoring and training process for the tiered QRIS levels and plans to formalize and expand the system by bringing it in-house by 2014. Meanwhile, EEC already has initiated trainings for over 50 individuals. Also, EEC plans to develop and consolidate the training process with guidelines and training methods, which ensure trained monitors' ratings have an acceptable level of inter-rater reliability. EEC will contract with providers to develop and deliver trainings, also offered as online courses, to educators, program leaders, and executive directors to complete the self-assessments as well as to become reliable external monitors. The state plans to include this service for reliable raters within its regional offices. The trainings will be facilitated by the 6 pre-existing EPS Grant

Recipients (See (D)(2)) and the trainings will be available to the programs participating through the Tiered QRIS Implementation Program (See (B)(2)).

(B)(3)(b) Massachusetts plans to make the programs' quality rating, licensing, program quality rating data, information, and licensing history (including any health and safety violations, which is currently available) publicly available to parents with children enrolled in the programs. Upon launching the tiered QRIS in 2011, EEC decided that it would not make the early learning and development programs' information public until the tiered QRIS's validity could be established. Once the validation of the tiered QRIS is completed, EEC will unroll its plan for further engaging parents through user-friendly public access to the information. Section (B)(5) addresses the state's validation plan. Beginning in 2014, EEC plans to develop a sophisticated communication and community engagement strategy to share information about program quality ratings and licensing with families online, which will be fully implemented by 2015.

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (*20 points*)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (*e.g.*, through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (*e.g.*, providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

(B)(4) Promoting access to high quality early learning and development programs for High Needs Children

(B)(4)(c) (1) The state's ambitious yet achievable goal is to increase the number of early learning and development programs rated in the top tiers (e.g. Level 3 or 4) on the tiered QRIS by 20% each year of the grant. (See Table (B)(4)(c)(1)).[62] **(2)** The state's ambitious yet achievable goal is to increase the number of high needs children who are enrolled in programs rated in the top tiers (e.g. Level 3 or 4) on the tiered QRIS by 20% each year of the *Tiered QRIS Implementation Program* stipends. (Table (B)(4)(c)(2)). The state will use its contract subsidies and voucher agreements with programs to scale in increasing requirements for quality each year—at least Level 1 by 2013, at least Level 2 by 2014 and the ultimate goal of 50% at Level 3 or 4 by 2015.

(B)(4)(a) Massachusetts promotes access to high quality early learning and development programs for children with high needs and plans to increase access through its high quality plan. The state's effective policies and practices, which provide support for early learning and development programs serving high needs children to continuously improve, are the subsidized programs, Tiered QRIS Improvement Program ((B)(2)), EEC Partnership with Together for Quality (T4Q), EPS Grants and Readiness Centers ((A)(1) & (A)(2)), and state-driven professional development ((D)(2)).

In addition, as part of the RTT-ELC, the state signed MOUs with agencies providing services to high needs children to encourage greater program participation in the tiered QRIS. Also, the state plans to continue to develop and promote the state's online registration and application review system, designed to provide technical assistance to programs.

Programs receiving contract subsidies and vouchers to serve high needs children are required to participate in the tiered QRIS, which places them on a path to continuously improve and advance in quality through training, technical assistance, financial rewards or incentives. Additionally, the state has required these programs to meet Level 2 standards in the tiered QRIS. Programs receiving state aid through the Tiered QRIS Implementation Program are required to participate

62 (See Table (B)(4)(c)(1)) - the states baseline total number of programs covered by the Tiered QRIS is 1,345, with 1,230 in Tier 1; 85 in Tier 2; 20 in Tier 3; and 10 in Tier 4.

in the tiered QRIS and placed on a path to continuously improve and advance in quality. All of the 926 programs that applied to FY11 Tiered QRIS Program Improvement Grants (converted to Tiered QRIS Implementation Program) were required to take 16 hours of training on the tiered QRIS. Also, the Tiered QRIS Implementation Program emphasizes giving supports in the form of services, materials, and trainings to programs serving high needs children.

The state and other providers offer professional development services that support both individual educators on a career advancement pathway and programs' efforts to attain higher levels of quality through the tiered QRIS. (See (D)(2)). As introduced in (A)(1) and (A(2), the six EPS grant recipients, focus on early education; and Readiness Centers focus on birth-20; both support early learning and development programs located in their region access effective professional development geared to continuous improvement and advancement through the tiered QRIS. (See (D)(2) for details).

By 2015, the state plans, through public-private partnerships, to develop and provide online professional development on tiered QRIS in the following areas:

- Training in each of the core areas of standards in the tiered QRIS through the development of online courses in multiple languages, including but not limited to Spanish, Portuguese, Mandarin, Cantonese, and Haitian Creole for each area including curriculum and learning; safe, healthy indoor and outdoor environments; workforce qualifications and professional development; family and community engagement; leadership, management and administration over the first two years of the grant. (These will support online overview courses, which have already been developed.)
- Training reliable monitors to conduct the tiered QRIS external and self-assessment monitoring each year of the grant and integrating the training process into EEC regional offices by July 2013.

For example, EEC, in collaboration with United Way of MassBay, and Wheelock College are developing a Tiered QRIS Overview as an online course available to all early education and out of school time educators as an introduction to participating in the tiered QRIS. The 12-hour (1.2

CEU) online course will be translated into three languages (Spanish, Portuguese and Haitian) to enhance entry phase supports. The first two-hour module of the course will introduce the tiered QRIS and explore the current science of brain development. The next four modules will introduce the five categories of the tiered QRIS standards and the tools that measure process and structural quality indicators. The final module will cover how to apply this knowledge to an early education or out of school time program focusing on leadership, supervision and community engagement.

As a result of the overview course, participants explore the key components of quality (standards, corresponding sub-categories and criteria contained within) that form the tiered QRIS, the tools that measure process and structural quality indicators, and the research basis for the science of brain development supporting the effectiveness factors of early childhood program quality. Participants will learn about the tiered QRIS standards for at least one program type. Participants can participate in a structured field experience (observation) and apply knowledge of the QRIS standards in *communities of learning*, for college credit or through self-study in one or more of the five core standard areas based on the program self-assessment. Participants will identify areas for program improvement and movement towards the next level of the tiered QRIS for an early education or out of school time program.

(B)(4)(b) Massachusetts understands that in order to increase the number of children with high needs enrolled in high quality early learning and development programs, working families need support from the state.[63] First, the Commonwealth is using the tiered QRIS to ensure children with high needs are enrolled in high quality early learning and development programs by requiring tiered QRIS participation from all programs receiving state subsidies for serving high needs children. (See (B)(2)). By participating in tiered QRIS, programs not only must meet a threshold of high quality but also receive support to advance in excellence up the levels. Second,

63 EEC has taken considerable steps to increase its efforts to raise awareness about the Tiered QRIS among families, the community and early learning and development programs. The EEC Commissioner and representatives from the advisory committee which focus on high need populations such as homeless, teen parents, low-income families, etc. held numerous public meetings in each region around the Tiered QRIS, in addition to separate EEC Tiered QRIS informational sessions led by EEC Educational Specialists. The public meetings included 200+ participants in each of the six regions, and smaller meetings with ECC support groups, community agencies and other groups. EPS Grantees also have recently been trained to offer these informational sessions in their regions this year as well.

the state's subsidies and vouchers directly support high needs families' placement of their children in high quality programs because all programs which accept subsidies and vouchers are required to participate in the tiered QRIS.

Third, the tiered QRIS *Strengthening Families* framework is another family engagement strategy which provides an outline to programs for incorporating engagement of families with high needs children and is included as a training topic (in tiered QRIS courses) for Directors, Teachers, Family Child Care Providers and Assistants. Starting at Level 2, programs and providers must use the *Strengthening Families* self-assessment tool, an integrated effort aligned with DCF, CTF and DPH (See (B)(3)) to help programs make small but significant changes to their day to day practice to build protective family factors, which include methods to create social connections, resiliency, meeting concrete needs, understanding growth and development and social emotional development of the child. Additionally the tiered QRIS standard *Family and Community Engagement* guides programs in connecting families to resources, including adult education and job training and to assistance around children's development, early literacy, math and approaches to learning. (See (B)(1)). The state, through a partnership with the Community Action Agencies, has developed a financial awareness curriculum to meet the needs of educators, families and children.

Fourth, EEC plans to develop a sophisticated communication and community engagement strategy to share information of program quality ratings and licensing with families by 2015. Families seeking programs for their children benefit from information on the relative quality of potential choices, which, prior to tiered QRIS, was unavailable. Families are best served if quality rating information is easy to access, understand and use – and when the state's tiered QRIS contains all program types (including programs like HS/EHS). However, once the tiered QRIS is validated, EEC plans to create a publicly available user-friendly portal online providing quality rating and licensing information, quality rating data, information, and licensing history (building on currently available health and safety violations and revised descriptions of early education quality) to parents with children enrolled in early learning and development programs.

Fifth, EEC plans to enter tiered QRIS information into the early childhood integrated data system (ECIS) (See C), which helps state agencies that provide other services to children track them horizontally across participating state agencies and federally and state funded programs like Head Start. ECIS is designed to get parent consent to information on children across agencies. Once EEC has parental consent, EEC can target outreach to families regarding the tiered QRIS or other resources to support child development. In addition, the tiered QRIS is linked to the Professional Quality Registry ((D)(2)).

(B)(4)(c) see above.

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	**Target- end of calendar year 2012**	**Target- end of calendar year 2013**	**Target- end of calendar year 2014**	**Target- end of calendar year 2015**
Total number of programs covered by the Tiered Quality Rating and Improvement System	1345	8187	8647	8647	8647
Number of programs in Tier 1	1111	222	722	922	1022
Number of programs in Tier 2	86	4	9	17	43
Number of programs in Tier 3	84	1	2	3	5
Number of programs in Tier 4	9	1	2	3	4
Number of programs in Tier 1 include non licensed programs as well as licensed programs. Some programs have more than one applications in different tiers. That's why the count of programs by tiers is 115, but distinct count of programs is 111					

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
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 Tiered Quality Rating and Improvement System*									
		Baseline (Today)		**Target- end of calendar year 2012**		**Target - end of calendar year 2013**		**Target- end of calendar year 2014**		**Target- end of calendar year 2015**	
		#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
State-funded preschool *Specify*: Universal Preschool Program	6193 (preschool children only)	16424 (4308 preschool children)	89% (70 %)	18453 6193 (preschool children)	100% (100 %)	18453 6193 (preschool children)	100% (100 %)	18453 6193 (preschool children)	100% (100 %)	18453 6193 (preschool children)	100% (100%)
Inclusive Early Learning Environments	6002	2911	48.5 %	3301	55%	1892	65%	4501	75%	6002	100%
Early Head Start and Head Start[64]	16,540 (this is from PIR data 2010-2011)	9614	58%	10751	65%	12405	75%	14059	85%	16540	100%
Early Learning and Development Programs funded by IDEA, Part C	15162	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Early Learning and Development Programs funded by IDEA, Part B, section 619	14882	2045	13%	3721	25%	7441	50%	11162	75%	14882	100%
Early Learning and Development Programs funded under Title I of ESEA	11852	662	4%	2963	25%	5926	50%	8889	75%	11852	100%
Early Learning and Development Programs receiving funds from the State's CCDF program	14,846	13153	89%	14846	100%	14846	100%	14846	100%	14846	100%
Other *Describe: Non Licensed*	Not available										

[64] Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
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 Tiered Quality Rating and Improvement System*									
		Baseline (Today)		**Target- end of calendar year 2012**		**Target - end of calendar year 2013**		**Target- end of calendar year 2014**		**Target- end of calendar year 2015**	
		#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
programs											
Other- The number of children in the non-licensed programs is not known *State funded preschool programs may also serve infants and toddlers. Since the QRIS is whole program based, the number of children targeted is higher than the number of children serviced in the UPK state preschool program. Numbers are also provided for preschool only children.*											

(B)(5) <u>Validating the effectiveness of the State Tiered Quality Rating and Improvement System.</u> (*15 points*)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

(B)(5) <u>Validating the effectiveness of the State Tiered Quality Rating and Improvement System.</u>

The goals and potential benefits of the tiered QRIS are numerous and affect a variety of stakeholders. For example, once validated and at scale, the tiered QRIS will allow parents to

access information about the quality of early care and education programs, helping them select the best program for their children. The tiered QRIS will also allow programs and providers to use one streamlined set of standards that are connected to supports and fiscal incentives to help them meet and maintain the standards. Lastly, it will allow policymakers to understand where and how to invest additional resources. Of course, none of these goals is possible to meet without ensuring that the tiered QRIS is a valid method to measure and categorize programs by level of quality. Indeed, without understanding the characteristics of the tiered QRIS, its components, and how the information in it can best be utilized, its use is limited and even potentially misleading. In order to validate the effectiveness of the tiered QRIS, EEC is designing and implementing evaluations in collaboration with an independent evaluator, the University of Massachusetts' Donahue Institute.

EEC places a strong emphasis on the need to collect and analyze information in a systematic and empirically sophisticated way, in order to provide feedback about state practices and initiatives that affect our youngest citizens. In that spirit, the state intends to engage an external research organization to carry out the study proposed below.

In designing a comprehensive validation study, Massachusetts looked to several pioneering states, which have undertaken validation studies of their respective tiered Quality Rating and Improvement Systems (tiered QRIS). In particular, Colorado and Missouri were examined closely to capitalize on their strengths and avoid their pitfalls. These two states also examined the association between tiered QRIS and child outcomes, which few other states have done. This is a critical component of the Massachusetts study design. In addition to examining child outcomes, the proposed research plan focuses on examining the tiered QRIS with respect to: child need and risk factors, understanding the characteristics of the components that make up the system, ensuring there is breadth and depth in and between the tiered QRIS levels, and improving quality. Research questions to be addressed by the study include:

Understanding the MA QRIS Self Assessment Process:

1. How accurate are programs in self-assessing their tiered QRIS level? When inaccurate, what factors are contributing to the inaccuracy?

Understanding Child Need:

2. What is the association between child need/risk and program level? Are high needs children more likely to be in a particular program level?

Understanding Tiered QRIS Components:

3. What are the characteristics of the tiered QRIS components as measures? How closely related are the five tiered QRIS component measures?

Understanding Differences in Program Levels:

4. Are program quality levels associated with measures of process-quality? Are there meaningful differences between each level?

Understanding Child Outcomes:

5. Is there an association among program level, the individual tiered QRIS components, and concurrent child outcomes?
6. Is program quality related to future child outcomes? Which tiered QRIS components contribute most to child outcomes?
7. Are there subgroups of children for whom the links between measures of child-care quality and child outcomes are stronger? Does a child's level, or pattern, of risk moderate the association between program quality and child outcomes?

Understanding the Role of Tiered QRIS in Quality Improvement:

8. How will early childhood education and care quality improve over time?

Sampling

Currently, tiered QRIS is a partially voluntary program with only 15% to 20% of all licensed programs in the states participating. There is reason to believe programs that are required to participate vary significantly in quality from programs that are not required to participate. Therefore, our sampling methodology will target both participating and non-participating programs. In keeping with other states' sample sizes, we estimate including between 100 and 200 programs in the overall sample.

A random sample of tiered QRIS participants will be identified and will represent current participants in the tiered QRIS proportionally with regard to program type (i.e., center-based v. home-based), rating level, type of community (urban, rural, suburban) and geographic location within the state. Utilizing the state's EEC provider database, a parallel process will be conducted

to select non-participating programs. The sample of non-participating programs will proportionally represent the state's licensed program population with regard to program type and geographic location. Because tiered QRIS participants over-represent programs that serve high-needs children, there is no need to over-sample in high-poverty cities and towns in order to ensure programs that serve high-needs children are well represented in the overall sample.

Part A: Validating Tiers

Self-Assessments. The tiered QRIS relies on participant self-assessment of quality, with the plan being to externally validate these self-assessments at Levels 3 and 4 as the tiered QRIS goes further to scale. To date, however, no self-assessments have yet been validated. As such, the first step in the validation process is to validate the self-assessment process by "auditing" programs in the sample that currently participate in the tiered QRIS. An external evaluator will assess each participating program and compare the externally derived tiered QRIS level to that assessed by the program itself. In the event of disagreement, subsequent steps in the validation process will proceed with the externally assessed tiered QRIS level. Non-participating programs in the sample will also be assessed and assigned a tiered QRIS level. At the completion of this first step, all programs in the sample – whether they currently participate in the tiered QRIS or not – will have a tiered QRIS level designation and no further differentiation between these two sub-samples will be made until data are analyzed.

Understanding Inaccuracies. Programs that are found to be inaccurately self-assessed will be identified. The reasons for inaccuracy will be explored qualitatively with program directors, which engage in the self-assessment process. This information will be compiled categorically and used to identify necessary supports in order to ensure that future self-assessed QRIS levels are accurate reflections of program quality.

Validating Tiers. Once all programs have been designated a valid tiered QRIS level, program level will be compared with an outside measure, or measures, of program quality. The state will work with the evaluation team to identify an appropriate, valid, and reliable measure(s) to utilize for this purpose. Importantly, measures will not be utilized if their scores are in any way already associated with tiered QRIS level designation. The measure(s) selected will address all

components in the tiered QRIS to allow for a valid comparison between program quality and tiered QRIS level. It is hypothesized that increases in program level will be associated with incremental increases in program quality. Additionally, each component of the tiered QRIS will be compared to the external measure of program quality in order to understand component characteristics (e.g., how they are associated with each other). These steps will help answer Research Questions 1 through 3.

Part B: Changes in Program Quality and Related Outcomes

The evaluation plan below includes examining the association between program quality (i.e., tiered QRIS level) and child outcomes in two waves. At baseline, we will examine whether program quality is related to concurrent child progress, development, and learning outcomes. At follow-up, we will be able to compare from baseline and understand how changes in program level (i.e., improving program quality) facilitate child progress, how program level is related to child outcomes over time, and whether these patterns differ based on child demographics, level of need, and risk factors. The steps described below will help answer Research Questions 4 through 7.

Data Types. A variety of data sources will be utilized to answer the questions posed. To understand how program quality is related to child outcomes, the child data utilized need to tap into various aspects of child development and context, and come from a variety of sources. For these purposes, data utilized will come from programs, teachers, and parents and assess the following domains:

- Child demographics: These include variables such as age, race/ethnicity, and gender.
- Child developmental progress and learning outcomes: A number of criterion measures are currently utilized in state programs to assess children's abilities, progress, and learning. Given that the state has already spent time and effort in identifying and evaluating the quality of the measures used, we will continue to use these in order to minimize confusion and not duplicate efforts. In addition to three measures of executive function, these assessments include: The Peabody Picture Vocabulary Test (PPVT), the Woodcock-Johnson, and the Expressive Vocabulary Test (EVT).

- Kindergarten Readiness: Although the state does not currently have a universal measure of Kindergarten Readiness, such a measure is in progress and will be in place by 2013 with full implementation by 2015. (See (E)(1)). As one of the key indicators of program quality is ensuring children enter elementary school ready to learn, we plan to incorporate analysis of the state's measure of Kindergarten Readiness as soon as it is developed and tested.

Data Sources. Programs in the tiered QRIS are required to collect formative data on children. To the extent that these data have been collected, are available, and are relatively recent, they will be utilized. Data will also be collected from teachers and families. In addition to these sources, we will make use of the state's Early Childhood Information System (ECIS) when it is available. When fully implemented, the ECIS will include data from the state's Departments of: Early Education and Care, Elementary and Secondary Education, Revenue, Public Health, Children and Families, Transitional Assistance, and Housing and Community Development. (See (E)(2)). The ECIS will provide invaluable data on child and family risk, and allow us to examine children's progress over time, even beyond the early childhood years.

Analytical Approach. In broad terms, children's learning outcomes will be compared to program quality (i.e., program tiered QRIS level) while taking into account various demographic, risk, and other family contextual factors. Baseline data will be used to examine whether differences in program level are associated with differences in children's developmental progress and learning outcomes. This cross-sectional analysis will provide a profile of children's development in programs of varying levels, while understanding the contextual factors that are so predictive of children's future academic success. Such a cross-sectional analysis is an important first step, but a limited one.

Nine to twelve months later, follow-up data (except child demographics, which are trait characteristics) will be collected again from the same sources. These data will then be compared to baseline data and utilized to understand 1) child progress longitudinally, with respect to initial (stable) program level; and 2) child progress as program quality improves (i.e., as program level increases). Additionally, we will be able to ascertain whether some groups of children progress at

different rates with respect both to program quality and child contextual factors. When the universal measure of Kindergarten Readiness is in place and adopted by the state, we will subsequently be able to compare program quality to Kindergarten Readiness and understand how the two are related. We would expect children in higher quality programs to score better on such measures, though anticipate that child need and risk is a moderating factor. In other words, it is possible that children with more significant needs and more severe risk will need a program at a different level of quality (e.g., Level 3 or 4 versus Level 1) in order to attain the same level of Kindergarten Readiness than children who do not experience the same level of need and risk.

C. Promoting Early Learning and Development Outcomes for Children

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and

(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

C. Promoting Early Learning and Development Outcomes for Children

According to the Harvard Graduate School of Education's Pre-K-3rd Institute and others, achievement gaps and disparities in learning exist even as children enter kindergarten and these gaps continue to widen throughout early elementary school. By third grade, children's academic paths begin to diverge dramatically. There is increasing evidence that the combination of high

quality, intentional instruction based on standards, attention to social and emotional development, measurement of progress through a validated and aligned assessment system, and deep and respectful adult/child relationships and family engagement can make a difference in helping to narrow achievement gaps—and provide children with a solid foundation for lifelong learning. When these crucial efforts are connected and aligned to create continuity between early care and education and elementary schools, the gains may be even greater.

The recognition that birth to 5 interventions are key to later academic success has guided our state's effort *to prepare all children to succeed in school when they enter kindergarten and usher them through a seamless, rigorous, coordinated system through the completion of college*. We believe this goal of school readiness as a means to close the achievement gap will be realized if we continue working hard to create an aligned system of standards, screening, assessments, professional development and family engagement strategies. Below you will find three high quality plans to do just that.

(C)(1) *Developing and using statewide, high-quality Early Learning and Development Standards.*

Massachusetts has gone beyond many states in putting in place early learning and development standards for infants and toddler and pre-K through kindergarten—notably by including pre-K in its adoption of the Common Core standards for math and literacy. In total, the state has developed three sets of early childhood standards intended to be used statewide: the ***Massachusetts Early Learning Guidelines for Infants and Toddlers, Massachusetts Guidelines for Preschool Learning Experiences***,[65] and the ***Pre-K Common Core Standards for math and literacy***[66] ***(****also known as the* ***Massachusetts Curriculum Frameworks)*** (See: Appendix H). According to a July 2010 report by the Thomas B. Fordham Institute on the progress of a national movement toward adoption of Common Core, nationally agreed upon, high quality

65 Massachusetts Early Learning Guidelines for Infants and Toddlers, Massachusetts Guidelines for Preschool Learning. Retrieved from: http://www.mass.gov/?pageID=edumodulechunk&L=4&L0=Home&L1=Government&L2=Departments+and+Boards&L3=Department+of+Early+Education+%26+Care&sid=Eoedu&b=terminalcontent&f=EEC_research_planning_20110628_curriculum_learning&csid=Eoedu

66 Pre-K Common Core Standards for math and literacy Retrieved from: http://www.doe.mass.edu/candi/commoncore/

educational standards by the states, "…And then there's Massachusetts. …the state that has led the nation in achievement gains over the past decade, thanks in large part to its excellent standards - and their serious implementation."[67] This helps confirm our view that our inclusion of pre-K in the state's adoption of the Common Core Standards was a milestone achievement that has been fundamental to the creation of a continuum of standards-based learning for the state's entire birth to 20 system. It has forced stakeholders–educators, parents, policymakers, the general public—to think more seriously about how we educate 3- and 4-year-olds; it spells out that the foundation for academic success in school begins much earlier than a child's first day in kindergarten. This work is aligned with our recently developed *Infant and Toddler Guidelines*.

We have strong confidence in our *Infant/Toddler Guidelines*, which are based on pivotal research[68] on the importance of relationships in shaping the development of very young children. In developing the guidelines in 2010 (with ARRA funds), EEC was insistent that the guidelines meet the following goals:

- Reflect values inherent in a strength-based approach that recognizes families as their child's first teacher and acknowledges them as experts about their own child;
- Incorporate new research on brain development that demonstrates that responsive care from parents and other caregivers in a child's first three years of life helps him/her establish healthy patterns for lifelong learning, lays the foundation for emotional development, and helps children develop resiliency to the stresses;
- Recognize relationships as the key factor in development and the learning of infants and toddlers across all developmental domains;
- Communicate the interrelated nature of the domains of development (e.g. infants and toddlers rely on "hands on" learning, often using several senses and methods to create meaning and understanding of their environment);

67 Carmichael, S.B., Martino, G., Porter-Magee, K., Wilson, W.S. (2010). State of the state standards – and the Common Core – in 2010. Thomas B. Fordham Institute.

68 National Research Council and Institute of Medicine. (2000). *From neurons to neighborhoods*: *The science of early childhood development*. Committee on Integrating the Science of Early Childhood Development. J.P. Shonkoff and D.A. Phillips, Eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press.

- Describe how programs and educators can best support and interact with infants and toddlers (e.g. use the guidelines as a foundation for professional development and examples of 'Best Practices");
- Create a continuum of learning by aligning Infant/Toddler Guidelines with the standards in place at the time, the *Guidelines for Preschool Early Learning Experiences* and the state's *Curriculum Frameworks for Kindergarten*;

The *Guidelines for Preschool Early Learning Experiences* were developed in 2003, before the creation of EEC (2005), to cover all recognized domains of development at the time and are widely used statewide, particularly by public and private preschool programs today. They were developed with input from public school pre-k districts around the state, from three states around the country with high regarded pre-K standards at the time, and leaders from the state's education community. Meanwhile, when the state adopted the *Pre-K Common Core Standards* (for math and literacy only) in 2010, we conducted crosswalks with the Common Core and the *Guidelines for Preschool Early Learning Experiences* (posted on our website and distributed) to assist in the transition (See: Appendix I).

To demonstrate our commitment to ensuring that the three sets of early childhood standards are used widely and integrated with other early learning programs, we changed our childcare licensing requirements to mandate that programs adhere to the standards; and, our standards have been used as a foundation for our tiered QRIS to guide curriculum and professional development. Our high quality plan for the next phase of our work in this area aims to we make necessary improvements, particularly to better assist English language development for dual and English language learners, and then work to ensure ***all*** of our early learning and development programs will use these standards to their fullest potential. In year one EEC will implement two already developed online courses for all three sets of standards and begin the analysis work on both standards alignment and the development of English Language Development (ELD) guidelines (see below). In year two EEC will offer additional professional development tools, such as coaching and mentoring (See: (D)(2); develop the ELD guidelines based on outcomes of the study; implement recommendations of standards alignment study; support implementation of high quality curriculum and make available opportunities to explore intentional individualized teaching and assessment to educators and families as defined by the standards. In year three,

EEC will adopt and integrate ELD standards and begin training. In year four EEC will focus almost exclusively on professional development around the ELD standards and measuring the extent to which full alignment of our three sets of standards has been accomplished, based on assessment results and data traced through our Early Childhood Information System (ECIS).

We plan to make significant progress by:

1) Continuing to expand use of the 2011 *Pre-K Common Core Standards* **(**also known as the *Massachusetts Curriculum Frameworks for English / Language Arts and Math*), the *Guidelines for Preschool Early Learning Experiences* and the *Massachusetts Early Learning Guidelines for Infants and Toddlers* through our professional development activities, family outreach and private sectors partnerships (see below);
2) Improving and validating alignment in recognized areas of deficiency (see below), including how our standards can better assist English language learners. We expect to accomplish this by 2013 as described below in (b).
3) Providing professional development/training opportunities through recently developed online courses and mentoring (See: (D)(2)) that will enable all early childhood educators to further implement the standards, while also helping them to advance on the tiered QRIS;
4) Mapping the state's early learning standards and Head Start performance standards on to our selected evidence-based formative assessments (which will become the basis for the kindergarten entry assessment, and be aligned from birth to kindergarten) (See: (C)(2));
5) Better communicating our standards and guidelines to all educators in the Commonwealth, paying particular attention to educators of high need children.
6) Better communicating our standards and guidelines to all families in the Commonwealth, paying particular attention to high need children and their families, by using such strategies as outreach through the Coordinated Family and Community Engagement (CFCE) grantees and producing reader-friendly publications for parents in multiple languages, among others (See: (C)(4)).

(a)

We have been proactive in trying to ensure that our early learning and development standards recognize diversity and address issues facing children with high needs.[69] As described in (A)(1), the state has developed its own definition of children with high needs, which explicitly incorporates a child's cultural, racial, and linguistic status. By working to move beyond more traditional and limited definition of "high need," we recognize the particular challenges faced by many children who have special needs, who are immigrants or the children of immigrants and/or whose own primary language or the language spoken in their homes is not English. As you will see below, that recognition is reflected in our tools and standards and reflected in our tiered QRIS (See: Section (B))—as is the recognition that, in some areas, we have more work to do. Our primary goal is to support the maintenance of home language and ensure communication with families whose primary language may not be English.

Another sign of our commitment to culturally and linguistically appropriate standards is the sensitivity to children's home language and culture that manifests itself through many specific references to these issues in the ***Infants and Toddlers Guidelines.*** For example, the guidelines for early childhood educators:

- Ask the educator to "Promote and support the influence of culture, language, learning style and temperament of each child."
- State, "Educators must be very conscious of the different goals that families from varying cultures have for their children."
- State: "A critical consideration in the area of language and literacy development is that children will demonstrate skills in their home language first; consequently, educators are called to honor their diverse heritage, primary language and culture."
- Include literacy activity recommendations like "tell infant stories, sing songs, and repeat rhymes from infant's own culture and language."

69 The WIDA Consortium study on the alignment of the WIDA English Language Development standards and the Common Core found adequate alignment and is now adapting its own standards to better reflect the Common Core. See www.wida.us and type common core alignment study into the search tool.

The 2003 *Guidelines for Preschool Early Learning Experiences* do not, we recognize, reflect current research and appreciation for cultural and linguistic diversity to the extent they should. Below we explore our strong commitment to rectifying this to ensure we are doing everything possible to guide educators in evidence-based practices that will improve English language learners' development and academic success—recognizing this is key to our goal to close the state's expansive achievement gap.

The ***Pre-K Common Core Standards*** (*Massachusetts Curriculum Frameworks for Math and English/Language Arts*) do not suggest as many activities that recognize cultural and linguistic diversity as the infant/toddler standards, but the overarching principles of the pre-K standards clearly underscore the value of understanding cultures and diversity. For example, one guiding principle for the state framework for English (pre-K to 12) is that students "should gain broad exposure to works from the many communities that make up contemporary America as well as from countries and cultures throughout the world." The frameworks also describe the student who meets the standards as one who comes "to understand other perspectives and cultures."

To ascertain the degree to which our standards are culturally and linguistically appropriate and cover all Essential Domains of School Readiness (as specifically listed in the RTT-ELC grant application), the state recently hired American Institutes for Research (AIR) to conduct a preliminary analysis to help us specifically answer this question (See Appendix J), and to suggest what would be needed to do to improve them. The analysis determined that there was a "considerable degree of alignment" but challenges remain to be addressed. (See Appendix K for crosswalk of the standards.) Among the challenges cited was "lack of alignment about the use of standards for children who are dual language/English language learners." AIR recommended that the state should do more to " … articulate whether and how the standards should be used in relation to dual language / English language learners …" The recommendations went on to state, "It is important that there are clearly articulated procedures for ensuring that the standards are used appropriately for all children."

This report acknowledged what we suspected—that more needs to be done to ensure our English language learners' needs are addressed through our standards. Thus, EEC has included in this

proposal funds to embark on a process that will ultimately lead to the adoption of **English Language Development (ELD) Guidelines** for use by early childhood educators. The guidelines will be based on a child's individual progress toward English language proficiency, not their age, by including early, middle, and late stage development tiers for proficiency. To do this, the state will hire an institution of higher education (IHE) or other entity to review the state of California's highly regarded guidelines for English language development and recommend ways to integrate a defined set of ELD guidelines that can be integrated with our three sets of standards, paying closest attention to the *Guidelines for Pre-K Early Learning Experiences*, which we know are most outdated and deficient.

In addition to focusing on cultural and linguistic appropriateness, the preliminary AIR analysis recommended that we:

- Focus on alignment in the areas of social and emotional development, approaches to learning, and physical development, especially for pre-K through early elementary years.
- Further review standards in their ability to identify not only what children need to know and be able to do, but how children's skills should develop over time.
- Use a consistent definition of age across the standards, including both years and months.
- Examine how the standards are aligned to 3-year-olds and younger 4-year-olds (e.g., children between 36 and about 52 months).

As you will read below, these findings and recommendations have been important in spotting shortcoming that we will address by continuing our efforts to create meaningful, developmentally, culturally and linguistically appropriate standards across our pre-K system.

(b)

Two independent organizations examined our standards' alignment with literacy and mathematics and found no glaring misalignment or deficiencies. The AIR preliminary analysis found that there was strong alignment for literacy and mathematics across all standards and age groups. And prior to the state's adoption of the *Pre-K Common Core Standards*, a study conducted by WestEd compared Massachusetts' standards and the Common Core and found no significant differences – that there was more in common than not between Massachusetts

academic standards and the Common Core; both standards were high but the Common Core overall were higher. (See: Appendix L). The non-ideological review of the state's standards and Common Core provided a factual and unbiased analysis as to whether adoption of Common Core would build on the successes of the Commonwealth's education reform and investment.[70] The review found that there were many areas where the Common Core strengthened Massachusetts' standards and would better prepare our children to succeed in college and the workforce.

Based on these studies, we are reasonably confident that our early learning and development standards are well aligned with our early literacy and mathematics standards. Still, we plan to take further steps to validate the degree of alignment for literacy and math standards, in addition to further understanding how to improve our standards' appropriateness to cultural, linguistic, and developmental and all Essential Domains of Readiness.

In addition to hiring a vendor to examine the development of English Language Development Standards, as mentioned above, the next phase of our plan also calls for engaging an IHE to conduct a two-part, more in-depth study of our standards that will expand on the preliminary analysis conducted by AIR and WestEd in terms of both depth and breadth. The IHE will 1) determine the degree of alignment within the state's *Infant/Toddler Guidelines, Guidelines for Pre-K Early Learning Experiences*, the *Pre-K Common Core*, and *the Head Start Child Development and Early Learning Framework*; and 2) determine the degree of alignment between the state standards and the three approved formative assessment tools (Work Sampling System, Teaching Strategies-GOLD, and High Scope COR) (See: (C)(2)). The IHE will make recommendations to the EEC board on steps to improve our alignment.

So we feel confident in the overall alignment of our math and literacy standards (particularly with the development of the crosswalk to explain that trajectory). And we believe that upon completion of this study, and the review of California and other best practices for ELD guidelines, we expect to have a thorough understanding of our level of alignment across the standards themselves, areas to improve upon, and a solid foundation from which to train educators and families on their importance and use. We believe that a process to verify and

70 Massachusetts Business Alliance for Education/WestEd. (2010). Statewide business group recommends adoption of common core educational standards.

improve that our early learning standards complement our state's strong reputation for developing and integrating strong K-12 academic standards, we will enhance confidence in our entire education system. Standards translated into practice are the core of a quality education; they form the basis for an assessment system, professional development, and ultimately, what happens in the classroom or between a child and a parent.

(c)

As part of the state's recent re-procurement process in 2009, all early learning and development programs must adhere to the state standards in order to receive a contract for state subsidies. At the same time, the state began a phased-in requirement for programs to participate in tiered QRIS (See: Sec. (B)), with all subsidized programs required to be in the system by FY13. Also, to qualify for a Universal Pre-Kindergarten grant, programs must adhere to six required criteria, including adherence to either or both sets of standards. Similarly, the state recently revised our licensing standards for nearly 12,000 early education and care programs statewide, including after-school programs, group child care centers and family child care homes. The new requirements were designed to move beyond basic health and safety standards to standards that focus on children's growth and development. Licensing requirements now require programs to adhere to the standards. Our next phase on the programmatic implementation of our standards is expanding access to specific, targeted training on the use and integration of the standards (see below).

When EEC was created, it was required to establish **Workforce Core Competencies**, which would align core teaching competencies with program quality standards. EEC established rigorous and inclusive guidelines for developing the competencies and relating them to standards and regulations. While Massachusetts is among several states that have developed and implemented workforce core competencies for early childhood education, the state is unique in having created a single set of core competencies for all types of care. Our competencies apply to child care centers, out-of-school time programs, family child care homes, public preschool programs, private schools, preschool and kindergarten programs, and Head Start programs. The

competencies also cover educators working with all children and youth, including infants and toddlers[71].

EEC also has worked closely with the Departments of Elementary and Secondary Education and Higher Education to examine how the new standards are integrated with teacher preparation programs to ensure our future workforce is able to use those standards in center-based early learning environments.[72] The state now requires all sponsored or contracted professional development activities to include, focus on, or align with the standards. One example of the state's commitment to this approach is the *State Curriculum Standards Alignment* trainings, which have taken place in six different regions of our state). (See: (D)(2) for more examples of standards-related professional development activities).

In an important sign of our concern that early learning and development standards are aligned with curricula and educational activities, we are working with a variety of private sector partners to ensure that their material, programmatic activities and outreach efforts reflect our standards. For example, we are requiring that all materials produced through our new media partnership with WGBH, Boston's public television station (see (C)(4) and Appendix M), adequately reflect and support our state's standards for both infants and toddlers and pre-K. And the Boston Children's Museum, (See: LL) has agreed to incorporate our standards into their activities, such as School Readiness Friday Nights and permanent exhibits. We expect these programs to be particularly useful in targeting young children and families who attend informal childcare settings (See more in (C)(4)).

As discussed in (C)(2), the state also has completed planning for the development and completion of an aligned, truly comprehensive assessment system based on the standards with a focus on formative assessments.

(d)

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71 Massachusetts Workforce Core Competencies.
http://www.eec.state.ma.us/docs1/prof_devel/core_comp_packet.pdf

72 Massachusetts State Advisory Council (2010). 2010 strategic report. Retrieved from http://www.eec.state.ma.us/docs1/board_materials/20100406_sac.pdf.

Massachusetts has a solid foundation of tested professional development supports in place to promote understanding of and commitment to our new standards among educators, families and the broader public. From the outset, we took an approach that raised awareness and cultivated public ownership of the standards. Before instituting the *Infant/Toddler Guidelines* and the *Pre-K Common Core Standards*, the state engaged in a public planning process with early learning educators, advocates, higher education experts and families through a series of community forums and online websites. When EEC initiated the pilot of its tiered QRIS last year, the standards drove the system design. As part of its implementation, EEC reaches out to educators to promote understanding of and commitment to the standards in a variety of ways.

Mostly, we use—and will continue to use—the state's two primary capacity-building vehicles to continue to enhance knowledge and effective use of our standards. Given our recent adoption of the *Infant/Toddler Standards* and *Pre-K Common Core*—and the expected revisions to the *Guidelines for Preschool Early Learning Experiences* and creation of ELD guidelines—our reliance on these vehicles will be particularly vital. Our six regional **Educator Provider Support (EPS)** grantees and the **Readiness Centers** serve as hubs for professional development and are the main access points through which early learning educators receive information about the whole education system and specifically the standards. The Readiness Centers (based at IHEs) serve as the linkage between pre-K EPS grantees and K-12 professional development activities to improve alignment. (See more on each in (D)(2)). Under this RTT-ELC proposal, these centers will reach their full potential to promote understanding of both current standards and the new ones that will be phased in. As part of the plan, EPS grantee organizations will offer clear, practical professional development trainings focused on how to embed the standards into curricula, classroom activities, and tiered QRIS efforts; how to link them to assessments and provide segmented strategies for English language learners and special needs students. The Readiness Centers will continue to focus on alignment and serve as forums for convening discussions and training on these efforts.

The state also has developed an online, continuing education unit and a credit-bearing course to introduce the standards to the early childhood education field that will be delivered by both **EPS grantees and Readiness Centers**. The online course is designed to increase access to teaching

for early educators. In addition, the online tools will help program instructional leaders support staff development or peer groups in integrating the infant/toddler and preschool guidelines into practice and to assist them to move up tiered QRIS levels. The course also provides information on all IHEs offering credit-based courses in curriculum and assessment. Over 40 educators have been trained to support some level of the course, and Westfield State University recently offered to provide credits for those students who choose that career path.

In addition, the WGBH media partnership mentioned above includes the creation of an online digital hub for curriculum for early educators that will be based on the standards, allowing educators one, user-friendly place where they can access standards-based, digital curriculum for direct use in their classroom – or at home with families. (See: (D)(2) and (C)(4)).

A final significant support is a public awareness campaign co-sponsored by EEC and United Way of Massachusetts Bay and Merrimack Valley. This public-private partnership aims to raise understanding of the standards and their value to educators and to the public. This fall, the partnership launched *Brain Building in Progress*, a public service announcement television campaign that draws attention to the importance of investing in young children. Plans to expand this campaign are part of the **Massachusetts Early Learning Plan** (See: (C)(4)).

(C)(2) <u>Supporting effective uses of Comprehensive Assessment Systems.</u>

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

(a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;

(b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;

(c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and

(d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

(C)(2) <u>Supporting effective uses of Comprehensive Assessment Systems</u>

Massachusetts has in place the building blocks of a Comprehensive Assessment System that is aligned from birth to grade three and beyond, with a specific goal to reach and improve learning for the approximately 135,000 children with high needs, 30% of children under age six living in the Commonwealth. We have in place a selected set of evidence-based early childhood screening, formative and environmental assessment tools in addition to tools that measure adult-child interaction and a high quality plan that uses those building blocks to finish the job of implementing a strongly aligned system of screening and assessment for children and programs.

The overall goal for this high quality plan is: *to complete the design and implementation of the Massachusetts Early Learning and Development (MELD) Assessment system, which will measure a child from birth to grade three, including a Kindergarten Entry Assessment (KEA), to measure and improve child outcomes*. This will allow us to gather baseline information on children through a series of common, universally used screening and assessment tools at a minimum of two checkpoints between birth and kindergarten entry. Programs serving children from birth to age 5 are expected to use formative assessment to measure growth and learning,

individualize teaching and curriculum design, and communicate with parents on progress and special needs.

The MELD and KEA will flow into the Massachusetts Comprehensive Assessment System (MCAS), which begins for students in grade three.

Apart from our high quality plan around the KEA, which we address in detail in Section (E)(1), we will measure our success toward this goal by having:

1) Completed administration of screenings for all 275,000 children in the state's early learning and development settings, prioritizing the 55,761 high needs children who receive state financial assistance and the state's estimated 135,000 high needs children with multiple risk factors. We expect to do this by creating and supporting programs in the tiered QRIS to move to level three. Initially, we will focus on all programs in the tiered QRIS that contract with the state or receive state subsidy to use an evidenced-based formative assessment by the end of year two; this will be one requirement needed to move to level three or higher in the tiered QRIS. In addition, by year three of the RTTT-ELC grant our goal is to ensure that all families who may or may not be engaged in early learning and development programs but receive state services through informal child development programs will receive screening (based on parental consent).
2) Validated our formative assessment tools to ensure children's progress toward the standards. We will use norm-referenced assessments to systematically examine the appropriateness, validity, and reliability of using formative assessments to produce a statewide common measure of kindergarten readiness (See: (C)(2)). That is, we will assess the degree to which the *Work Sampling System, Teaching Strategies-GOLD*, and *High Scope COR* provide accurate information on children's progression toward achieving critical learning benchmarks as determined by the *Massachusetts Curriculum Frameworks (Pre-K Common Core)*. Initially, the norm-referenced tools will be used to evaluate language and receptive vocabulary, early math skills, and executive functioning given the availability and widespread acceptance of norm-referenced assessments in these areas. We will work with leading experts to identify additional tools to measure all remaining essential domains of school readiness. These norm-referenced assessments will not be given to all children in the

Commonwealth, but rather to a sample of sufficient size to provide point-in-time measures on a specific battery of skills that may be used to examine the validity of formative assessments results. We will use sample weights and statistical models to account for all students, including English language learners and students with special needs. To our knowledge, no previous work has been done to validate early learning formative assessment tools using with this degree of rigor.

3) Provided access to formative assessment tools at state expense to programs that have attained level three and four in the tiered QRIS, which we estimate to grow from less than 1 percent to 20 percent over the next two years (See (B)). We expect to do this by December 2013.
4) Built the capability to share statewide screening and assessment results annually via our ECIS by 2014. We expect to do this by December 2014.
5) Completed training of 100% of early childhood educators who work with children who are in state funded informal childcare settings (often home-based care) – trainings administered through the 107 early childhood programs (Coordinated Family and Community Engagement Programs) on how to administer the screening and how to interpret the data in ways that support families' understanding of their role in growth and development by July 2012.
6) Completed training on formative assessment for 800 programs, or approximately 1,200 early educators, in each year of the grant, also a requirement for participation in the tiered QRIS. Priority will be given to those programs serving children with high needs.
7) We will develop a screening and assessment module for all programs and educators with regard to appropriate use of screening and assessment for children who are developing English by December 2013.

Our plan addresses state, regional, community and program level efforts in a coordinated, aligned, and supported approach constituting a truly Comprehensive Assessment System.

Roles and Responsibilities within our High Quality Plan

State Level: The state is responsible for the overall design, lay-out and alignment of the comprehensive assessment system, monitoring to make interventions that assure the information is used appropriately by families, programs, the communities and the state. The state also is responsible for the measurement of early education and care environments, adult/child interactions, screening of children in and outside of programs, and the development of the Kindergarten Entry Assessment (KEA). Our first responsibility is to support individualized teaching and learning; followed by policy development and allocation of resources.

Regional Level: Our established regional structures, the Readiness Centers and Educator Provider Support (EPS) grantees (See: (A)(3) and (D)(2)) are the lead entities responsible for providing technical assistance and training to support licensed early childhood educators—most of whom serve high needs children—to administer assessments and screening and to utilize data to improve their practice, paying particular attention to children with high needs.

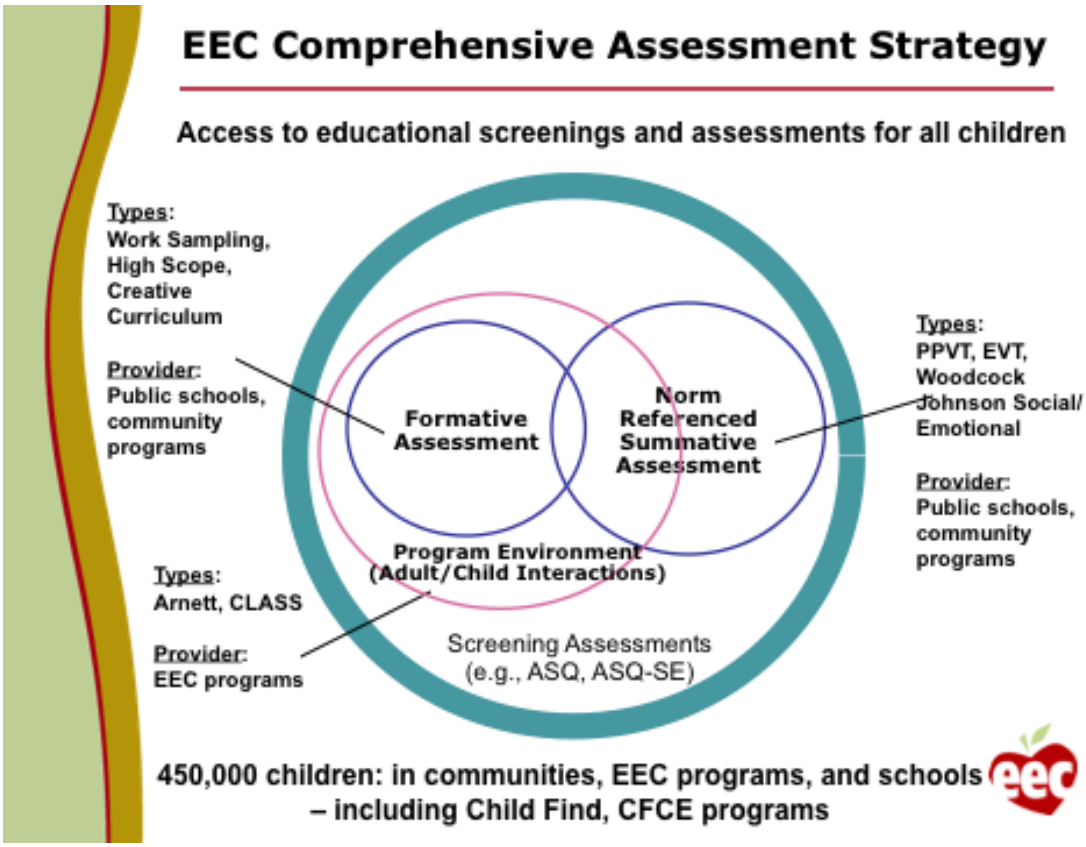
Community Level: Our state's 107 Coordinated Family and Community Engagement (CFCE) grantees are responsible for building capacity at the community level. They create opportunities for universal screening for children who are high needs but not involved in formal early childhood programs. They do this by building partnerships, engaging families in how to support their children with age and developmentally appropriate early learning activities, facilitating access into high quality care environments, administering screening tools, such as the ASQ and ASQ-SE, to assess where children are as a tool for teaching parents about growth and development in multiple domains.

Program Level: High quality individual early learning and development programs that contract with the state are currently requested to screen children within 45 days of entering a program and conduct environmental ratings and measurements of adult-child interaction as a tool within the tiered QRIS at each level. These programs also administer formative assessments to support improvement of the teaching and learning, and screening for early identification and environmental assessments to improve classroom and program practice.

(a)

The Massachusetts Early Learning and Development (MELD) Assessment, together with the state's MCAS, will form an aligned, validated and seamless comprehensive assessment system in Massachusetts. Our early learning assessment system will be comprised of screening, formative assessments, KEA (See: (E)(1)), measures of environmental quality, and measures of the quality of adult-child interaction**.** Normative assessments will be used only as tool to validate the formative assessment on a sample of children in the state.

Each of these assessments will be reviewed to ensure they are valid and reliable for its specified purpose and for the population with which it will be used. The system is designed to organize information about the process and context of young children's learning and development in order to help early childhood educators make informed instructional and programmatic decisions.



We understand that educators in the classroom and in child care settings offer invaluable input on when and how screening and assessments should be administered and which tools and strategies are most effective with children. We have taken great strides to seek their input. We

conducted an online survey that elicited responses from 259 early childhood educators in the state regarding comprehensive assessment system ideas and improvements and the early planning of a KEA; we gathered feedback via an meetings around the state over the last three years; and we will engage in a statewide listening tour of early education providers, parents, experts in the field and the advocacy community to gain critical feedback on a KEA implementation process.

The online survey (See: Appendix N) offered suggestions that we have implemented in the development of our high quality plan. For instance, one educator suggested, "a program that creates parent demand would increase the likelihood of assessments being done." This type of feedback has increased our emphasis on our family and public engagement strategies, via our CFCE grantees, home-visiting programs and public awareness campaigns to create multiple points of entry. Another educator suggested combining intensive assessment training with coaching/mentoring, which we decided to implement (See: (D)(2)). As you will see below, based on feedback we also consciously included a degree of flexibility where possible in developing a comprehensive assessment system, with certain metrics yet to be determined.

Our decision to focus so heavily on the formative assessments was very much influenced by at FY 2009 study by Abt Associates, Inc., which conducted an evaluation of the quality in a statewide sample of early childhood settings that serve pre-school children with high needs. The study used the CLASS observation measure to evaluate provider/child interactions in three primary domains (emotional support, classroom organization, and instructional support) for licensed center-based programs, Head Start centers, public school programs and family child care providers. Programs in Massachusetts' Universal Pre-Kindergarten (UPK) and non-UPK programs were included within each program type. A final report found that among all program types, programs scored high in emotional support and classroom organization, but were significantly lower on instructional support. This deficit in instructional support prompted EEC to undertake a process to support the full implementation and utilization of research-based comprehensive child formative assessment to intentionally improve preschool teachers' individual instruction strategies for working with children.

Screening: The primary screening measures used in Massachusetts are the ASQ and the ASQ-SE (see below). They are used to support parent understanding of growth and development; and serve as an early warning to educators and families (and ultimately, policymakers and other leaders, upon full development of the ECIS) of potential developmental delays in children birth to 5. The validity of the third edition of ASQ has been evaluated extensively, including a research sample that includes 15,138 children that mirror the U.S. population in terms of race, ethnicity, and socio-economic groups.[73] These measures are considered age and developmentally appropriate, valid, and reliable instruments used to identify children for follow-up services related to developmental, learning, physical health, behavioral health, oral health, child development, vision and/or hearing. Currently, we cannot measure the number of programs around the state conducting screening at some point prior to kindergarten. Our goal is for all children in the state to be screened, starting with the following population targets:

1) Children with High Needs
2) Infants and toddlers
3) Preschool children
4) Kindergarten children (EEC will work with the Department of Elementary and Secondary Education (ESE) to identify which screeners and referrals are currently in use and work with districts to capture the relevant information and track referrals.)

To do this we will provide ASQ/ASQ SE toolkits to the 107 organizations who currently receive our statewide CFCE grants and those children involved in the state's home-visiting program; we will conduct trainings for roughly 70 of the CFCE programs and other programs through agreement with DPH, including the home-visiting programs. These 107 organizations will administer screenings, given their close connections to families. We expect that by 2013, they will be responsible for screening 50% of the birth to 5 population, with whom they come in contact on more than one occasion. Our home-visiting programs will screen 100 percent of children enrolled in the program. In addition, through this grant we will expand a program that provides pediatricians with the tools and training they need to utilize the ASQ/ASQ-SE.

73 Squires, J. Ph.D., Twombly, E. M.S., Bricker, D. Ph.D., & Potter, L. M.S. (2009). ASQ-3 User's Guide Excerpt.

Formative Assessments: The three most commonly used formative assessments used in the Commonwealth are: Work Sampling System, High Scope COR, and Teaching Strategies GOLD. These formative assessments include questions, tools, and processes that are specifically designed to monitor children's progress in meeting the state's standards; considered to be valid and reliable for their intended purposes and their target populations; and are linked directly to the curriculum.

In addition to our work with Abt Associates mentioned earlier, EEC also worked extensively with the Oldham Innovative Research in selecting these tools as a part of implementing the UPK program. EEC's selection was based on a number of criteria; specifically, they were cross-walked with the *Guidelines for Preschool Early Learning Experiences* (See: (C)(1) (infant/toddler guidelines did not exist at that time) and shown to cover all of the developmental domains, and offered an online component.

The Massachusetts Early Learning Plan calls for engaging with an IHE to ensure these formative assessments align with the birth to 5 standards including the *Pre-K Common Core Standards* (*Massachusetts Curriculum Frameworks*) as described in (C)(1) and Appendix I. This will be done by hiring a vendor to validate that the state's three main formative assessments align with state standards and to develop the KEA as described in (E)(1). We will identify specific content within the formative assessments that are significantly associated with child outcomes in language, math and executive functioning through validation with norm-referenced assessments. It is our understanding this will be nationally ground-breaking work that we will instill confidence in our assessments, their use in gauging student progress, and how they can be used for early interventions in the classroom. Norm-referenced assessments will not be given to all children in the Commonwealth, but rather to a sample of sufficient size to provide point-in-time measures on a specific battery of skills that may be linked to formative assessments results. We intend for this to occur in 2013-2014, as soon as we have trained a cadre of educators to use the tools to collect the data.

This validation study will enable us to ensure the use of one of these three types of formative assessments to target individualized learning plans has an impact on certain child growth areas. We expect to publish this work in year two of the grant.

Kindergarten Entry Assessment (See: (E)(1)). Massachusetts has committed to developing a common metric that will be used to develop the KEA. While we discuss this in detail in (E)(1), it's important to recognize the state's development of a KEA as the critical third leg of the birth to 5 comprehensive assessment stool. Our approach to a KEA is grounded in flexibility and local control over teaching and learning. The intention is to provide school districts and schools with appropriate guideposts for assessing children's learning and then use item analysis that is both internally and externally valid. EEC, in partnership with ESE, will contract with appropriate IHE(s) to complete this work.

(b)

Massachusetts believes our comprehensive assessment system will only be as effective as the extent to which programs and their educators understand and buy into why our system tools should be used. Massachusetts is bringing together a number of promising techniques toward this end that have separate but compatible roots; they include outreach to both educators and families about the importance of assessing children's development. Specifically, our state efforts to convey educators' understanding of our assessment tools have been grounded in the *Strengthening Families* framework developed by the Center for the Study of Social Policy. The framework has given child care, family support, child welfare, and some pediatric and mental health providers in our state a common language to talk about how we enhance families' confidence and competence in supporting children's healthy development even in times of stress.

In addition, the Brazelton Touchpoints Center, located in Boston, and the new Head Start National Center on Parent, Family, and Community Engagement, are providing deep expertise in working with parents and educators to assess and interpret ASQ and formative assessment data in ways that shift the paradigm from an expert imparting knowledge to the recognition that parents know their children best and are ultimately their most enduring teachers and advocates.

An example of steps Massachusetts took to communicate the purposes and approach of our assessments followed the Abt Associates study - when we began to require all UPK program grantees to use of an evidenced-based formative assessment tool and tied that to the new tiered QRIS, which requires the use of an evidenced-based assessment for individualized instruction and professional development (See: Section (B)). Child observation, assessments of environmental quality, and teacher-child interactions—along with formative assessments of children's learning progress—are measured in each tiered QRIS program type at every level in the tiered QRIS system. (See (B)). In addition, the tiered QRIS identifies trainings that educators must have in observation, assessment and/or developmental screenings at every level in the tiered QRIS in order to advance to the next level. Introductory, intermediate and advanced level trainings are offered.

Finally, as detailed elsewhere in this proposal, Massachusetts has a network of CFCE grantees, which have also been encouraged to understand the use of research-based screening tools. We as a state believe it's simply not good enough to tell educators they should use *x* assessment; it's important for them to know why, because they are the individuals we want to empower to improve classroom instruction that lead to positive child outcomes. We have done this in large part through grantee trainings, which are explored further below in (d).

(c)

Massachusetts' high quality plan for a comprehensive assessment system is to build a seamless, aligned system of universally accepted and understood screening and assessment tools that provide a baseline of data and periodic "check-ins" with *all* children across the Commonwealth until third grade (MCAS) and including kindergarten entry. It's no accident that we are well on our way to accomplishing this, given our unified governance structure and Gov. Patrick's directive to state agencies that they must work collaboratively to ensure all of our state's youngest children are prepared for success in school and beyond toward our ultimate goal of closing the achievement gap.

Perhaps the most important factor in how we align our screening and assessments was taken last year when the state included pre-K standards in its adoption of the *Pre-K Common Core Standards* (See: (C)(1)). Aligning the standards is the most basic foundation for creating a

system of aligned assessments. Secondly, we once again rely on our unified governance structure and inherent collaboration among the state's education agencies (in this case, EEC and ESE) to start by looking at the math and English/Language Arts MCAS first given in grade three, and work backwards to ensure children are prepared for success at that point, using checkpoints along the way (kindergarten entry, formative assessments, screening tools). EEC and ESE are working hand-in-hand to develop the KEA. Thirdly, to be successful, we collectively determined the need to work collaboratively to design an integrated data system that enables the sharing of assessment results—thus, expanding and integrating our use of data-driven decision-making across Massachusetts state agencies.

Specifically, we decided to shine a spotlight on our youngest children, who had not been sufficiently included in the earliest iterations of the State Longitudinal Data System (SLDS) (See: (E)(2)). A comprehensive data system, if effectively designed and utilized, we determined, will provide an opportunity for state agencies to work together as a type of early warning system for young children with high needs.[74] In 2011, EEC commissioned an exhaustive study on the design and implementation of Massachusetts **Early Childhood Information System (ECIS),** which aligns and is interoperable with the **Statewide Longitudinal Data System (SDIS).** (See more in (E)(2)). The ECIS is anchored in the rapidly expanding neuroscience of early childhood development as revealed in the November 2010 ECIS Institute, co-hosted by EEC and the Harvard University Graduate School of Education.

The state is currently working to lay the groundwork for a longitudinal birth-20 system via the SLDS, with ECIS serving as a portal through which a child's baseline information is entered. We will track a child's participation in social services and education as they progress toward adulthood by assignment of a unique identifier to each child. In 2010 EEC began sending data for student identifier assignment to ESE starting with the teen parent population. Since the project began, 30,069 children have been assigned IDs and 1,992 were found to have prior IDs. We believe that by continuing to assign student identifiers and carrying out our plan described in (E)(2), we will be able to meet our goal to share statewide assessment results annually via our

74 Public Consulting Group. (2011). Early childhood information system (ECIS) vision document. Massachusetts Department of Early Care and Education. (pp.2).

ECIS by 2014. This will also be critical in measuring growth in students prior to the MCAS in grades three and beyond.

(d)

A key component of administering a comprehensive assessment system is training early childhood educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

Our state's existing network of six regional Educator Provider Support (EPS) grantees has served as the key building block of our state's professional development efforts. We will direct training funds to the organizations currently receiving EPS grants (not through the grants themselves) that will expand training opportunities on the effective use of assessments statewide. In terms of content and format design of these trainings, we have many quality examples that we will draw upon to move this plan forward.

The first example is a partnership between Wheelock College and Associated Early Education and Care, which trained approximately 900 early childhood educators at 120 training sessions in FY11. Topics covered included: (1) overview of assessment theory, research and practice; (2) using assessment data to inform program practice and target professional development, assessing children with special needs, using assessment and technology to implement differentiated/ individualized teaching and learning strategies for special need and limited English proficiency students; (3) using assessment data to communicate with and engage families and provide anticipatory guidance; and (4) implementation challenges and strategies and aligning assessment practice with curriculum, standards and guidelines. Educators who participated in the introductory and intermediate sessions received continuing education credits and educators taking part in the advanced training track received college credit for their participation. Educators participating in trainings had access to technical assistance and consultation, with approximately 100 of them receiving more intensive coaching and mentoring. Associated Early Education and Care also provided information sessions across the state to help program administrators learn about the tools and select one for use in their program. The estimated demand by each of the assessment tools was as follows:

- 7% Teaching Strategies Creative Curriculum Developmental Continuum

- 84% Teaching Strategies GOLD
- 6% High Scope Child Observation Record (COR)
- 4% Work Sampling

Given our strategy to tie the use of our screening and assessment tools to the tiered QRIS, our training efforts will help educators make this link and ultimately, advance on the tiered QRIS ladder and improve teaching in the classroom. EEC will work with one or more IHEs or partnerships of IHEs to design and coordinate training on assessment and screening tools to programs to support implementation of assessment systems and tiered QRIS measurement tools to support program improvement in settings serving children birth to 13 statewide. The vendor(s) will also coordinate with EPS grantees to ensure locally that programs engaged in tiered QRIS have access to high quality training and are being trained to integrate assessment, screening and use of the measurement tools into their programs and implementation for tiered QRIS. The vendor will develop modules for Environmental Rating Scales, screening and formative assessment tools that support the existing EPS grantees to offer similar training (using a train-the-trainer model) to support sustainability and increased access for all providers.

Through funds to the organizations currently receiving EPS grants or through DPH programs we will meet our goals to 1) training 100% of early childhood educators who work with high needs children not involved in formal programs at 107 early community early childhood programs on how to administer the screening and how to interpret the data with parents; and 2) train 800 programs (approximately 1,200 early educators) in each year of the grant in formative assessment, a requirement for participation in the tiered QRIS. Priority will be given to those programs serving children with high needs.

Other assessment training investments we propose include a combination of small grants to individual early learning and development programs, train-the-trainer workshops, targeted professional development, coaching, and peer mentorship—all of which will help us to rapidly universalize the critical training component, and ultimately, the realization of a fully development and integrated screening and assessment system from birth to preschool to kindergarten to grade three and high school graduation.

(C)(4) Engaging and supporting families.

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

(a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children's education and development;

(b) Increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the Program Standards; and

(c) Promoting family support and engagement statewide, including by leveraging other existing resources such as through home visiting programs, other family-serving agencies, and through outreach to family, friend, and neighbor caregivers.

(C)(4) Engaging and supporting families.

Massachusetts recognizes that families are the single most influential individuals in a child's development and places strong emphasis on a comprehensive approach to bolster parents and communities as they address children's health, learning, emotional, and developmental needs. With a focus on reaching families of children with high needs, we're taking a variety of approaches to form strong partnerships with families.

Progress and capacity for change are frequently about leadership. The youngest children in Massachusetts have a leader in the Commissioner of EEC who is deeply committed to providing families with information and facilitating their involvement in their children's learning and healthy development. She displayed this commitment by bringing all community grant funding under one Coordinated Family and Community Engagement (CFCE) grant, which essentially creates a local hub for families. And, she has changed the culture and approach within EEC and in the field so that children and families are at the center of all planning.

Because of the EEC Commissioner's deep commitment to engaging and supporting families, each new strategy and proposed program is evaluated on its potential impact on children and families. EEC promotes efforts that: consider the whole child, including his/her family and

community; use trusted advisors and peers to help inform and engage families; respect cultural and linguistic differences among families and communities; promote engagement and capacity building; and incorporate feedback loops, continuous learning and improvement. The **Massachusetts Early Learning Plan** includes a specific goal for this plan*: to provide culturally and linguistically appropriate support to families, especially families of children with high needs, to promote school readiness*. To achieve this, we have identified three specific objectives:

1) Strengthen our statewide network of 107 CFCE to support families of children with high needs by incorporating the use of evidence based models.
2) Share information in multiple languages on children's learning and development and available state resources through a statewide public awareness campaign aimed at the families with children from birth to age 5.
3) Establish a cohort of trainers in each of the six state regions defined by EEC to provide ongoing coaching and guidance to frontline practitioners working with diverse families.
4) In partnership with the national Head Start training center, we will train 320 individuals (teams of three in our 107 CFCE grant communities) in parent, family, and community engagement by 2014

(a)

The state is developing culturally and linguistically appropriate standards for family engagement across all levels of program and learning standards. We began by documenting best practice strategies to guide the field in supporting children and families whose home language is not English.

As we develop the standards, we are drawing on the state's experience with the statewide CFCE program, which offers grants to 107 culturally and linguistically competent community organizations to provide outreach and support to families with young high needs children (see below for more details). As part of a process that has prepared early childhood educators for the type of family engagement standards that service organizations should meet, CFCE grantees are asked to follow the Center for the Study of Social Policy's *Strengthening Families* framework, which includes parental resilience, social connections, knowledge of parenting and child

development, concrete support in times of need, and children's social and emotional development.[75] They also are asked to annually catalogue the languages and populations in their communities; and to outline how they will provide resources and support to high-need families, including families with home languages other than English.

As will be discussed in below in (c), EEC will identify core elements of best practices used by premier family agencies around the state that offer high-need families with culturally and linguistically appropriate information about early childhood development. The work done to identify these core elements will feed into the state's overall efforts to develop standards in the area of family information and support.

The state already has made progress toward implementing culturally and linguistically appropriate standards through the CFCE grantees, who represent the most effective and culturally and linguistically-competent entities to reach families. Each year, the state allocates approximately $14 million directly to the 107 community organizations. Grants ranging from $33,000 to $1 million fund organizations such as the Boston Public School System, Greater Lawrence Community Action Council and the Lowell Public Schools to help them provide critical information and support to families about child development, transition information, family literacy, school readiness, family and community resources and events. The grants also support effective delivery of up-to-date information and referrals to comprehensive services, information about high quality formal and informal early education and care opportunities, and other community resources that support parents in their role as their child's first teacher. These organizations also facilitate our birth to 5 (ASQ/ASQ SE) screening recommendations, and work closely with the local school district.

Building on EEC's efforts to articulate family-engagement requirements for CFCE grantees and on the development of family engagement standards, the state will take the following steps to create and apply a uniform set of culturally and linguistically appropriate standards for family engagement activities in early education and care settings:

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75 Kagan, L. *Strengthening Families Framework.*

- Document best practice strategies to guide the field in supporting children and families whose first language is not English;
- Implement evidence-based practice English Language Development and train CFCE grantees to target their use in informal programs, while supporting the development of home language skills;
- Implementation of evidence-based, literacy-based practice within informal early learning programs and activities;
- Translate materials designed for families in at least five languages;
- Translate the *Guidelines for Preschool Early Learning Experiences* (See: (C)(1)), as we have done our *Infant/Toddler Guidelines,* into family-friendly methods, providing links to the full document in multiple languages.

(b)

Family engagement has a specific set of standards included in the tiered QRIS. This work is based in the programs involved in tiered QRIS; and level 2 requires use of the Center for the Study of Social Policy's *Strengthening Families* self-assessment. EEC will continue this practice, which we initiated in 2009, channeling $2.3 million to professional development through our six Educator Provider Support (EPS) partnerships across the state that support planning, coaching and mentoring, and workforce core competency development. EPS grantees place a priority on providing training, coaching and mentoring, and technical assistance to staff who work in programs serving large percentages of high need children, those who receive subsidized child care due to low family income, English language learners, and children whose home language is not English. As part of their overall efforts, EPS grantees offer educators and caregivers of very young children technical assistance that focuses on effective strategies for family engagement. The technical assistance is guided by the 2008 findings of the National Early Literacy Panel, which include ensuring competency of parent educators relative to population's native language, customs and social norms; embedding a peer-based social component to training (partners, teams, groups) so parents have a mechanism for interacting with each other; and aiming for high-dosage, frequent interventions over a long period to maximize impact.

As EEC staff and grantees began working with teachers and providers to facilitate changes related to increasing cultural and linguistic competence, we recognized the need to increase training, knowledge and skills before we could systematically implement suggested practice. Knowing best practice is not enough. We need to be able to effectively implement the practice. We discovered that paraprofessionals, for example, often have the greatest capacity to incorporate best practice because, in higher percentages than lead teachers; they often speak languages other than English. However, using this asset of paraprofessionals requires additional training and a culture of change within the classroom. In addition to designing trainings to increase staff skills in implementing the strategies, EEC also has set a goal to develop six courses in native languages for paraprofessionals by June 2012, with a focus on the role of paraprofessionals in literacy and oral language development. In addition, because they are keys to promoting change, we are developing an online course for directors and community engagement staff on our standards for working with children who do not speak English.

Starting in June 2012, our EPS grantees will be asked to develop a workforce strategy that includes training on promoting anti-bias curricula, culturally and linguistically appropriate practices and maintaining and expanding the diversity and cultural and linguistic competence of the workforce itself. To date, as mentioned above, we have focused on creating access to secondary education for staff whose home language is not English. In addition, we ensure that the catalog of credit and non-credit courses includes offerings in languages other than English. As support, we will establish ongoing partnerships among the EPS grantees and the six RTT-funded Readiness Centers.

We also intend to increase the number and percentage of early childhood educators who are trained and supported to implement the family engagement strategies included in our program standards. We intend to establish a cohort of trainers in each of the six state regions defined by EEC to provide ongoing coaching and guidance to frontline practitioners working with diverse families. In partnership with the national Head Start training center, we will train 320 individuals (teams of three in our 107 CFCE grant communities) in parent, family, and community engagement by 2014. We will align this work with the *Strengthening Families Framework*. Agreements based on these core values are in place across state agencies to reinforce this work,

which is an example of how we will use existing structures to expand our reach to families and educators using evidence-based strategies, like those used by the Head Start training center with whom we will work.

Massachusetts currently collects some data related to children's risk factors associated with high need, through screening and assessments for example, but the next phases of the **Massachusetts Early Learning Plan** will greatly expand this through the completion of our ECIS data system (See: (E)(2)), including collecting ECIS consent forms from parents; the screening and assessment of young children (See: (C)(2)); and targeted outreach (See below). To continuously improve how the state addresses these needs, we will tap our existing structures to provide more educators with the effective family engagement strategies above including our **CFCE** and **EPS grantees**, **Readiness Centers**, **Wraparound Zones**, and **Promise Neighborhood Support Grants and state agency partners**—all of which have a role in delivering programs, guidelines, access to support services, and training.

(c)

Massachusetts has already developed a series of strong initiatives focused on promoting support and engagement for families of children 0 to 5 that leverage resources from a wide array of partner agencies. The **Massachusetts Early Learning Plan,** for the next stage of this work will maintain, and in many cases scale up, these initiatives and ensure that, through the use of the new standards and other practices, all the initiatives are part of a coordinated system of information and support for the state's youngest children, especially children with high levels of need, and their families. It's helpful to think of the strategies to achieve these goals by the lead agency/organization carrying them out: EEC, other state agencies, and public-private partnerships.

EEC

EEC's number one goal is to provide additional, targeted support to the 107 organizations who currently receive CFCE grants to address key knowledge gaps in family literacy.

In addition to the work supported by the grants, the CFCE program provides an infrastructure to effectively reach families in culturally and linguistically respectful ways. For example, the grant

application process favors organizations that engage and prioritize hard to reach families, including those that are "linguistically isolated." Grantees are asked to catalog the languages and populations in their communities and outline how they will support diverse families, including those with home languages other than English. We believe in building a family engagement strategy that recognizes the strengths of diverse families and employs them as ambassadors and leaders in all of our programs, centers, schools and communities to expand appreciation and understanding for cultural diversity. For example, parents are involved in leadership on local governance councils; grantees provide trainings for parents who then take the lead in play groups and sometimes offer "parent cafes;" and parents often act as peer outreach workers to help engage new or "hard to reach" parents in their communities. We also offer multiple examples of family engagement activities on our website based off our programs standards used in the tiered QRIS76.

And we've seen results: Grantees in Lawrence perform outreach to recent immigrants, refugees and English language learners through the Spanish-language radio station and newspaper and working with cultural and faith-based groups to inform families of these high need children about local early education programs and support services and to help translate resources. The city of Fall River translates its parent information in English, Spanish, Portuguese and Khmer and works with partners from the Department of Transitional Assistance, local church groups, and local health promotion groups to identify non-English or limited-English speaking families new to our country/community. The Worcester Community Action Council collaborates with the Interfaith Hospitality Network to provide outreach to homeless families.

EEC also will serve as a conduit for expanding local initiatives that have been successful in engaging families, by documenting and facilitating the transfer of information, data and best practices to help expand successful models elsewhere.

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76 Massachusetts Department of Early Education and Care "Parent Engagement and Family Support" website: http://www.mass.gov/?pageID=edumodulechunk&L=4&L0=Home&L1=Government&L2=Departments+and+Boards&L3=Department+of+Early+Education+%26+Care&sid=Eoedu&b=terminalcontent&f=EEC_forms_guidance_parent_family_support&csid=Eoedu

The state's K-12 RTT initiative funded the creation of **Wraparound Zones**. Similar to the Harlem Children's Zone and federal Promise Neighborhood models, the purpose of the state's Wraparound Zones (WAZ) is to address non-academic and out-of-school learning barriers, while maximizing teaching and learning time to allow educators to focus on raising student achievement, building district, school and community capacity. In 2011-12, the state directed WAZ implementation monies to 21 schools in 5 districts. In support of this plan the RTT-ELC includes funds to expand these partnerships with schools, communities and state agencies to birth to 5, organizing access to existing state and local services versus providing new services.

Community Engagement Program Expansion: Massachusetts' long-term commitment and attention to community and family engagement has produced a number of successful family-community partnerships that have demonstrated high potential for reaching high needs families and connecting them to community resources. Among these, initiatives led by a school committee member in Holyoke and by the business community in Worcester; the Berkshire United Way and the Berkshire Compact for Education, which includes the community of Pittsfield; Lynn's *PACT (Parent and Child Together Time Program*); and Springfield's *Reading Success by 4th Grade Initiative* (RS4G).

Another example that illustrates some of the common themes to these approaches is *Thrive in Five* in Boston, a 10-year action plan to achieve universal school readiness and prevent the school readiness gap in Boston (In 2009, only 54% of Boston's children entered kindergarten ready). The city-wide movement has brought together young children's families, early care and education providers, health and human service providers, and the city to work across traditional sectors and systems and hone in on the cornerstones of the first "Five" years of a child's life, defined as: language development; cognition and general knowledge; approaches to learning; social and emotional development; and physical and motor development. "School Readiness" in Boston is currently measured by the DIBELS, a literacy assessment administered by the Boston Public Schools at kindergarten entry, among other measures.

Our plan calls for EEC to identify the core elements of practice that have allowed these programs to help families with high-need children integrate culturally and linguistically appropriate information about child development into their everyday lives. Once the core elements have been

identified, we will design a plan to add to the number of projects that reach out to families with linguistically and culturally appropriate information about early childhood development by making grants to support this kind of work in other settings, all based either in the 17 high need communities and at least 10 additional rural communities by FY 2014. We will dedicate $1 million per year for the expansion of wrap zones described above in connection with improved local ownership for measureable outcomes as described here to focus on high need children and their families.

Family Literacy: With the use of specific evidence-based early literacy models, EEC will enhance the capacity of the CFCE grantees to help parents promote early literacy skills development in their children. By focusing on a small number of effective literacy models we will create more consistency in the strategies that CFCE grantees use to help families cultivate their children's literacy skills before they enter elementary schools. These models will ensure focus on home language development and be informed by our developing standards for English language development.

In another facet of our effort to encourage parents to provide a language-rich environment for their young children, EEC will spend $11 million over a three-year period to implement an evidence-based early literacy program in each of the 17 communities identified by the Massachusetts Home-Visiting Needs Assessment Team as communities with the highest needs. These programs will serve 1,000 children in the first year, 2,000 in the second year, and 2,500 children in year three. We will also allocate funds to expand adult literacy activities funded by ESE or others to include a focus on early childhood literacy development when adult literacy programs have more than 50 percent enrollment of families with children under 6.

Early Learning and Development Support Materials: The EEC website, currently being revamped to increase family friendliness, includes resources for families seeking information on child development and early education and care-related programs. EEC also currently tries to reach parents of young children in diverse communities by translating brochures into multiple languages and engaging faith-based communities in efforts to offer immigrant families information related to early childhood development and services—for example, information

about screening, child care vouchers, and home visiting services. We will intensify our work in these areas. Over the course of the grant, we will translate materials developed into at least five languages when targeted for families.

Other State Agencies

Home-Visiting Program Expansion: The state's Department of Public Health (DPH) currently oversees 21 home-visiting programs serving 49,000 families across the state, many through a U.S. Maternal, Infant, and Early Childhood Home Visiting (MIECHV) federal grant. Under our high quality plan, DPH, together with EEC, will offer one-time universal home-visiting to all families of newborns in select high-need communities. This home visit will provide screening for maternal and infant health, including social-emotional health. The state will also increase the number of highest need communities served by the Children's Trust Fund's successful *Healthy Families Massachusetts* home-visiting program from 5 to 17 and bolster services to reach more families in the 5 communities currently involved with the program. The program, operated by the Children's Trust Fund, has a proven record of improving outcomes for high needs children, as recently recognized by the federal government through the award of a U.S. Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program expansion grant. (See: Appendix O)

DPH will work with EEC to leverage these federal and state funds by 1) collaborating with MassHealth (Medicaid) to reimburse for home visiting; 3) seeking public and private insurance reimbursement for individual and group services provided by nurses, clinical social workers and other clinicians; and 4) engaging the public to encourage legislative support for *Healthy Families* and Early Intervention programs.

Health: Together EEC and DPH, working with other state agencies, will focus on a wrap-around approach to family engagement—an approach that recognizes that children's learning and healthy development involve physical as well as developmental health. To do this, we sought and have received a two-year grant to expand the use of *Help Me Grow*, a model that uses the ASQ screening tool to educate families about child development, through our CFCE grantees in partnership with the University of Connecticut Health Center.

DPH also has agreed to ensure that children in state custody (through the Department of Children and Families) who are assessed by the Early Intervention program but have a delay or risk factors that do not meet EI criteria, are referred to DPH for any available supports. Additionally, DPH will determine the protocol and referral source to ensure smooth "handoffs" to quality early learning and care programs, such as Head Start. DPH is also working with EEC on a number of other programs that reach families by focusing on health needs such as vision, oral health, physical fitness and nutrition education, and new baby classes.

Financial Literacy: In order to continue to provide evidence-based practice and skills to educators working in the community, EEC recently completed a pilot project the state association of the community action agencies with a focus on financial literacy for families, educators and children. The project demonstrated how to integrate financial literacy programs aimed at the families of high need children into services offered in early care and education settings. Thus far, in a train-the-trainer effort, the project has prepared 114 participants around the state to offer this training in early education and care settings. We intend to expand this program: In four years, we will spend $30,000 per year to train staff from all 107 CFCE grantee organizations (two staff members per organization), resulting in over 800 CFCE staff member trained to deliver this service over the four-year period. (See more details in Appendix LL).

Public-Private Partnerships

Massachusetts has partnered with the private sector, non-profits, IHEs and the business community, to help it advance a number of strategies related to young children. Family engagement is no different. Our strategic goals include expanding our *Brain Building in Progress* public awareness campaign, in conjunction with the United Way of Massachusetts Bay and Merrimac Valley; formalizing partnerships with the state's 15 children's museums through the innovative *Countdown to Kindergarten* program and the Massachusetts library association's *Every Child Ready to Read* program; and including a strong set of valuable family outreach tools through our media partnership with WGBH.

While our state has a relatively small number of children in informal child care settings who receive state subsidies (less than 2,000 children), we intend for these and other private sector partnerships to serve as modes of outreach to these children and their families. We attempt to

reach them directly through vehicles such as our CFCE grants and child care resource and referral agencies (who provide induction training), but we also believe that by tapping a high number of private sector partners (as evidenced by 62 of support letters and the projects outlined in this plan) we can spread early learning information on areas like STEM and literacy as the next best option.

Communications Campaign: The **Massachusetts Early Learning Plan** will dramatically expand its ***Brain Building in Progress Public Awareness Campaign***. Starting in 2010 the state partnered with the United Way of MassBay to launch a public awareness campaign aimed at educating families and the broader public about the importance of investing in young children, and specifically, developmentally appropriate parenting techniques to improve children's chances at healthy growth.

Our plan will expand this campaign (See: Appendix P) by continuing to run television public service ads in Boston and Springfield; placing prominent print ads; printing and distributing campaign collateral, and exploring the possibility of creating a mobile device "app" for parents that includes screening, appropriately targeted activities, and connections to local resources. The Boston Children's Museum also plans to join this effort. Already working with the state to close the achievement gap through its *Countdown to Kindergarten* permanent exhibit, the museum has agreed to train its entire staff on the research that informed the *Brain Building in Progress* message and coach them on what kind of language to use in talking to parents of young children about activities that will promote children's learning and development. The museum also will embed the campaign signs and literature into its ongoing programming and engage all 15 children's museums across the state in the campaign. (See: Appendix LL).

Partnership with Massachusetts Library Association: EEC has located Early Childhood Resource Centers in five public libraries across the state to provide parents with information about healthy child development and community resources—a partnership that we will expand, through more formal linkage with CFCE grantees.

WGBH Parent Tool: Boston-based WGBH, public television's premier educational media developer (See: (D)(2)_and Appendix M) will partner with the state to create a "Digital Hub" of

media-based tools specifically designed for use by and with parents of children ages 0-5. WGBH will explore creation of a new “School Readiness” section on the *PBS Parents* site. It also will produce videos for parents that explain important developmental milestones and recommend activities and conversations for supporting their child’s learning. We will modify the messages to suit different media, from simple text messaging, to email newsletters, to mobile-optimized versions of the hub site and we will explore public library distribution of pre-loaded tablets as a strategy, to reach as many families as possible.

The Commonwealth of Massachusetts is poised to highly develop its family engagement and support strategies. We will execute the preceding initiatives, together with our state agencies and private sector partners to achieve our goals: 1) expand the availability of multi-lingual resources to the 167,026 families in Massachusetts with children from birth to age 5; 2) strengthen the statewide network of 107 strategically located CFCE grantees and tapping them for implementation of specific activities; and 3) establish cohorts of trainers statewide to provide ongoing coaching and guidance to frontline practitioners working with diverse families.

Massachusetts has made great strides to ensure culturally and linguistically appropriate standards are systemically part of our family outreach strategy. While work remains, in the areas of data collection in particular and addressing the needs of families whose home language is not English, we have the support structures in place to succeed in this work.

D. A Great Early Childhood Education Workforce

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework;

(b) Implementing policies and incentives (*e.g.*, scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

(d) Setting 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.

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

The success of the **Massachusetts Early Learning Plan** hinges on the state expanding its **comprehensive workforce development system,** which improves and measures the education and training effectiveness at the classroom and program level. Massachusetts will draw on several strong assets as it undertakes this work. First, the Department of Early Education and Care (EEC) can–and already does–tap into the resources of our state's world-class higher education institutions (IHEs) and a private sector that truly values education as an economic engine. For example, the state's public-private partnerships with entities like the Bessie Tartt

Wilson Initiative for Children[77] (BTWIC), Early Education and Care and Out-of-School Time Workforce Development Task Force (Workforce Task Force)[78], Strategies for Children,[79] Wheelock College, Urban College, University of Massachusetts, the quasi-public Commonwealth Corporation[80], and Boston-based WBGH (public television's pre-eminent production house), have exemplified innovative solutions for the workforce issue. Second, we have some of the highest standards for childhood educators in the country; for example, our tiered QRIS workforce standards require center-based care settings to have a teacher with a B.A. in every classroom – 25% of programs at Level 2; 100% of programs at Level 4.

Third, when an *Act Relative to Early Education and Care* passed the State Legislature unanimously in 2008, the state codified into law the creation of a comprehensive workforce development system that provides professional development and training and recognizes ways to improve educational attainment among early educators.[81] For example, the law directed EEC to establish and regularly update: a comprehensive database of early childhood educators and providers, hereinafter referred to as the Professional Quality Registry (see (c)), for the purpose of enhancing the workforce development system.

Finally, the state will move forward on its workforce development agenda informed by several studies that give us a clear picture of the current status of our workforce, notably a University of Massachusetts report, "The Massachusetts Early Education and Care Development System Study: Year 1"; BTWIC's "Blueprint for Early Education and Compensation," Strategies for

77 Holas-Huggins, N. & Quarcoo, E. (2010). *Blueprint for early education compensation reform*. Bessie Tartt Wilson Initiative for Children. This report recommended the state's strategy on compensation.
78 The Workforce Taskforce, convened by Bessie Tartt Wilson Initiative for Children, the United Way of Massachusetts bay and Merrimack Valley, and the Schott Fellowship in Early Care and Education, has given timely recommendations and strategies for early learning policies and incentives.
79 Strategies for Children. (2010). Strategies for improving the early education and care workforce in Massachusetts: This report recommended several strategies found in the state's high quality plan, such as the state transfer compact, linkage to TQRIS and PQ registry.
80 Commonwealth Corporation (CC) Grants, which administers the Workforce Competitiveness Trust Fund (WCTF) focused on innovative solutions for workforce development on behalf of the Executive Office of Labor and Workforce Development provided a model for the state through its grant awards to initiatives that focus on the employers of the early childhood workforce, thus acknowledging the importance of high-quality early education to the economic vitality of the state. The Springfield and Worcester regions received CC grants, each region with a history of addressing barriers faced by early educators.
81 Strategies for Children. (2010). Strategies for improving the early education and care workforce in Massachusetts: Executive summary. (pp3). Retrieved from http://www.strategiesforchildren.org/eea/1publications/SFC_WD_Report_Full_March_2010.pdf

Children's report "Strategies for Improving the Early Education and Care Workforce in Massachusetts," and a number of studies lead by the Wellesley College Centers for Women.[82] (See Appendix Q).

Over the next four years, the state will dedicate an estimated $10 million (from RTTT-ELC budget) to the Comprehensive Workforce Development System to further the goals articulated here in (D)(2) and in the tables. The following sections explain our plan for developing that system, which not only meets the criteria for improving the knowledge, skills, and abilities of our state's early childhood educators, but also reflects the assets for executing the plan that have just been discussed. The plan described below is based on advancing 1) access to effective professional development (practice-based support); 2) career advancement and professionalization through role expansion; 3) finance and compensation reform; and 4) evaluation of impact on classroom practice.

(a)

1) Massachusetts will provide and expand access to effective professional development opportunities over the next four years that are aligned with the state's workforce knowledge and competency framework (WKCF).

Fundamental to the workforce system is Massachusetts' Core Competencies for Early Education and Care and Out-of-School Time Educators (Core Competencies).[83] EEC established eight rigorous and inclusive core competency areas and collaborated with the Workforce Task Force in its comprehensive research on related standards and regulations. Massachusetts is among several states with core competencies for early education and care; however, it is unique in that it has a single set of core competencies for all types of early childhood education and care[84] and for

82 Douglass, A., Heimer, L., Hagan, W., (2011). The Massachusetts early education and care development system study: Year 1 report. (see Appendix); Marshall, N.L, Dennehy, J., Starr, E., & Robeson, W.W. (2005). Preparing the early education and care workforce: The capacity of Massachusetts' institutions of higher education. Wellesley Center for Women. Retrieved from http://www.pearweb.org/research/pdfs/Capacity.pdf

83 Massachusetts Department of Early Education and Care. (2011). Core competencies for early education and care and out-of-school time educators. (pp. 3-4). Retrieved from http://www.eec.state.ma.us/docs1/prof_devel/core_comp_packet.pdf

84 The Core Competencies apply to child care centers, out-of-school time programs, family child care homes, public preschool programs, private schools, preschool and kindergarten programs, and Head Start programs.

educators working with children and youth from birth to 14 years old, 16 with special needs. Also, the Core Competencies are linked to the *Infant/Toddler Early Learning Guidelines*, *Guidelines for Preschool Early Learning Experiences* and the *Pre-K Common Core Standards*, supports for children with high needs, and utilization and training required by the tiered QRIS.[85]

Each of the 8 Core Competency areas has its own section describing the knowledge and skills early care and education and out-of-school time educators must be able to demonstrate in their work with children, families, and colleagues. The 8 areas of competency are: (See Appendix R for more detail): 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. Massachusetts' Core Competencies are being linked to all state-supported and approved training and therefore integrated into professional development opportunities across the field, providing a basis for approved training, coursework development, ongoing evaluation of staff, and for movement up the career ladder.

The six regional Educator Provider Support (EPS) grant recipients located across the state assist in supporting programs to gain competency with the Core Competencies, advance on standards in the tiered QRIS levels, lead educators to degree attainment (A.A., B.A. and Master's), and to support providers in attaining and maintaining accreditation or advancing on the tiered QRIS levels. The six EPS grant recipients are the main infrastructure that the state will tap into to expand access to professional development opportunities. EEC directs CCDBG funds to the six regional EPS grant recipients for early childhood education professional development each year, the state's primary vehicle through which early childhood educators gain access to effective professional development. Each recipient consolidates its region's disparate professional development opportunities for early childhood educators in order to achieve economies of scale, share resources, build local capacity, increase accountability to the state, and link to the continuing education units (CEUs) and college credit or enrollment. Over the next four years,

85 As educators gain skills and knowledge that increase their level of competency, the programs they work in are better positioned to attain higher levels of quality on the tiered QRIS.

Massachusetts plans to expand and improve the EPS grant recipients access by effectively targeting its own budgeted funds,86 as well as spend $2 million of the proposed RTT-ELC funding on the following three core areas of professional development delivery: CAYL Institute and EPS Acceleration Strategy; competency development measurement as a result of training; and coaching and mentoring.

Model for Expansion. EEC will model the expansion of the EPS grant recipients' work on developing individual plans for educators and providers to gain competency through opportunities such as trainings, online courses, and coaching and mentoring. These opportunities will not only help educators improve their competencies and classroom practice, based on the eight core competencies, but also support advanced degree attainment (A.A. or B.A.) Providers will also receive targeted support to meet the tiered QRIS Standards, accreditation, or program-wide competency in a core workforce area.

EPS grant recipients will target their resources to help expand access to effective professional development. The state will address the gaps—areas of need—through professional development or credit-bearing courses. Through research, standard and assessment alignment, and planning, the state has determined that educators need access to effective professional development courses focused on early social emotional development, English language development, formative assessment and data usage, family engagement, children with high needs, STEM, and standards alignment—all of which support advancement in the tiered QRIS. The organizations who currently receive EPS grants not only will coordinate access to professional development on these topics within their own region but will also collaborate with the regional Readiness Centers.87 The state's six regional Readiness Centers, RTT K-12 funded, offer professional development and instructional services focused on birth-20, (whereas EPS grant recipients focus on early childhood education and out of school time), thus facilitating professional development

86 The state has already allocated $2 million of its own budget to the EPS Grants and Readiness Centers, both established programs, which will coordinate on the implementation of the Plan.

87 The state already offers an abundance of effective professional development opportunities in various stages of implementation – the building blocks - which address all levels of development. Some of these include but are not limited to: Birth to Eight Leadership Institute, Infant and Toddler Leadership Training, Birth to 8 Language and Literacy Online Course, ESE and EEC State Curriculum Standards Alignment trainings at Readiness Centers, Early Childhood Educators (ECE) Scholarship Program, MA Children at Play "I am Moving, I am Learning" trainings.

opportunities within a larger, aligned educational continuum that links pre-K and K-12 professionals and trainings.

The **CAYL Institute and EPS Acceleration Strategy** is the first core area that the six EPS grant recipients will target their resources to expand access to effective professional development. In FY11, EEC established a system of six regional EPS partnerships to provide professional development across the state to the early education and out of school time field. EEC hired Community Advocates for Young Learners (CAYL) Institute, to convene the lead agencies for group discussions and planning about how best to deliver professional development services. CAYL is now consulting individually with each of the agencies to help them develop plans for strengthening their professional development offerings, the benchmarks for reaching their goals and ways to measure progress. This system of individualized technical assistance and planning for EPS-funded providers maximizes the potential of EPS to support an increasingly coherent and articulated regional system of early childhood education professional development (Acceleration Strategy).

Competency Development is the second core area that EPS grant recipients plan to target resources to expand lead teachers' access to effective professional development by focusing on opportunities aligned with the Core Competencies. We will validate that teachers are gaining skills through state funded training in at least three areas: literacy, numeracy and social emotional skills. EEC will develop a cost-effective program that will train teachers to assess individual students in order to generate data that reflects cultural, linguistic and developmental sensitivity and informs us of child progress and readiness over time.

Beginning in July 2012, Massachusetts plans to *evaluate the effectiveness of the state-funded workforce development programs*. In order to ensure the trainings are leading to improved practice, the state will design an evaluation of both coursework towards higher education degrees and how well early educator trainings reflect the eight core competencies. In addition, the state plans to design a process to certify trainers and/or consultants, mapping the content of training against the core competencies, and ensuring that training is practice- and knowledge- focused.

An example of competency verification of professional development follows; by 2014 EEC plans to administer and offer lead teachers training in the following: the *Behavior Rating Scale* and the *Social Skills Rating System*, which focuses on better understanding the severity of behavior problems leading to expulsion rates; the *Preschool Expulsion Risk Measure* (Gilliam, 2008), which looks at the likelihood that a teacher will expel a preschooler. The 11-item *Parent Involvement Measure*, which looks at the level of parent involvement; the *Child Care Worker Job Stress Inventory*, which looks at teacher job stress, sense of job control, and job resources (the degree to which the teacher feels good about his/her work) and its direct link to expulsion rates; and the *Preschool Mental Health Climate Scale* (PMHCS; Gilliam, 2010), which uses observers to rate the social-emotional climate of preschool and child care programs. All of these are or will be linked to the tiered QRIS.

Coaching and Mentoring is the third core area that the six EPS grant recipients will target resources to expand access to effective professional development. Research demonstrates that coaching promotes meaningful improvements to teaching quality, and offers a new pathway for professional growth to more experienced and successful teachers. Additionally it is widely believed to be an effective and efficient (e.g. less costly) method to provide professional development.[88] Drawing on NAEYC and NARA's recent and authoritative publication on coaching and on a review of four specific professional development coaching models, EEC will model its peer coaching and mentoring program after the Peer Assistance and Review (PAR) in Rochester, in combination with the Head Start and Early Learning Start resource *Steps to Success* professional development system. PAR uses peers to support one another's work and provides well-developed training for coaching; and the *Steps* materials are designed to support mentors and coaches and the individuals who train them.[89] The state plans to increase access to practice-based trainings and support by establishing a minimum of 15 coaches in each of the six

88 NAEYC & NACRRA (2010). Early childhood education technical assistance and training glossary. Retrieved from http://www.naeyc.org/files/naeyc/file/ecprofessional/NAEYC_NACCRRA_TrainingTAGlossary.pdf
88 Isner, T., Tout, K. Zaslow, M., Soli, M., Quinn, K., Rothenberg, L. & Burkhauser, M. (2011). Coaching in Early Care and Education Programs and Quality Rating and Improvement Systems (QRIS): Identifying Promising Features. Retrieved from http://www.childtrends.org/Files/Child_Trends-2011_04_27_FR_CoachingEarlyCare.pdf
89 The Steps for Success materials are publicly available on the Early Childhood Learning and Knowledge Center's website There is an online communication network available for support called STEP-net (http://www.step-net.org).

EPS grant regions (90 coaches total) across the state. Over the next four years, the state has allocated $1.9 million of the proposed RTTT funds for this new large-scale initiative.

It is critical that the professional development opportunities just discussed are well aligned with our Workforce Core Competencies. One resource that will help us ensure alignment is the IHE Mapping Project discussed in the next section (b). This ongoing project will map the courses of participating IHEs in its database onto one or more of the EEC Core Competency areas, making it possible to easily ensure the courses are aligned with the competencies that we consider basic to sound early education and care professional development.

(b)

2) *Massachusetts will implement policies and incentives that promote professional improvement and career advancement along an articulated pathway that is aligned with the WKCF, and that are designed to increase retention.* Over the next four years, Massachusetts plans to achieve professional improvement, career advancement, and retention by effectively targeting its own budgeted funds[90] as well as an estimated $4 million of the RTT-ELC funding on the following three core areas; transferring early childhood education credits between IHEs, engaging the field at all levels, and targeting support for specific gaps in knowledge and skill.

Transferring Early Childhood Education Credits Among IHEs. Part of our plan focuses on removing an obstacle to education career advancement in the early childhood education field: students' difficulties in transferring early childhood education related credits when they move from one institution to another. We will draw on the resources of the EEC-funded *IHE Mapping Project* to address this problem. The project, which has been operating since 2010, has produced a map that profiles a network of 33 Massachusetts IHEs that participate in the project, all of which offer an early childhood education programs of study, an elementary education program, or program in a related field that leads to a certificate and/or an associate's or a bachelor's degree. The map includes a searchable database of required coursework for early childhood education degree programs, which allows for comparisons of the requirements for early childhood degrees and certificates at participating IHEs.

90 The state has already allocated $2 million of its own budget to the six EPS grant recipients and Readiness Centers, both established programs, which will coordinate on the implementation of the Plan.

A second resource that will help us in solving transfer problems is the state's *Early Childhood Education Transfer Compact*. The compact has been signed but in order to ensure it is proper implementation, EEC has worked proactively with the Secretariat, Department of Higher Education (DHE) and IHEs to address continuing efforts to facilitate the transfer of credit within the public higher education system. EEC plans to take the more aggressive approach of streamlining the transfer process to reduce students' uncertainty about acceptance into licensure programs, which is to push IHEs to apply the same requirements to transfer students as other students. To accomplish this EEC is planning a college presidents' forum, convened by EEC Commissioner Sherri Killins and Wheelock College President Jackie Jenkins-Scott; and EEC will work with Boston Public Schools to evaluate its data on apparent gaps in teacher preparedness, particularly in regard to content knowledge. In addition EEC plans to dedicate $40,000 per year over the next four years to a 0.5 time position at DHE to focus specifically on improving the goals of the transfer compact.

Engage Field at all Levels. Massachusetts is developing a broad career advancement and professional improvement strategy for the early childhood education field at all levels (paraprofessional, associate's degree, bachelor's degree, master's degree). For paraprofessionals, we will offer online support aimed at developing leadership skills specific to working with non-native speaking families and supporting children in their home language while understanding and supporting the process of English language development.

To encourage early childhood educators to pursue degrees we have in place an *Early Childhood Educators Scholarship Program*, which since 2006 has provided more than 5,000 scholarships to currently employed early educators to pursue associate's or bachelor degrees in early childhood education and care or related programs. The state will continue to provide *Universal Pre-Kindergarten (UPK)* quality enhancement grants. An Abt Associates study found that in 2008 nearly half (48%) of these grant funds were spent on staff development.

Massachusetts is fortunate to be home to 11 Master's level early childhood education and care courses. We will be investing in a program being developed at an IHE to create a *post-Master's program in early education policy and leadership*. We believe this course has the potential to cultivate a new generation of early childhood leaders in the state.

Targeted Support for Specific Gaps in Knowledge/Skills. The state will focus on addressing professional development for specific gaps in knowledge and skills, such as social emotional development, children with high needs, STEM, standards alignment, assessment training, the needs of English language learners through bilingual courses and other educational supports and the tiered QRIS.

We also plan to invest in an IHE's exemplary program for English language learners. The innovative program addresses the high demand for bilingual and multi-lingual early education and care professionals who can competently serve the growing numbers of young children who are linguistically diverse and need an early, strong and supportive foundation in learning English so that they can succeed in school great need for well-prepared. Over the next four years, we will utilize this program to support multi-lingual early childhood practitioners navigate higher degrees attainment requirements and quality improvement through the tiered QRIS.

Additionally, the state plans to coordinate with IHEs in developing and delivery of online early childhood education courses, aligned with the Core Competencies, which address the above identified gaps in provider and educator knowledge. For example, *University of Massachusetts Boston's Open Course Ware (OCW)*, which is advancing technology-enhanced education, will serve as a model for university dissemination of knowledge in the Internet age. Core Competency and Preschool Learning Guidelines courses, as well as CEUs and college credit courses will be offered for free on OCW for self study.

In addition, EEC plans to partner with public television station WGBH to develop high quality content to support early educators with a focus on STEM, literacy and numeracy resources. Boston-based WBGH, public television's pre-eminent production house and one of the nation's leading producers of media-based resources to support teaching and learning, will serve as the state's media partner in the **Massachusetts Early Learning Plan**, leveraging and expanding upon its role as media partner in the state's K-12 RTT initiative. WGBH will produce a "Digital Hub," a free, online platform that will feature a centralized library of tools, direct links to related materials, and customized pathways to guide the teachers, parents, and other care providers through the site, maximizing direct relevance, accessibility, and utility. The hub's core resources will derive from early childhood education curricula developed around two of WGBH's award-

winning television programs: *Between the Lions (BTL)* and *Peep and the Big Wide World (PEEP)*. Comprised of lesson plans, video segments, and interactive games, these curricula specifically target English Language Arts, STEM, and social/emotional skills, the domains featured in the state's tiered QRIS standards.

WGBH also will produce a series of media-based **professional development modules**, both for educators of children ages 3-5 and for educators working with infants and toddlers. Delivered through videos, interactives, and PDFs, these materials will include introductory and follow-up modules that address foundational skills, a comprehensive range of videos presenting "best practice" in applying the teaching strategies outlined in the tiered QRIS standards, and illustrations of effective and appropriate use of media with young children. Research shows teachers who used WGBH's produced programs "improved dramatically."[91] (See Appendix M).

3) *As part of the Massachusetts Comprehensive Workforce Development System, the Commonwealth plans to implement finance and compensation reform for early educators*. To accomplish this goal the state plans to advance the career ladder, the early educator earned income tax credit and the development of a public-private endowment fund. Also, the state will dedicate $800,000 to provide stipends for early educators for utilizing advanced skills (e.g. norm referenced assessments and coaching) and support programs in affording formative assessment tools in exchange for agreements to address compensation and through Massachusetts' tiered QRIS Implementation Program, over the next four years. (See (B) for details.) As a condition for receiving professional development resources, the recipient programs will be required to participate in a MOU that outlines benefits including compensation for their early childhood educators who receive state-supported training.

In an important step to move toward a system that better rewards professional development, EEC has developed a state *Early Education and Out of School Time Career Ladder*, which includes proposed salaries on each level of the ladder, with salary levels based on research by the Bessie Tartt Wilson Initiative for Children, which, in turn, draws on data from the U.S. Department of

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91 Squires, J., Twonbly, E., Bricker, D., Potter, L., (2009). ASQ-3 user's guide. Retrieved from http://agesandstages.com/pdfs/asq3_technical_report.pdf

Labor and from EEC's PQ Registry (See below). Proposed salary increments have been added to each level of the basic ladder in recognition of educators' increased knowledge, skills and responsibilities as they advance in their careers. Further work will be performed on the Ladder this year by the Bessie Tartt Wilson Initiative for Children (BTWIC), where the Commissioner of EEC sits on the planning committee.

A tax credit strategy can begin to address the issue of inadequate compensation, immediately impacting the lowest paid workers in the field by allowing them to keep more of their income. The BTWIC has spearheaded support for a bill currently pending in the State Legislature that calls for the creation of a 15% refundable tax credit for early educators. Based on the Earned Income Tax Credit, the proposed credit is intended to serve as a financial support for low-income members of the field.

In order to address the compensation challenge, EEC's private sector partner, BTWIC, is advancing the creation of a *public – private early education endowment fund* to support compensation for low-wage educators, the career ladder implementation that is tied to wages, grants to programs, and increased support for high quality, evidence-based programming for children linked to the tiered QRIS. The endowment would be best managed and administered by an existing early education organization or by a foundation with a board of advisors/trustees that sets policy, oversees access, selects grantees, and evaluates the fund. (EEC would sit on the Board).

(c)

4) Massachusetts plans to publicly report aggregated data on early childhood educator development, advancement, and retention through its established Professional Qualifications Registry and tiered QRIS, and the planned evaluation of the comprehensive workforce development system. Over the next four years, Massachusetts plans to publicly report aggregated data on early childhood educator development, advancement, and retention by not only targeting its own budgeted funds but also monies from RTT-ELC funding. (See (A)(4)).

In January 2010, the state required that educators, including assistants, who work with infants, toddlers, preschoolers, or school age children in EEC-licensed settings must register annually in the state's *Professional Qualifications (PQ) Registry*. Currently 41,599 educators have created personal profiles on the registry as of July 2011. The registry gathers information on the size, composition,

education, experience of the state's current workforce, and the retention and turnover of educators working in early education and care and out-of-school time programs. Already the PQ Registry, in conjunction with Labor Department data, has provided valuable information that led to the development of the *MA Early Education and Out of School Time Career Ladder* (see below). Our goal is for the PQ Registry to include all early childhood educators by 2013. We expect this data to be instrumental in helping EEC respond to the needs of all educators, programs and the tiered QRIS.

Additionally, another important program for sharing aggregated data is the state's *tiered QRIS*, which is designed to report aggregated data and includes requirements for our educators' professional development, advancement, and retention through the inputs on credentials and experience. We plan to make this aggregate data available to the public following the tiered QRIS validation, which will occur the initial year of the RTT-ELC grant (See (B)(5)). The state has allocated $4 million from the RTT-ELC to the tiered QRIS (See (A)(4)).

(d)(1) The state's goals for increases set forth in (d)(1) are as follows. Today the state has 26 IHEs aligned with the Core Competencies and the state's WKCF and the state plans to double that by increasing to 58 IHEs by 2015, including 100% of the public IHEs and 9 private institutions. For 2010-11 the total number of early childhood educators credentialed by an "aligned" IHE is 1,017 and the state plans to increase that by a third by 2015 to 1,341, an 8% increase in each year of the grant.

We believe these goals are achievable because of our initiatives discussed above, like the EPS Grants, Readiness Centers, UPK Program, IHE Mapping Project, Transfer Compact, and tiered QRIS. For example, the EPS grants and the Readiness Centers are tremendous assets for ensuring that professional development opportunities become more available throughout all regions of the state. The Tiered QRIS directly provides programs with incentives to move up the levels by supporting early educators in career enhancement. The IHE Mapping Project and Transfer Compact are direct attempts to smooth out the transfer of early childhood education credits between IHEs to make attaining a higher degree more achievable.

(d)(2) The state's goals for increases set forth in (d)(2) are as follows. Today there are 4,001 (10%) early childhood educators who have a Child Development Associate/early childhood Certificate and the state's goal for 2015 is 4,751 (11%). Today there are 1,020 (2%) early childhood educators who

have an Associate's Degree in early childhood education and the state's goal for 2015 is 2,320 (6%). Today there are 557 (1%) early childhood educators who have a Bachelor's Degree in early childhood education and the state's goal for 2015 is 1,357 (3%). Today there are 103 (0.2%) early childhood educators who have a Post-Graduate Degree in early childhood education (M.Ed. & Ph.D.) and the state's goal for 2015 is 303 (1%). We believe these goals are achievable because of initiatives, discussed above, which move the state toward a system that better supports professional development as well as initiatives aimed at better rewarding early educators such as the tiered QRIS Implementation Program, stipends (for services, materials and training), career ladder, income tax credit and the endowment fund.

Performance Measures for (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

	Baseline (Today)	**Target - end of calendar year 2012**	**Target - end of calendar year 2013**	**Target - end of calendar year 2014**	**Target – end of calendar year 2015**
Total number of "aligned" institutions and providers	26 IHEs are aligned with EEC Core Competencies	32 IHEs (6 additional public IHEs with associate and bachelor degree programs in ECE; 100% of public IHEs aligned with EEC Core Competencies)	40 IHEs (8 additional private IHEs with associate and bachelor degree programs in ECE)	49 IHEs (9 additional private IHEs with associate and bachelor degree programs in ECE)	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	1098 early childhood educators credentialed by aligned IHEs; an 8% increase from the previous year	1179 early childhood educators credentialed by aligned IHEs; an 8% increase from the previous year	1260 early childhood educators credentialed by aligned IHEs; an 8% increase from the previous year	1341 early childhood educators credentialed by aligned IHEs; an 8% increase from the previous year

[Please indicate whether baseline data are actual or estimated and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice. If baseline data are not currently available please describe in your High-Quality Plan in your narrative how and when you will have baseline data available.]

Performance Measures for (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 (Today)		**Target- end of calendar year 2012**		**Target- end of calendar year 2013**		**Target- end of calendar year 2014**		**Target- end of calendar year 2015**	
	#	**%** of est. workforce	**#**	**%** of est. workforce	**#**	**%** of est. workforce	**#**	**%** of est. workforce	**#**	**%** of est. workforce
Credential Type 1 *Child Development Associate/ ECE Certificate*	4001	10%	4076	10%	4226	10%	4451	11%	4751	11%
Credential Type 2 *Associate's Degree in ECE*	1,020	2%	1270	3%	1570	4%	1920	5%	2320	6%
Credential Type 3 *Bachelor's Degree in ECE*	557	1%	657	2%	832	2%	1057	3%	1357	3%
Credential Type 4 *Post Graduate Degree in ECE (MEd & PhD)*	103	0.2%	153	0.4%	203	0.5%	253	1%	303	1%

Include a row for each credential in the State's proposed progression of credentials, customize the labeling of the credentials, and indicate the highest and lowest credential.

[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information.]

E. Measuring Outcomes and Progress

(E)(1) Understanding the status of children's learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) 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;

(c) 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;

(d) 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

(e) 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).

(E)(1) Understanding the status of children's learning and development at kindergarten entry.

Assessing children's school readiness at kindergarten entry is essential to identifying the learning needs of children and targeting instructional and programmatic support. This point takes on added significance when discussing high needs children, who often enter school behind in foundational developmental skills and knowledge, putting them at risk for future academic struggles. The Massachusetts Kindergarten Entry Assessment (MKEA) will play a necessary role in describing children's early learning and developmental trajectories while also arming state and local educators with new tools for addressing achievement gaps at one of the earliest points in children's public school careers.

Envisioned as a key component of the broader Massachusetts Early Learning and Development (MELD) assessment system (see criterion (C)(2)), the MKEA will use formative assessment to establish children's level of school readiness and monitor learning progress in kindergarten across all essential domains of school readiness (e.g. language and literacy development,

cognition and general knowledge, including early mathematics and early scientific development, approaches toward learning, physical well-being and motor development, and social and emotional development). Participating public elementary schools will use an approved formative assessment tool, including the *Work Sampling System*, *Teaching Strategies-GOLD*, the *High Scope COR*, or any tool that is shown to be evidence-based, aligned with the state's tiered QRIS (See: Section (B)) and curriculum frameworks (See: (C)(1)), and approved by the Departments of Early Education and Care (EEC) and Elementary and Secondary Education (ESE). An evaluation, including psychometric testing such as item analysis, of approved assessment tools will occur to develop a statewide common metric for measuring children's level of school readiness and provide information on school readiness gaps. Table (E)(1)-1, provides a summary of the state's high-quality plan, including key goals and activities, the project timeline, roles and responsibilities, and financing, to improve overall program quality and better support high needs children. The remainder of this section addresses (E)(1)(a) through (E)(1)(e).

(a)

The MKEA will serve four primary goals to support young children in achieving benchmarks critical to their learning and development and reduce school readiness gaps among high needs populations. They were informed by a state survey of public school kindergarten teachers detailed in Appendix S and include:

1. **Assess children's growth and learning**, using formative assessment, across all essential domains of school readiness. The intention is that this type of assessment data will be valuable in guiding state educational practices and policies to reduce school readiness gaps and support learning for all children.

2. **Inform local practice and strengthen professional development.** The MKEA will benefit teachers and schools by providing new information about children's developmental status, informing instructional practices, and targeting resources, over time, toward professional development opportunities designed to address gaps in knowledge and skills.

3. **Develop a valid and reliable common statewide measure of children's school readiness**. The MKEA will be a coordinated and coherent assessment of all children in kindergarten to improve program outcomes and accountability, a goal shared by EEC and ESE. Through linkages to state standards and later state assessments (the Massachusetts Comprehensive Assessment System (MCAS), which students first take in math and English/Language Arts in grade three), the MKEA will provide a basis for measuring children's growth.

4. **Improved communication with families and decision-makers.** Teachers are expected to share individual and classroom level data with families through report cards and other forms of communication. Aggregate data collected at the district and state level may be used by superintendents and state leaders to guide professional development, improve alignment of school and community services and target funding.

To meet these goals, the MKEA will require participating public elementary schools to use one of three formative assessment tools: the *Work Sampling System*, *Teaching Strategies-GOLD*, and the *High Scope COR* or another approved tool. These tools have been approved by EEC and ESE because they are evidence-based and measure individual child development and growth and are appropriate for students from diverse cultural and linguistic backgrounds and children with special needs. The state already requires the use of at least one of these three tools in pre-k programs participating in the state's tiered QRIS or receiving universal pre-kindergarten grants, establishing a strong foundation for building an aligned comprehensive assessment system from pre-k to third grade in which the MKEA is embedded. The state worked extensively with Oldham Innovative Research in identifying and selecting the three approved tools. They were shown to cover all developmental domains, offer an online component for easier data management, and align with state standards in use at that time.

In 2011, Massachusetts adopted new curriculum frameworks that incorporate pre-K into the Common Core Standards. An analysis to determine the degree of alignment between the state's full list of updated early learning standards (e.g. *Massachusetts Early Learning Guidelines for Infant and Toddler, Massachusetts Curriculum Frameworks in English Language Arts and*

Mathematics (Pre-K Common Core), Head Start Child Development and Early Learning Framework (See: (C)(1)) and each approved formative assessment tool included in the state's early learning and development agenda. This work will occur in two phases: first, the state will ensure that its various standards are, in fact, aligned and representative of a seamless system of learning; second, it will determine the degree of alignment between these standards and approved assessment tools (e.g. *the Work Sampling System*, *Teaching Strategies-GOLD*, and *High Scope COR*). We anticipate researchers conducting a high-complexity alignment analysis that stresses in-depth comparisons of content across three parameters: balance (i.e. distribution across developmental domains), coverage/depth (i.e. the degree to which particular elements of learning are addressed), and difficulty (i.e. the relative cognitive demand of indicators that are being compared). This analysis will also account for the degree to which the tools are suited to high needs populations, including English Language Learners and children with special needs. It will demonstrate the extent to which approved assessment tools align with Massachusetts' learning standards and curriculum frameworks. Should gaps be identified, EEC and ESE anticipate working with assessment providers to customize their tools for use in Massachusetts.

The state also anticipates integrating the Partnership for the Assessment of Readiness for College and Careers (PARCC) consortium's still-in-development kindergarten to grade two assessment into the MKEA. Massachusetts is one of 24 states that have joined PARCC, and ESE Commissioner Mitchell Chester is the current chair of the PARCC governing board. The PARCC K-2 assessment is scheduled to become operational in 2014 at a time when other approved formative assessment will have been in the field for two years. For this reason, Massachusetts will use the duration of the RTT-ELC grant period to evaluate and revisit decisions made about the effectiveness of approved formative assessment tools. The state's intention is to reach the end of the grant period with an aligned early learning and development assessment system that tracks children's learning, at a minimum, from pre-kindergarten to third grade, while emphasizing school readiness in the kindergarten year.

(b)

The Commonwealth's approach to the MKEA prioritizes local control, while establishing appropriate state guidelines for assessing children's learning. With the ideal in mind to maintain

appropriate balance between state support and oversight and local choice and flexibility, our plan will use psychometric testing, including item analysis techniques, to develop a common metric of children's school preparedness from the three pre-approved formative assessment tools. It is this balanced approach to guiding children's learning that has made Massachusetts a national leader in education.

Specifically, EEC, in partnership with ESE, will contract a qualified IHE to **produce a common measure of school readiness.** Having established that the *Work Sampling System*, *Teaching Strategies-GOLD*, and *High Scope COR* are appropriately aligned with and modified to state standards (See: (C)(2)) and indicative of children's progress toward desired benchmarks, the state will conduct psychometric testing, including item analysis, to produce an internally valid, common measure of children's school readiness in kindergarten. The focus of the psychometric testing is to determine areas of shared content and variations in difficulty and discrimination of assessment test questions. The resulting common measure (or uniform progress score) will provide data that can be aggregated regardless of the formative assessment tool used to provide a statewide picture of where children are at kindergarten entry and how they progress over the year.

(c)

The state envisions a four-year plan funded at $3.2 million to design and implement the MKEA, which will be scaled up over time through four distinct cohorts. Two primary considerations were given to selecting participants for Cohort I. First, the school district needed to have the necessary infrastructure and internal knowledge and capacity to effectively carry out the formative assessment scheme envisioned by EEC. Second, priority was given to those districts with large proportions of high needs students who are most likely to benefit from the MKEA. Cohort I includes 6 of the state's 10 largest school districts and 11 of the 17 highest-need communities as identified in Massachusetts MIECHV initiative.

Cohort II will include all remaining 160 school districts that receive state-funded kindergarten expansion grants. Massachusetts currently commits $22.9 million to transition half-day kindergarten programs into full-day and improve the quality of full-day classrooms. Participating

in the MKEA will become a requirement for the 164 school districts receiving these grants in 2013. Cohort III and Cohort IV will include all remaining school districts in Massachusetts, which tend to be higher-performing and less dependent on state aid. Table (E)(1)-2 provides greater detail on each cohort.

Project timeline: The MKEA will be introduced in school districts over a four-year period, starting with a small cohort serving primarily high needs students and expanding through Kindergarten expansion grants already provided for through the Massachusetts state budget:

- Cohort 1 – 24 school districts, 17,5008 students
- Cohort 2 – 158 school districts, 29,827 students
- Cohort 3 – 60 school districts and 50% charter schools, 11,788 students
- Cohort 4 – 64 school districts and 50% charter schools, 8,381 students

Table E(1)-2

Massachusetts Kindergarten Entry Assessment: School District Cohorts, Years 1 to 4				
Cohort	Description	Districts	Students	Teachers
Cohort 1	22 districts make up the initial MKEA cohort: • Boston • Cambridge • Chelsea • Everett • Holyoke • Lawrence • Lowell • Lowell Community Charter School • Ludlow • Lynn • Marion • Mattapoisett • Medford • New Bedford • Northhampton • Pittsfield • Rochester • South Hadley • Southbridge • Springfield • Tauton • Ware • Watertown • Worcester	24	17,500	874
Cohort 2	• Districts receiving Kindergarten Development Grants	158	29,827	1,436
Cohort 3	• Remaining Level 3 and Level 2 districts that do not receive Kindergarten Development	60	11,788	420

	Grants • 50% of charter public schools with a kindergarten enrollment			
Cohort 4	• Remaining Level 1 districts that do not receive Kindergarten Development Grants • Remaining 50% of charter public schools with a kindergarten enrollment	64	8,381	311

Key strategies for meeting the planned project timeline include the following:

Year 1 - 2012

- Secure MOU between EEC and ESE to enable data sharing and ensure common use of assessments in programs overseen by both agencies.
- Finalize funding for MKEA and state strategies for supporting public school districts in conducting formative assessments.
- Meet with local school district partners at least three times to inform the process of searching for a common set of items that link across assessment tools and programs.
- In partnership with IHEs take necessary steps to design the MKEA, including:
    - Systematically examine all early childhood education child assessment data collected in the previous year and determine the data quality for the purposes of this project.
    - Assess degree of alignment between state standards and approved formative assessment tools;
    - Validate approved assessment tools as appropriate for measuring kindergarten readiness using norm-referenced assessments; and
    - Conduct item analysis of approved assessment tools to develop a common metric aligned with PARCC.
- Align PK-2 data collection with P-20 database to support Statewide Longitudinal Data System (see (E)(1)(d)).

- Finalize the first cohort for the MKEA, prioritizing those districts serving high needs children with the infrastructure necessary to support the effective implementation and use of the MKEA.

Year 2 – 2013

- Complete a pilot study to test the common metric across a large sample of schools with the aim to use the results to inform a unified child assessment system for all children.
- Produce three reports to document and explain the development of the MKEA.
    - A technical report on how the state's common metric was developed and the developmental and pre-academic domains being measured;
    - A report showing the results of the pilot study using the common metric; and
    - A set of recommendations to track student progress and set of recommendations to inform professional development opportunities.
- Identify the second cohort for the MKEA. This cohort will include 159 school districts receiving kindergarten expansion grants.

Year 3 - 2014

- Indentify the third cohort for the MKEA. This cohort will include all remaining level 2 and level 3 school districts that do not received kindergarten development grants and 50% of public charter schools with kindergarten enrollments. Level 2 districts contain schools indentified for corrective action or restructuring. Level 3 districts contain one or more schools among the lowest-performing 20% based on quantitative indicators.

Year 4 - 2015

- Indentify the fourth cohort for the MKEA. This cohort will include all remaining level 1 school districts that do not received kindergarten development grants and the remaining 50% of public charter schools with kindergarten enrollments. Level 1 districts possess no schools in corrective action or restructuring.

(d)

A priority in the Commonwealth's successful application in the first Race to the Top competition was to improve and expand its Statewide Longitudinal Data System (SLDS). Key to this plan, which is now being implemented, is building an integrated P-20 system that facilitates data sharing across all education departments (e.g. EEC, ESE, DHE, and EOE) and other appropriate state agencies and uses collected information as the basis for creating an *Early Warning and Opportunity System*. A MOU already has been signed by the state's education departments to permit the uploading and sharing of data, including student information, curriculum planning, and assessment outcomes. The P-20 system, once fully operational, will allow stakeholders to gain much needed information to address educational needs and target resources at the student, classroom, school, and district level, or develop and implement statewide reforms. MKEA outcomes will be critical data elements within the larger P-20 system, helping to establish students' level of development at an early point in their educational careers, anticipate their learning trajectories, and support longitudinal research and analyses.

The state's data systems are discussed in greater detail in section (E)(2), which outlines its high-quality plan in this policy area.

(e)

Massachusetts views public education as the engine that drives its knowledge-based economy toward a future of sustained prosperity. This is not empty rhetoric. During the worst economic downturn since the Great Depression, funding for public education through the state's Chapter 70 formula has remained strong. In fiscal year 2012, nearly $4 billion dollars in state aid went to local school districts. Kindergarten entry assessments are a permissible use of these funds.

In addition, the state has recognized that many costs compete for local education budgets and established the Kindergarten Expansion Grants program, administered by ESE outside Chapter 70 and funded at $22.9 million in FY12, to expand and improve the quality of full-day kindergarten (FDK) classrooms. From 2000 to the present, the percent of FDK classrooms in Massachusetts increase to 38% to 80%. Given the progress that has been made, we will require the 164 to participate in the MKEA to continue to receive grant funding. We anticipate repurposing the allowable uses of grant funds to support this requirement.

EEC also has taken strong steps to support early learning and development programs and public schools in purchasing and using formative assessment tools. EEC awarded Associated Early Care and Education $800,000 Assessment Grants in both fiscal years 2010 and 2011 to provide statewide training in assessment and screening. An RFP for the fiscal year 2012 *Assessment and Measurement Grant* is now open with proposals due on October 19, 2011. EEC anticipates continuing to provide ongoing professional development through our state Readiness Centers, regional professional development hubs significantly enhanced through the first successful Race to the Top Competition. We have budgeted $2.4 million to support Readiness Centers in providing trainings on child assessment and data use and anticipate, over time, leveraging information gathered through formative assessments to better structure professional development opportunities to address gaps in children's knowledge and skills.

Key focus areas of the Readiness Centers are:

- Choosing an appropriate assessment tool;
- Administering formative assessments;
- Addressing learning across all developmental domains;
- Interpreting and using data and results; and
- Sharing information with parents and families;

Summary

The MKEA will create a population-level understanding of children's school readiness as well as create alignment across EEC and ESE in supporting programs use of assessments through a common measure. It will empower programs to continue using formative assessment tools already in use in classrooms to leverage best practices increase teacher, administrator, and agency level understanding of student outcomes.

Benefits

- Provides statewide assessment of children's growth and learning across all essential domains of school readiness,

- Informs the allocation of EEC and ESE resources, as well as those of participating state agencies devoted to supporting children's school readiness.
- Informs local practice and strengthens professional development, leading to more individualized teaching and learning.
- Charts systemic, classroom, and individual progress toward developmentally informed benchmarks aligned with state learning standards.
- Provides schools with new sources of data to share with families through report cards and other forms of communication.
- Informs policymakers and the public about how children are progressing across all developmental domains.
- Provides a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.

(E)(2) <u>Building or enhancing an early learning data system to improve instruction, practices, services, and policies</u>.

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

(a) Has all of the Essential Data Elements;

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

(c) 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;

(d) 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

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

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Past, Present, and Future: Implementing a High Quality Plan for Data Systems Development and Use

Massachusetts has been a leader among states in recognizing the need for data-driven decision-making across state agencies responsible for ensuring children's healthy development, readiness for school, and success in school. Massachusetts already has a high quality plan in place to develop a comprehensive early learning data system and has embarked on an aggressive timetable for development. The Race to the Top Early Learning Challenge (RTT-ELC) grant will enable the Commonwealth to accelerate this work and, hopefully, also collaborate with other states and the federal government in a peer network to further refine and use that system to improve programs and practice and achieve goals for children.

Massachusetts has decided that the strategy that suits its needs is to construct an Early Childhood Information System (ECIS) that is fully inter-operable with the Statewide Longitudinal Data System (SLDS), so that developments in both can move forward quickly, while other important data systems from health, child welfare, and other systems can be linked and made interoperable.

Governor Deval Patrick has charged state agencies to work collaboratively to this end and is playing an active role in developing the infrastructure to do so, both for the early learning years and the K-12 years.

Massachusetts' general law Chapter 15D, establishing the Massachusetts Department of Early Education and Care (EEC), provides broad authority to plan for, fund, develop, deliver, regulate, and evaluate services and programs serving young children. As part of these responsibilities, EEC is provided the authority and responsibility to establish and maintain a comprehensive database of children, providers, and educators (that is, workforce). EEC is directed to collect, analyze and report on data obtained by measuring both child and program/service outcomes.

This statutory framework under Chapter 15D provides clear and sufficient authority to EEC to move forward in developing a comprehensive early childhood information system (ECIS),

incorporating all the essential data elements set out in the guidelines. The EEC Board and Commissioner Sherri Killins are charged with setting the direction and approving the requirements and outcomes of the ECIS initiative. Both within statute and through Gubernatorial, EEC Board and Commissioner leadership, Massachusetts has set out four broad uses for the data system:

- Providing policy makers with information about the current use of early learning and development programs that is capable of disaggregation to a local level and by different groupings of children (with a particular emphasis upon children with high needs), in order to identify service gaps and needs; track trends in addressing those gaps and needs over time; and identify combinations of best practices in engaging children in services that show positive early childhood outcomes, which can be used to inform further investment and systems improvement;
- Providing programs and services with information about the children they are serving and to improve individualized teaching and learning at the classroom and program level through formative assessment;
- Provide an opportunity for state agencies to understand where children may be served by multiple systems that would benefit from greater coordination and integration; and
- Provide parents/families with information about early learning and development programs available to them and giving them the information needed to support their children development. (See Appendix T for a more detailed enumeration of the goals and functions of the ECIS.)

On the technical side of data systems development, project management of the ECIS project is led by the Secretariat Chief Information Officer (CIO) of the Executive Office of Education (EOE) and the Chief Information Officer of EEC, with an Education Data System Advisory Group (EDSAG), chaired by the Secretariat CIO of EOE and comprised of the Commissioner's designees from EEC, the Department of Elementary and Secondary Education (ESE), and the Department of Higher Education (DHE), respectively, and the Secretary of Education's designee(s) from EOE, to ensure the cross-agency coordination that Governor Patrick has imposed upon these agencies. The EDSAG is responsible for:

- Securing MOUs and ISAs across agencies to ensure collaborative data sharing;
- Advising the Commissioners and the Secretary of Education on the administration and management of IT services related to the IT infrastructure to most efficiently and effectively meet the IT needs of the departments;
- Overseeing development and implementation of privacy, confidentiality and security safeguards concerning data reported to the departments and stored in the EOE IT infrastructure, so that such data are protected in accordance with applicable laws, Executive Order 504 and memoranda of agreement entered into by the parties; and
- Developing agreements and protocols pertaining to evaluation, research and other analysis of data so that the data is appropriately used for tracking, monitoring, and continuous improvement purposes.

On the nuts and bolts issues of system development and data use, an interagency **Data Advisory Working Group** is focused upon ensuring that the data system is developed in ways that ensure meeting three overarching goals—not only to collect and maintain a comprehensive data system, but to use it to improve policy and practice. The Working Group brings together representatives from state agencies, early education providers, and the legislature. State agencies participating as members of the Data Advisory Working Group include key holders of existing data on young children and their families and their multiple current legacy data systems:

- **The Department of Public Health (DPH)**, which collects public health information on children in the state. DPH holds data on birth records and the early intervention program, and is willing to share all data if parental consent is obtained.
- **The Department of Transitional Assistance (DTA)**, which collects information on children enrolled in assistance programs, including Temporary Assistance for Needy Families (TANF) and the Supplemental Nutrition Assistance Program (SNAP). DTA has expressed support for ECIS development as data sharing is invaluable to DTA's ability to provide quality services.
- **ESE**, which collects information in the Commonwealth's schools and districts. ESE has been supportive of the ECIS and is currently in the process of implementing the State Longitudinal Data System (SLDS) grant.

- **The Department of Mental Health (DMH)**, which collects information on children accessing mental health services in the state. DMH has been an advocate of the coordination of state agencies in the hopes of better serving families and children.
- **The Department of Children and Families (DCF),** which collects information on children at risk of abuse or neglect. DCF has supported the need for greater data sharing among the agencies serving the Commonwealth's children.
- **The Department of Housing and Community Development (DHCD)**, which collects information on children accessing emergency assistance, shelters, public housing, and other housing stabilization programs. DHCD has emphasized the importance of establishing trust with parents to communicate benefits of the ECIS in supporting children and families.
- **DHE**, which collects information on students participating in institutions of higher education (IHEs) across the Commonwealth. DHE holds data on both the higher education outcomes of children and the early childhood workforce.

Based upon the overall goals for the data system, members of the **Data Advisory Working Group** are responsible for:

- Establishing agreement on the functionality of the ECIS, taking into consideration the unique benefits and challenges represented by each agency and provider;
- Establishing agreements around the development of unique identifiers or key indicators for matching across Massachusetts state agency data systems;
- Identifying needed fields of data to be shared in the ECIS;
- Identifying solutions to uphold privacy requirements of HIPAA and FERPA;
- Identifying a data-sharing process specific to young vulnerable children that allows coordinated case management and supports cross-agency service delivery to the child and family;
- Identifying strategies for communicating information about the ECIS to families and communities to increase outcomes for children through intentional and greater access to services; and
- Identifying the need for parental consent and/or regulatory authority in data collection.

Massachusetts has made use of CCDBG funding available under the American Recovery and Reinvestment Act (ARRA) for the development of the ECIS, as well as for further implementing the SLDS. The funding from the RTT-ELC will be critical in helping Massachusetts to accelerate this work.

The following describes how each of the specific data requirements will be met:

a)

ECIS has been collaboratively designed to include all of the necessary and essential data elements required of an early learning data system that will improve instruction, practices, and services for early education programs, educators, and families including the Kindergarten Entry Assessment (KEA) (See: (E)(1)). ECIS is set up to adhere to the Common Education Data Standards (CEDS) and their corresponding Early Education Data Elements. The initial version of ECIS will use all the data elements currently available within the information systems of EEC. Over time the system will be expanded to include other essential data elements to meet additional mid and long-term milestones and be linked across the Commonwealth's SLDS and P-20 System. ECIS is not a one-time investment but a critical infrastructure that will require maintenance and enhancements to meet the demands of a growing educational support base for a robust data structure. The following critical data elements broadly assist in providing a coordinated interagency approach to sharing data:

a. A unique statewide child identifier or another highly accurate, proven method to link data on that child, including KEA data, to and from the SLDS and the coordinated early learning data system (if applicable)
b. A unique statewide Early Childhood Educator identifier
c. A unique program site identifier
d. Child and family demographic information
e. Early Childhood Educator demographic information, including data on educational attainment and state credential or licenses held, as well as professional development information

f. Program-level data on the program's structure, quality, child suspension and length of time in programs, rates, staff retention, staff compensation, work environment, and all applicable data reported as part of the state's tiered Quality Rating and Improvement System (tiered QRIS)
g. Child-level program participation and attendance data.

Massachusetts will seek to be as comprehensive as possible in collecting and using demographic information about children and educators, recognizing the importance of being able to examine information by important child groupings, particularly factors that identify children with high needs. Child and family demographic information will include gender, race/ethnicity, age, language, income status (at least as measured by eligibility for participation in the FRM program or child care subsidy eligibility), English language learner status, presence of an IEP (all available through the SLDS, which will be interoperable with ECIS), and other information that Massachusetts can collect from other sources (such as demographic information collected in early childhood learning and development programs and in other service systems) with parental consent. Early childhood educator demographic information will include gender, race/ethnicity, age, educational attainment, languages in which the teacher can speak, and years of experience in the field, in order to look at the workforce in the context of its credentials, experience, and the degree to which it reflects the cultural and linguistic diversity in the demographics of the children and families it serves.

b)

This not only is a requirement of the RTT-ELC grant, but it also is part of the statutory responsibility and authority within the ECIS. Massachusetts has made great strides already in reviewing the different legacy systems within state agencies and developing MOUs and ISAs across them. This work will be accelerated with the RTT-ELC grant. Within the first year of award of grant funding, the initial version of ECIS will be launched, linking together all EEC legacy systems. Also in the first year, web portals for family and provider entry of assessment data and initial reporting will be accomplished. The second year of system development will allow for increased level of reporting on use of formative assessments and early warning child indicators, as well as automated messaging functionality to reach out proactively and engage

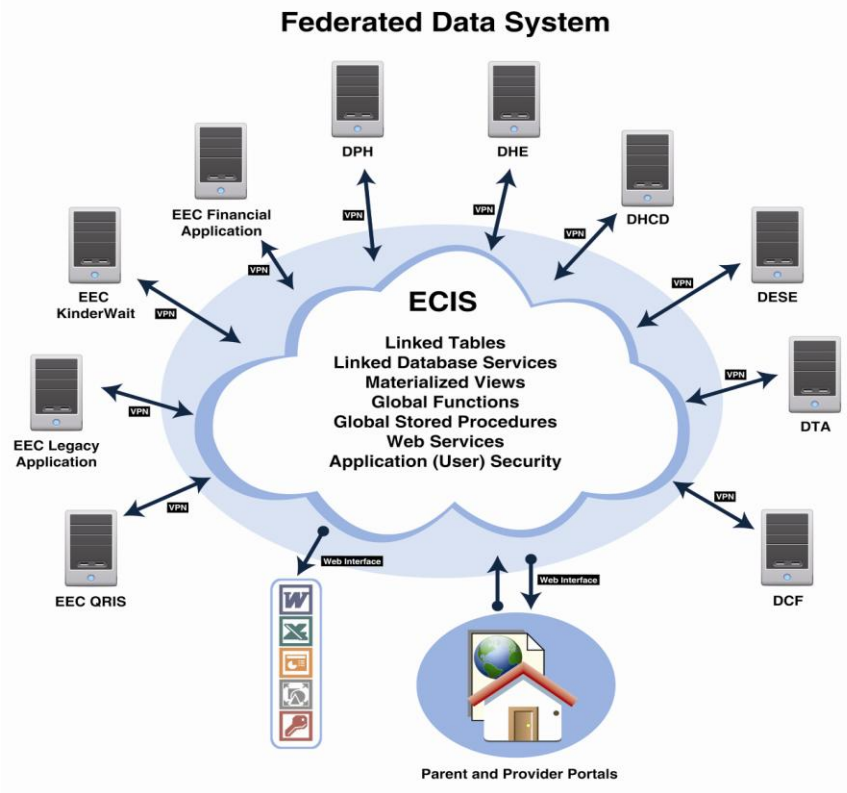
parents and providers. The current work schedule and time line for achieving specific aspects of this work plan are described more fully in Appendix U.

c)

The advisory group structure for the ECIS that includes both content experts and technical experts in overseeing and implementing the work is essential to developing the very detailed specifications for exchanging data and integrating diverse data from different systems in a way that creates meaningful and useable information. All of these issues are ones that the advisory group either has acted upon or has fit into its work plan. Appendix V provides more detailed information on the progress of this work.

d)

Through its work to date, Massachusetts has recognized that leadership, support, and understanding is needed from multiple stakeholders – policy makers, administrators, program implementers, data system developers, and frontline practitioners – to develop the ECIS so that it provides information that informs early learning systems development. This requires a process in which all stakeholders become invested in and have strong commitment to data system development and use. First, Massachusetts has identified the data that is currently available within its systems (see Appendix W for descriptions). Next, to use this information and to achieve ownership, Massachusetts has worked to describe the specific ways that the information can, in fact, be used at three levels to improve policy and practice (policy maker, program, and family/parent).



Massachusetts has identified a number of questions that a timely, relevant, accessible, and user-friendly system will answer so that stakeholders will benefit in their use for continuous improvement. These have been developed with particular attention to how children with high needs and the families/parents of those children can benefit, and early learning and development programs and early childhood educators can use information to improve their practice and decision-making. The EEC Board, Advisory Committees, and other stakeholders are being enlisted to further develop these questions. These are provided in Appendix X and Y.

Finally, part of Massachusetts' strategy is to make the information, with appropriate confidentiality provisions, available to researchers and evaluators to be able to fully mine the data to answer important questions in Massachusetts' work to develop a high quality early learning system. Even with the investments made within Massachusetts on data systems development, report development, and analysis, and with funding available through this grant, the ECIS system will not be fully used unless more stakeholders see its value and use it to answer important research and evaluation questions.

e)

From the outset, ECIS has been committed to the adherence of transparent privacy protection and security practices and policies. EDSAG is charged with creating guidelines and policies that address privacy issues and concerns. Additionally the MOUs that EDSAG is developing across the state will establish the process for granting permissions to access data in a manner that supports security and privacy guidelines as well as meet the Data Systems Oversight Requirements. Another focus of EDSAG will be to address the need for differentiation in user access to ECIS information, within the context of both aggregate and child-specific information and establishment of system ownership and maintenance responsibility.

Conclusion

Like most states, Massachusetts has a number of legacy data systems that have their independent information on programs, practitioners, and young children that are the subject to serve. Through its work to date, Massachusetts has been able to develop, and begin implementing, a high quality plan to strengthen these systems and build interoperability among them, with a

specific focus upon the Early Childhood Information System. This grant will ensure Massachusetts accelerates its activities. The key to Massachusetts' success to date has been a commitment to data-driven policy development and the ability to retain an emphasis in data systems development on defining and answering questions with that data that will result in higher quality services and better outcomes for children, with a particular focus on children with high needs.

Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (*10 points*)

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State's licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015—

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

Massachusetts plans to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State's licensing system and quality standards, with the goal that all licensed (or license-exempt) participate (Universal tiered QRIS Participation). The tiered QRIS is currently a partially voluntary system with an estimated 15%-20% of licensed programs in the state participating. Section (B)(2) describes the state's plan to increase the participation of all programs receiving public funding to 100%. However, Priority 2 will address the state's plan to have *Universal Tiered QRIS Participation* of all licensed/license-exempt programs.

(a) EEC in its capacity as a licensing agency, issues licenses and inspects all early education and care programs in Massachusetts. EEC enforces strong licensing standards for the health, safety and education of all children in early education and care. The licensing system covers Family Child Care (FCC), Small Group and School-Age Child Care Programs, and Large Group and School-Age Child Care Programs, described as follows:[92]

- Family Child Care (FCC): Care for two or more unrelated children for a fee, on a regular basis in a provider's home setting.
- Small Group and School-Age Child Care Programs: Care for 10 or fewer unrelated children on a regular basis in a center or building that is not provider's home. Small Group and School Age programs could operate like a preschool program, before and/or after school program or family child care program as the requirements allow for a multi-age group of children.
- Large Group and School-Age Child Care Programs: Care for 11 or more unrelated children on a regular basis in a center or building. Many different types of early education and care programs are licensed within this category, such as those commonly known as; early education and care centers, child care centers, day care centers, nursery schools, preschools, child development programs, school age child care programs and before and after school programs.

In Massachusetts, a license is required to provide most child care services. In some circumstances, the caring arrangement may be exempt from licensure and may not require a license. If a program is exempt from licensure, the Application for Child Care Licensing Exemption must be completed and submitted to the EEC Regional Office for approval. The program is not exempt from licensing unless EEC approval has been granted. Additionally, Section (B) addresses what qualifies as license-exempt programs and their participation in the tiered QRIS.

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92 Massachusetts EEC Licensing information is retrieved from: http://www.mass.gov/?pageID=edusubtopic&L=5&L0=Home&L1=Pre+K+-+Grade+12&L2=Early+Education+and+Care&L3=Licensing&L4=Family%2c+Large+%26+Small+Group%2c+and+School-Age+Child+Care+Licensing&sid=Eoedu

(b) The state's high quality plan, which EEC will implement by June 30, 2015, is described as follows. In order to meet the goal of *Universal Tiered QRIS Participation*, the state plans to undertake a series of efforts lead by EEC: 1) a study resulting in data driven recommendations, 2) raising awareness and public process, and 3) EEC's implementation of policies/programs focused on achieving *Universal Tiered QRIS Participation*.

1. The Study

The study will be an empirical analysis of the ways in which EEC can facilitate full participation from licensed programs in the tiered QRIS. EEC plans to engage an outside research agency to carry out the study described below by 2013. This two-part survey and interview study will help answer the following broad questions:

- How can EEC best motivate programs to participate in the tiered QRIS? How can currently available resources help meet this goal?
- What barriers do programs perceive in participating in the tiered QRIS? How can EEC help programs to address these barriers?
- What is preventing programs required to participate from participating?
- How can EEC best disseminate information about tiered QRIS participation?
- How can we leverage community resources to engender a culture of early education that promotes tiered QRIS participation?

Data Collection and Survey Participants. Data will be collected in two ways. First, all EEC-licensed programs (center-based, family-based, out-of-school-time-based) will be invited to participate in an internet survey asking about their awareness of the state's tiered QRIS and their thoughts about participation. Because internet surveys are easy to administer on a large scale, and because this particular survey will be relatively short and simple, it is not unfeasible to invite all licensed programs to participate.

A sub-sample of licensed programs will then be identified to participate in semi-structured qualitative interviews. In order to get as complete a picture of the perspective of programs in the state, the sampling methodology will account for geographic location and program type (e.g., center-based, family-based, out-of-school-time-based). Additionally, three categories of programs will be sampled: programs currently participating in the tiered QRIS, programs not required to participate, and programs required to participate but not currently participating. The latter groups will be oversampled given their knowledge of the tiered QRIS and simultaneous lack of required participation. It is hypothesized that this group will provide especially valuable information regarding the ways in which the state can best support programs to participate in the tiered QRIS, given that they have not yet been responsive to the current communication and requirements the state has made. In total, approximately 25-50 program directors will be interviewed.

Analysis and Recommendations. Survey data will be compiled and analyzed and interviews will be audio-taped, transcribed, and coded for common themes. The study will give the state quantitative information regarding the perspective of licensed/license-exempt programs in the state vis-à-vis the state's tiered QRIS. This study will provide valuable information and recommendations to the state to help increase program participation to cover all licensed and license-exempt programs. Additionally, if the state deems useful, the study could be repeated with a smaller and more specific scope. Such an ongoing practice can provide feedback to EEC regarding how best to support program participation as the climate and culture around the tiered QRIS continues to evolve.

2. Raising Awareness and Public Process

Once EEC receives data and recommendations to inform its decision-making, EEC will raise awareness and engage in a public process beginning in July 2012, which will be facilitated through the six EPS grant recipients, Child Care Resources and Referral Centers and the six Readiness Centers across the state. The raising awareness campaign will include media messages, online and direct courses, and communications with providers. Additionally, EEC will engage the public - providers, educators, stakeholders, private sector - through a series of 12

public meetings hosted by the EEC Commissioner to discuss the recommendations and to gather information for EEC's potential policies/programs.

3. EEC's Implementation of Policies and Programs

By July 2013, EEC will incorporate the study, recommendations, and public input into its decision-making on policies, programs, and funding to increase the number of programs participating to 100% of licensed/license-exempt programs. EEC will release its new policies or programs by December 2013, which beginning on June 30, 2014 will require all licensed/license-exempt to participate in the tiered QRIS. The state will link the licensing database and tiered QRIS by June 2014 to passively enroll all licensed programs in Level 1 and then use its policies and programs to encourage providers to actively apply for higher levels. This may require a regulation change.

Priority 3: Competitive Preference Priority – Understanding the Status of Children's Learning and Development at Kindergarten Entry. (*10 points*)

To meet this priority, the State must, in its application--

(a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or

(b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

Specify which option the State is taking:

☐ (a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.
✓ (b) Applicant has written to selection criterion (E)(1).

Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.

The Departments are particularly interested in applications that describe the State's High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

(a) Enhancing the State's current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;

(b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;

(c) Promoting health and family engagement, including in the early grades;

(d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and

(e) Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

Massachusetts's early learning and development system is designed to sustain and build upon early learning outcomes throughout the early elementary school years - *smoothing the path from birth to grade three.* Informed by evidenced based research, Massachusetts has embraced birth to third grade alignment as a comprehensive strategy that seeks to improve young children's access to high quality birth to 5 programs and strengthens the capacity of elementary schools to sustain student learning gains in the early elementary school years. By integrating these two efforts the state aims to enable the children to be proficient in reading and math, and to develop the social and emotional skills that support academic success by the end of third grade.

Over the next four years, the state plans to dedicate $4 million to sustaining early learning program effects in the early elementary grades—building on the successful practices already in place around a statewide aligned literacy strategy from birth to third grade. The following sections will describe the state's high quality plan, which focuses on alignment of birth to third

grade across multiple domains. The state's goal is to have a fully aligned system, which includes the following components:[93]

- Mechanisms for cross-sector alignment (Governance, strategic plans)
- Administrators and Leadership Quality (Leadership is inclusive/facilitative and focused on instruction)
- Teacher Quality and Capacity (Focus on credentials and professional development; professional dispositions; professional community)
- Instructional Tools and Practices (Curriculum content; alignment of standards and curricula; pedagogical methods)
- Instructional Environment (Student-centered learning culture (classroom and school))
- Data and Assessments (Data and assessment used to improve instruction)
- Engaged Families (Families and communities engaged in student learning)
- Transitions and Pathways (Focus on children's movement through the continuum)

(a) The Commonwealth has built our system of early learning and development standards on a birth to grade three continuum that hones in all essential domains of school readiness. Not only is Massachusetts investing in multiple components of the overall system to improve quality and child outcomes, but also we are aligning the specific steps in a child's educational pathway from birth through third grade. The Commonwealth is doing this by creating a system that ranges from the adoption of the *Infant/Toddler Learning Guidelines, Guidelines for Preschool Early Learning Experiences* and the *Pre-K Common Core Standards* (also known as the *Massachusetts Curriculum Frameworks for Mathematics and English/Language Arts*) to partnering with community based early childhood providers and educators and schools through shared understanding and practice with regard to screening and assessments, engaging families on a comprehensive level, and facilitating high quality joint professional development ultimately leading to school preparedness—all of which are geared toward success on state assessments by third grade.

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93 Kauerz, K. (2011). Sustaining your work: PreK-3rd implementation and evaluation framework. Presentation at the meeting of ESE PK-3 grantees. Harvard University: Cambridge, MA

(b)

Massachusetts plans to ensure that transition planning occurs for children moving from early learning and development programs to elementary schools. Gains made in high quality early childhood programs will quickly be lost if we do not substantially alter the educational experience for students in kindergarten and beyond. Data from the Boston Public Schools indicates that students who experience high quality preschool demonstrate significant and substantial gains in vocabulary, math, executive functioning and self-regulation. Furthermore, these gains last well beyond Pre-K. Follow-up data indicate that children's early education gains diminish starting at Kindergarten. This academic loss is unnecessary and through this plan EEC is focused on sustaining early learning gains through a seamless transition to the early elementary years including a focus on summer learning and afterschool alignment.

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. To begin with, through the RTTT-ELC grant, EEC plans to collaborate with the Department of Elementary and Secondary Education to link the work being done in public schools to maximize the investment in our children, including extending the wrap-around zone concept to birth. To sustain early learning program effects in the early elementary grades, EEC, in partnership with ESE, proposes the following strategies: targeted support to high need school districts; supporting effective transitions; family engagement, expanding access to comprehensive community based services, data and assessments; and communications and raising awareness.

State Aid to School Districts and Community Based Providers. EEC and ESE plan to administer funds to local school districts that are ready to create sustained strategies to improve the educational experience for students birth to Kindergarten and beyond. EEC already has begun to establish partnerships with public schools who partner with community based providers including Head Start, family child care and centers to support Pre-K to third grade alignment. These partnerships will build off the 2007 Head Start memorandum of understanding

requirements with public schools. The scope of work these partnerships plan to accomplish from 2012 -2013 is described here.

EEC Responsibilities and Scope of Work.

- Coordinate the leadership of the public school Pre-K to Third Grade Pilot and host four (4) meetings of this group per year.
- Make available to early education and child care providers information regarding the tiered QRIS and other professional development activities.
- Partner with the public schools to ensure that providers in the mixed delivery system have access to the information necessary to assist in creating an efficient, family-friendly kindergarten registration process for parents and children.
- Work to ensure school age and out of school time program alignment with the *Massachusetts Curriculum Frameworks*/*Pre-K Common Core*.
- Work with ESE to facilitate the assigning of unique student identifying numbers to children participating in community based preschool.
- Coordinate with ESE to ensure alignment of priorities regarding Pre-K to 3rd Grade system building.
- Work to increase parent involvement in their child(ren)'s education though the community engagement program by incorporating the five *Strengthening Families* protective factors listed below:
    - *Social and emotional development through nurturing and attachment*- Building a close bond helps parents better understand, respond to and communicate with their children.
    - *Knowledge of parenting and of child and youth development*- Parents learn what to look for at each age and how to help their children reach their full potential.
    - *Parental resilience*-Recognizing the signs of stress and enhancing problem-solving skills can help parents build their capacity to cope.
    - *Social connections*- Parents with an extensive network of family, friends, and neighbors have better support in times of need.

- *Concrete supports for parents*- Caregivers with access to financial, housing, and other concrete resources and services that help them meet their basic needs can better attend to their role as parents.

- Help coordinate better connections between preschools, public schools, and school-age programs.
- Develop a methodology to promote alignment of goals between public and private early education and care programs to better influence instructional learning practices across all settings through work with the Educator Provider Support (EPS) grantees.
- Work with area pediatricians to enlist their support in the *Reach Out and Read* Program.
- Work with the local libraries to ensure they are a bridge between public school and the early education and care mixed delivery system.
- Develop a tool to communicate with the mixed delivery system of early educators.
- Encourage EEC-licensed providers and EEC partners to:
  - Use the *Guidelines for Preschool Learning Experiences* and evidence based assessment accompanied with a career plan for all staff.
  - Participate in at least four coaching, training or learning opportunities regarding alignment of standards, curriculum, assessment, early literacy, instructional leadership, and family involvement.
  - Commit time, staff and shared resources to help facilitate the full alignment of the Pre-K to Third Grade initiative in a mixed delivery system.
  - Participate in a comprehensive assessment (screening, formative assessment, program environmental quality and norm referenced assessments) to measure growth at multiple points for both the program/environment and student growth for children preschool to second grade.
  - Share this opportunity with parents and encourage them to sign the consent for the Early Childhood Information System (ECIS).
  - Support activities that have children register for Kindergarten.
  - Be the primary support for providing anticipatory guidance to families in the development of early literacy skills.
  - Commit to enrolling programs in tiered QRIS and writing a plan that details barriers to participation in tiered QRIS.

The Public School Responsibilities and Scope of Work.

- Assist in the assigning of student identifiers to all public school children in this pilot.
- Explore and implement best practices to enhance the kindergarten registration process for incoming children and families by ensuring that the early education and care mixed delivery system is included in the design of the improved processes.
- Work to engage parents as partners in their child's early educational experience.
- Utilize state supported screening, formative assessment and environmental quality to measure growth in children Pre-K to 2nd grade.
- Work with EEC school-age providers to improve transitions to a continuum of learning, communications, and the sharing of children's information, to the extent permitted by law and in accordance with FERPA and the Massachusetts student records laws.
- Administer, to the extent permitted by law or otherwise, this project in collaboration with other relevant initiatives and grant programs, such as the Quality Full-Day Kindergarten Grant, the Early Childhood Special Education Consolidation Grant, and the Pre-K – 3rd grade Curriculum and Instruction program.

In addition, EEC and the Public Schools plan to:

- Encourage the use of the *Guidelines for Preschool Learning Experiences*, including online courses, EEC's online literacy course from birth to 3rd grade, when made available, and the *Guide to Kindergarten Learning Experiences*, developed by ESE, in order to align learning experiences across multiple settings, so children get a similar learning experience before entering Kindergarten.
- Monitor family mobility and program participation Pre-K to 3rd as a developmental risk to educational success.
- Develop a plan to share information, to the extent permitted by law, regarding professional development and/or training opportunities for early educators.
- Share information as part of the ECIS to the extent permitted by law regarding comprehensive developmental and health teams for children in all settings.
- Coordinate better transitions and connections between Pre-K programs and school programs.
- Promote better coordination and connections between public schools and school-age programs.

- Promote mentoring/coaching between public and private entities to better influence instructional learning practices.
- Work on best practices for family engagement using the *Strengthening Families* framework.
- Develop a shared practice and effort around the development of early literacy skills from Pre-k through 3rd grade.
- Develop methods to support children and families to manage transitions with a frame of child development that supports a continuum of learning and family engagement.
- Create a local process for planning, and monitoring the outcomes of this agreement and the engagement, growth and development of children birth to 8 and their families.

Supporting Effective Transitions. To ease children's transition from one setting to the next, the public schools and private early learning and development providers will collaborate on curriculum, professional development and assessments. An important step the state has taken to facilitate this collaboration is its inclusion of pre-K in the adoption of the *Pre-K Common Core Standards,* in addition to the *Guidelines for Preschool Early Learning Experiences* and the *Infant/Toddler Learning Guidelines*. Additionally, the state plans to replicate partnerships such as the signing of a model memorandum of understanding (MOU) on Pre-K to 3rd grade alignment between Springfield Public Schools and EEC. As a result of this partnership, early educators, public school teachers and administrators work together to meet the needs of high needs children in the community, including creating a "warm hand off" between the school and community based providers. For example, the public school adopted the same formative assessment that provides a foundation for shared professional development and transitions conversations. Close collaboration and learning across the community has been fostered by early and elementary educators participating together in trainings focused on sustaining and building upon improved outcomes from early learning throughout the early elementary school years.

Other programs with which EEC will partner to support students' transition from early learning programs to early elementary school include, the state's Coordinated Family and Community Engagement (CFCE) grant recipients, who are experienced at family engagement, and Boston's

Countdown to Kindergarten.[94] Partnering with *Countdown*, EEC will work with CFCE recipients to adopt the program's activities in their community ranging from home activities, such as *Talk, Read, Play*; school and community-based *Play to Learn Groups*; community welcome to kindergarten sessions; and specific curriculum guides for their district' kindergarten classrooms.

Data and Assessments. The Commonwealth believes that strong data and assessments of children are also key components to transition planning. As we described in section (C)(2), our Comprehensive Assessments System measures levels of growth for a child from Pre-K through 2nd grade. The information gathered from screenings and assessments will travel based on parental consent with the state or local community programs and schools with a child from the point in which they enter an early learning and development program and is shared with public schools upon the child's entry into Kindergarten, where the child will have a Kindergarten Entry Assessment (KEA). The information gathered will be recorded in the ECIS, (described in section (E)(2)) and represents a horizontal information system, which shares data across all the social service agencies providing for a child. he ECIS will be linked with the State Longitudinal Data System (SLDS), which represents a vertical information system sharing the data up through the grades. Additionally, the tiered QRIS, which measures quality of early learning and development programs will be cross-walked with the K-2 monitoring requirements implemented by ESE to determine if there is additional alignment necessary for K-2 classroom environments.

Communications and Raising Awareness. Secretary of Education Paul Reville, EEC Commissioner Sherri Killins and ESE Commissioner Mitchell Chester will lead the communication charge to superintendents, private donors, and educational stakeholders on the importance of early childhood principals in the public school system. Additionally, EEC plans to continue to host *Communities of Practice* meetings held in each regional office to address early intervention to the public school transition, the importance of family engagement, supports for high needs children and English learners. Also, EEC and ESE plan to conduct regional community meetings on early childhood topics and services in order to help strengthen

94 Countdown to Kindergarten Boston (2009). Retrieved from www.countdowntokindergarten.org.

collaborative relationships between Head Start, community based programs and public schools. These relationships and common language and the understanding of early childhood topics and services will help ensure a smooth transition for children and families into Kindergarten

(c) Healthy interactive relationships with adult caregivers in the family and community shape the architecture of children's brains, an investment that is paid back through a lifetime of productivity. Massachusetts understands that families are the most influential individuals in a child's development, and considers them partners in improving how we support that development. As a result, the state's planned partnerships with public schools described above will be influential in engaging families to help sustain and build upon improved early learning outcomes throughout the early elementary school years. Additionally, the state has several programs to support health promotion and family engagement such as: *the Help Me Grow* model, which uses the Ages and Stages Questionnaire (ASQ) to educate families about child development, *The Massachusetts Children at Play Initiative*, developed by EEC, DPH, Head Start, and ESE's Child and Adult Food Program to respond to the growing trend of childhood obesity in the state; a family education and support program for providing a variety of services, (playgroups, home visits, developmental screenings, adult and family education, parent support groups, family literacy activities).

Additionally, Massachusetts' long-term commitment and attention to community and family engagement has produced a number of successful family-community partnerships that have demonstrated high potential for reaching high needs families and connecting them to community resources. Among these, a comprehensive intergenerational family literacy initiative known as *PACT (Parent and Child Together Time*) in Lynn, *Thrive in Five* in Boston, and Springfield's *Reading Success by 4th Grade Initiative* (RS4G). Our plan calls for EEC to spend $4 million over four years of the RTT-ELC grant to identify the core elements that have made these projects successful and design a plan to expand them to the 17 high need communities and at least 10 additional rural communities by FY 2014. By targeting the organizations who receive CFCE grants and tapping our inter-agency partners, these family-community partnerships will be a resource for promoting health and family engagement (through local governance) focused on the transition from early learning through the early elementary grades.

(d) Massachusetts plans to increase the percentage of children who are able to read and do mathematics at grade level by the end of third grade. EEC's planned Pre-K to Third Grade Pilot partnerships with public schools, described above, will directly support this goal.

(e) Massachusetts will leverage existing federal, state, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA as appropriate, in order to invest in the Commonwealth's birth through grade three approach, which will sustain and build upon improved early learning outcomes throughout the early elementary school years through aligned standards, a comprehensive assessments system, family engagement, and professional development.

Priority 5: Invitational Priority – Encouraging Private-Sector Support

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

Since the creation of the EEC, Massachusetts has partnered with the private sector in bringing about statewide recognition of early learning as integral to closing the achievement gap. The Commonwealth, fortunate to have a robust and pro-active private sector, will continue to rely on our highly respected institutes of higher education (IHEs), philanthropy organizations, business, and non-profit organizations in implementing the **Massachusetts Early Learning Plan**. The private sector will provide financial, in-kind support and their wealth of other resources (faculty, subject matter experts, community networks etc.) to support the state in **Massachusetts Early Learning Plan** implementation. In particular the private sector's efforts are committed and aligned with the state's **Massachusetts Early Learning Plan,** as evidenced in the abundance of letters of support in Appendix LL. The private sector support principally falls into the following four categories: 1) Research, Innovation, and Expertise; 2) Evaluations, Knowledge, Skills; 3) Communications; and 4) Business Leadership.

1) Research, Innovation, and Expertise. IHEs in Massachusetts in particular are world-renowned sources from which we draw upon for their research, innovation and expertise on early learning and development. As the state implements the **Massachusetts Early Learning Plan**, EEC plans to continue these valuable partnerships with IHEs while fostering new ones. Examples of the support include but are not limited to; the number of representatives from IHEs serving on advisory committees for the state that focus on innovative and creative solutions for early learning reform. For example, such committees include the *Early Education and Care and Out-of-School Time Workforce Development Task Force* and the state Readiness Centers. Additionally, IHEs serve as partners in designing assessments, primary evaluators of the effectiveness of the state's programs, providers of professional development, and designers of pilot studies such as the Springfield *Reading Success by 4th Grade* Campaign.

Additionally, the state plans to partner with an IHE to design and provide a paraprofessionals' course focused on training trainers for professional development in English Language Development and STEM, an investment in sustaining quality professional development. The state will partner with IHEs to support our birth to 3rd grade literacy and STEM strategy by developing courses, which are aligned and focus on evidence-based activity across early learning, community based programs, family and public school environments. Also, the state plans to partner with IHEs to design a common metric for our Kindergarten Entry Assessment, to design a clear and accessible logic model to validate the tiered QRIS.

2) Evaluations, Knowledge, Skills. The private sector has played an important role in spearheading campaigns and ideas to improve the quality and effectiveness of our state's early learning and development programs, our workforce, the tiered QRIS, and our outreach to the community. As the state implements the **Massachusetts Early Learning Plan**, EEC plans to continue its valuable partnerships and build new ones. Examples of these public-private partnerships include but are not limited to the following organizations. The Bessie Tartt Wilson Initiative for Children has led the *Early Education and Care and Out-of-School Time Workforce Development Task Force* and supported EEC in finding innovative solutions to the early educator compensation issue (See (D)(2)). Also in FY11, EEC funded an innovative cross-sector partnership, *Together for Quality (T4Q)* with Wheelock College, the United Way of MassBay

and the Community Advocates for Young Learners (CAYL) Institute to support and strengthen the capacity of early education and out of school time program leaders. *T4Q* focuses on helping programs identify, prioritize, and implement improvements that support advancement in the tiered QRIS through trainings and coaching. Currently, the state has plans underway to work with the Boston's Children's Museum and Libraries to develop community engagement programs focused on the hard to reach children and families as well as many other beneficial and educational features. (See (C)(4)).

Also, as we implement the **Massachusetts Early Learning Plan**, EEC plans to strengthen and broaden its collaboration and partnership with several community-based organizations such as the Alliance of Massachusetts YMCAs and United Ways of Massachusetts. The Alliance of Massachusetts YMCAs supports EEC's work in family engagement, collaborations with schools, the tiered QRIS, and leverages private funds to lend additional focus on this work. The YMCAs, as early participants in the tiered QRIS, serve as models for other entities—with their 32 YMCAs participating in the tiered QRIS and all with plans to advance their level of program quality. The state's 32 YMCAs provide a full spectrum of services to children and families and recently were able to raise over $7 million dollars in our communities to support programs serving children, families and youth.

Also, EEC plans to strengthen and broaden its collaboration and partnership with several philanthropic organizations such as the Barr Foundation and the Irene E. & George A. Davis Foundation, which have been making investments in early education for decades and are committed to the state's plan to close the school readiness gap.

3) Communications. Massachusetts' public-private partnerships have supported the state in effective communication strategies on the community level, focusing mainly on engaging families and the public. As the state implements the **Massachusetts Early Learning Plan**, EEC plans to continue its valuable communications partnerships and initiate new ones. Examples of these partnerships include but are not limited to: United Way of Massachusetts Bay and Merrimack Valley and the EEC's current television public awareness campaign *Brain Building in Progress*, which is drawing attention to the importance of investing in young children. (See

(C)((4).) Additionally, the Commonwealth plans to implement an innovative method to engage families in healthy, age-appropriate early learning and development practices by partnering with Boston-based WGBH, public television's premier educational media developer. (See (C)(4) and (D)(2)).) WGBH plans to create a "Digital Hub" of media based tools specifically designed for use by and with parents of children ages 0-5 as well as provide a number of resources and materials for early educators.

4) Business Leadership. EEC is reaching out to the business sector to form new public-private partnerships to focus on solutions, resources, and contributions businesses can make to support high quality early education and assist in the implementation of the **Massachusetts Early Learning Plan**. The 2011 National Business Summit on Early Childhood Investment was a landmark first step in convening business leaders and the early learning field to focus on innovative solutions and contributions businesses can make to support high quality early education. The summit drew attendees nationwide—from 34 states—to Boston this past summer to share experiences and commit themselves to advocate for high-quality early education. The conference featured a keynote address by Dr. Jack Shonkoff, the pediatrician who directs the Center on the Developing Child at Harvard University. After outlining the scientific case for investing in young children, Shonkoff pressed for new ways to address children's issues holistically, rather than in separate silos such as health, education and economic development. He said a business perspective could help in the search for new ways to bring effective, sustainable interventions to scale. "The private sector," he said, "knows and understands and lives and breathes innovation."

As a follow up to the summit, the United Way of Mass Bay, the Barr Foundation, the Massachusetts Business Round Table, Early Education for All and the Bessie Tartt Wilson Imitative for Children will be convening Massachusetts' business leaders on November 1, 2011. The purpose of the meeting, which is being hosted by Citizens Bank, is to cultivate a core group of business leaders in Massachusetts who will engage as "children's champions" to build awareness among their peers and to advocate for and invest in Massachusetts's youngest citizens.

BUDGET – Part I: Summary

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (A)(4)(b))					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	1,213,295	1,213,295	1,213,295	1,167,292	**4,807,176**
2. Fringe Benefits	423,682	423,682	423,682	407,618	**1,678,666**
3. Travel	18,725	18,725	18,725	18,725	**74,900**
4. Equipment	30,400	3,400	3,400	20,400	**57,600**
5. Supplies	540,000	5,000	5,000	5,000	**555,000**
6. Contractual	11,606,969	10,390,355	9,017,897	7,805,557	**38,820,777**
7. Training Stipends	457,500	407,500	282,500	282,500	**1,430,000**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**14,290,571**	**12,461,957**	**10,964,499**	**9,707,092**	**47,424,119**
10. Indirect Costs*	671,867	586,983	433,986	383,044	**2,075,881**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	125,000	125,000	125,000	125,000	500,000
13. Total Grant Funds Requested (add lines 9-12)	**15,087,438**	**13,173,941**	**11,523,485**	**10,215,136**	**50,000,000**
14. Funds from other sources used to support the State Plan	0	0	0	0	**0**
15. Total Statewide Budget (add lines 13-14)	**15,087,438**	**13,173,941**	**11,523,485**	**10,215,136**	**50,000,000**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: 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.

Line 10: 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.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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.

Line 12: 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.

Budget Part II - Narrative (also responds to A(4) (b))

Our budget for the **Massachusetts Early Learning Plan** is based on a set of priorities outlined in the high quality plans described throughout this application. As described in (A)(4)(a) and (c), we have selected our funding priorities based on their potential to effectively build off current investments and infrastructure to maximize sustainability beyond 2016. Specifically, we have focused our proposed expenditures on 1) **larger, short-term or one-time costs** that will bring successful policies and programs to scale (such as Tiered QRIS training) or create essential infrastructure for new programs (such as our ECIS data system, assessment materials, our coaching and mentoring model, and validation studies); and 2) a secondary focus on **developing knowledge and sharing information** (such as seed money for model programs, expanding training and professional development opportunities, and building community capacity).

Below is a list of each participating state agency, including a brief description of its budgetary and project responsibilities. For further description of these, see MOUs in Appendices Z-KK or summary of the MOUs in (A)(3).

Department of Early Education and Care (EEC): As the lead agency responsible for implementing the high quality plans detailed throughout this application, EEC will work with its partners at other participating state agencies and the private sector to implement action on the state's eight high quality plans for: Early Learning and Development Standards, Comprehensive Assessment Systems, Family and Community Engagement, Workforce Development, Kindergarten Entry Assessment, and Early Learning Data Systems.

State Department of Public Health: The state will direct $2.5 million to DPH over four years ($615,000/year). This budget will support the hiring of one EEC Clinical Health and one Mental Health Specialist to embed health guidance for families with high-needs children in multiple programmatic systems via staff training, training on medication administration, data sharing and aligning programmatic and staff resources that can benefit young, high needs children.

Department of Children and Families: The state will spend $600,000 over four years to educate DCF staff about the availability of early childhood education programs to families receiving DCF services, such as domestic violence shelters.

Department of Mental Health: The state will direct approximately $1.5 million to DMH over four years to work with EEC to hire one full-time specialist in early childhood mental health, and one-part-time child psychiatrist. The agencies will collaborate on the *Statewide Community Crisis Intervention Project*, the *Massachusetts Child Psychiatry Access Project*, and establishing links between EEC's CFCE grantees and DMH's *Parent Support Groups* for parents of children with mental illness.

Office for Refugees and Immigrants: In a key part of our high quality plan for family engagement, the state will invest about $345,000 over four years to hire an Early Education and Care Liaison and execute plans to increase two-way communication between the early education and care community and programs serving immigrant and refugee families (See: (C)(4)).

Department of Housing and Community Development (DHCD): We intend to direct $200,000 over four years to DHCD to better collaborate on efforts to provide services to homeless families (See: (A)(3).

The above investments do not include important contributions by our other participating state agencies–Department of Elementary and Secondary Education, Department of Higher Education, the Children's Trust Fund, and the Department of Transitional Assistance–which will be funded by existing investments as described in (A)(3)(a). Given that our proposed investments here seek to build from existing funds and infrastructure investments, we feel confident that together, we have designed a financial plan to efficiently and thoroughly carry out our agenda. Our projected costs are market-based estimates consistent with our geographic area, proportionate scale-up of existing programs and activities, and conversations between the state agencies specific to this grant proposal. We believe they are reasonable and will provide us with the valuable resources to launch the next phase of our state's ambitious early learning agenda.

Below is a list of the specific projects carried out by both public and private sector partners, including descriptions of how these projects, when taken together, will result in full implementation of the **Massachusetts Early Learning Plan.** The selection criteria that each project addresses are noted at the top of each Project Category. Our plan and budget also calls for

the creation of eight positions within EEC (i.e. the lead agency) to manage different aspects of this grant that align with our high quality plans and overall grant management responsibilities (See: (A)(3)) and Appendices C, D and E). A RTTT-ELC Project Manager and a RTTT-ELC Fiscal Manager will report directly to the EEC Commissioner; six Family and Community Coordination Specialists (one in each of our six regional EEC offices), who report to the Project Manager, will lead the execution of at least one high quality plan as outlined below.

Project Category 1 – Tiered QRIS: Validation, Universal Participation and Quality Improvement (investments here are explained in details in Section (B) and Competitive Preference Priority #2). Project led by the Family/Community Coordination Specialist (for Standards and the Tiered QRIS).

PROJECT 1: We propose to spend $12.2 million on program supports, online training, and technical assistance for early childhood programs to increase participation and help program advance on the tiered QRIS by providing funds.
PROJECT 2: We will spend $1 million over four years to hire a vendor to validate the tiered QRIS, ensuring program quality matches assigned tiers and leads to improved child outcomes.

Project Category 2 – Standards: Validation and Alignment (investments here are explained in details in Section (C)(1)). These projects will be led by the Family and Community Coordination Specialist (for Standards and the tiered QRIS).

PROJECT_3: The state will hire a vendor(s) to analyze how well the state early learning and development standards are aligned to the essential domains of school readiness and state assessments, including the KEA (also addressed in detail in (E)(1) and (C)(2)), as well as augment the standards to better accommodate high needs populations, beginning with English language learners. This will cost the state $820,000 in the first two years of the grant.

Project Category 3 – Measuring Growth Through the Massachusetts Early Learning and Development Assessment System (MELD) from Birth to Grade Three - (investments here are explained in details in Section (C)(2)). Project will be led by the Family and Community Coordination Specialist (screening and formative assessments).

PROJECT 4: The state will support the purchase of ASQ screening toolkits, norm-referenced assessments, and subscriptions for formative assessment tools (e.g. *the Work Sampling System, Teaching Strategies-GOLD, High Scope COR*) to implement MELD and the MKEA. Resources will be provided to 107 Coordinated Family and Community Engagement grantees, licensed and licensed exempt early education and care programs, and public schools as appropriate. The total cost is estimated at $4.4 million with approximately $250,000 allocated for trainings over years 2-4.

Project Category 4 - Universal Engagement of Families and the Public Using Evidence-Based Practice (investments here are explained in details in Section (C)(4)). This project will be led by the Family and Community Coordination Specialist (Family and Community Engagement)

PROJECT 5: The state will commit $676,000 over four years to increasing the accessibility of early education and care materials to culturally and linguistically diverse families through translation services and mutli-lingual brochures that convey the early learning and development standards to families.

PROJECT 6: The state proposed to spend $1.6 million on early literacy, family literacy and financial literacy supports and other programs designed to promote healthy living and child development.

PROJECT 7: Over four years, the state proposes to spend $600,000 to implement its partnership with the state's children's museums and the state library association to align informal opportunities with state standards.

PROJECT 8: The state will devote $4.8 million to building up state infrastructure to support interagency collaboration on programs and services for high needs children from birth to age 5. Costs will include staff training and professional development for workers in the field, support for personnel with expertise in child development and early education, learning collaboratives on

key issues (e.g. children's mental health), and support for successful programs at participating state agencies. This work has been agreed to across agencies and is outlined in attached MOUs.

PROJECT 9: The state will devote $400,000 to a comprehensive plan to increase support among early educators for children's family engagement and social and emotional development. This plans includes establishing a cohort of trainers each of the six state regions to train educators on their effective family engagement strategies.

Project Category 5 – Ensuring Competency through Workforce Knowledge, Skills and Practice-Based Support (investments here are explained in details in Section (D)(2)). These projects will be led by the Family and Community Coordination Specialist (Workforce Development).

PROJECT_10: The state will spend $1.6 million in the first three years of the grant for the validation of workforce core competencies in social/emotional development and literacy/ numeracy and to conduct a study of best practices in supporting social and emotional development.

PROJECT_11: The state is building an Early Educators Fellowship, a leadership institute for public elementary school principals and community-based providers that supports the alignment of early childhood education with K-3education at $375,000 over years 2-4.

PROJECT_12: The state will invest in $800,000 over four years in an IHE to train early childhood educators in an innovative program for English language learners educators.

PROJECT_13: The state proposed to spend $1.5 million over four years to support the development of a post-Master's degree certificate in early education and policy leadership.

PROJECT_14: Building off federal investment from the first Race to the Top (K-12) grant, the state will invest $2.4 million over four years in its six regional Readiness Centers, which link

pre-K and K-12 professional development activities statewide with a focus on educator quality and the use of data.

PROJECT 15: The state will spend $1.9 million over four years to create and implement a infrastructure for evidence-based coaching and mentoring program that will greatly enhance the quality of the early childhood education workforce.

Project Category 6 – Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment (investments here are explained in details in Section (E)(1)). These projects will be led by the Family and Community Coordination Specialist (Kindergarten Entry Assessment).

PROJECT 16: The state will spend $575,000 in the first two years of the grant to hire a vendor to develop a common metric for early learning assessment tools to serve as the basis for the KEA.

Project Category 7 – Implementing the Early Childhood Information System (ECIS) (investments here are explained in details in Section (E)(2)). This project will be led by the Family/Community Coordination Specialist (Data Systems).

PROJECT 17: The state will frontload its $1.1 million, four-year investment to create the next phase of the state's horizontal Early Childhood Information System (ECIS) and enhance connections and information exchange with the SLDS.

Project Category 8 – Sustaining Program Effects in the Early Elementary Grades (investments here are explained in details in Competitive Preference Priority #4).

PROJECT_18: The state will spent $4 million over four years to provide local communities and public schools that have early education and out of school time partnerships and a birth to 5 strategy.

Project Category 9 – Pre-K to Grade Three Alignment for Educational Success (investments here are explained in details in Competitive Preference Priority #5).

PROJECT 19: The state will spend $500,000 over four years on its *Brain Building in Progress* public awareness campaign, which touches on both family and community engagement and the effort to spread public knowledge of the state's early learning and development standards (C)(1).

PROJECT_20: The state's media partnership with WGBH, discussed in (C)(4), will create an online curriculum hub for early educators and a "School Readiness" website for parents. This project cost is $2.1 million over four years, with heavy investment in the first 2 years.

Other costs include not outlined above but included in the budget tables are:

- Personnel – The state will spend $3 million over four years to hire 9 full-time staff – Project Manager, Fiscal Manger, six Family/Community Coordination Specialist (to oversee 6 high quality plans); and an Inter-Agency Liaison
- The state has allocated $500,000 over four years for RTTT-ELC Technical Assistance.
- The state will spend $10,000 in year one to cover computer and technology costs.

We believe there is a strong alignment between our budget proposed here, our existing funds, and the priorities and high quality plans we have laid out throughout this document. These prospective funds represent an historic opportunity to improve the lives of the youngest, most vulnerable children in the Commonwealth—and their families. We have been diligent in choosing the above projects to ensure they serve as investments that can be sustained for decades to come. With many projects either front-loaded, structured as one-time investments, or consisting of four-year expenditures on infrastructure and systems-building efforts that are necessary for long-term growth, and with legacy of commitment from the state's legislature and private sector partners, we are confident in the capacity of our plan to have a real and positive impact on the development of young children in the Commonwealth.

XVII. APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

#	Attachment Title	Relevant Selection Criterion
A	**ARRA Funding Table**	**A1**
B	**Promise Neighborhood Grant**	**A1**
C	**Sample Job Descriptions (3) for grant operations – Family/Community Coordinator**	**A3**
D	**Sample Job Descriptions (3) for grant operations – Tiered QRIS Specialist**	**A3**
E	**Sample Job Descriptions (3) for grant operations -- Family/Community Coordinator – program manager**	**A3**
F	**Tiered QRIS Standards**	**B1**
G	**Tiered QRIS – Standards Crosswalk**	**B1**
H	**Tiered QRIS Evaluation Logic Model**	**B3**
I	**MA Early Learning Standards**	**C1**
J	**AIR Study of Standards**	**C1**
K	**MA Standards Crosswalk**	**C1**
L	**Analysis of Common Core Standards**	**C1**
M	**WGBH Media Partnership and Research**	**C4, D2, Priority 5**
N	**Online Survey of Early Educators**	**C2 and C4**
O	**MIECHV Grant**	**C4**
P	**Brainbuilding in Progress Campaign – Next Steps**	**C4 and Priority 5**
Q	**Strategies for Improving the Early Education Workforce**	**D2**

R	**Mass. Core Competencies**	**D2**
S	**Kindergarten Entry Assessment Survey**	**E1**
T	**Core Goals of ECIS**	**E2**
U	**Workplan and Timeline for ECIS**	**E2**
V	**Technical Issues Surrounding Data Standards**	**E2**
W	**Data Sources for ECIS**	**E2**
X	**ECIS Uses and Outcomes**	**E2**
Y	**List of ECIS Indicators**	**E2**
Z	**MOU with EOE**	**A**
AA	**MOU with ESE**	**A, Priority 4, all**
BB	**MOU with DHE**	**A, D2**
CC	**MOU with SAC**	**A3**
DD	**MOU with Head Start State Collaboration Office**	**B1, Priority 4**
EE	**MOU with Children's Trust Fund**	**A, C4**
FF	**MOU with DPH**	**A, C4**
GG	**MOU with DMH**	**A, C4**
HH	**MOU with DCF**	**A, C4**
II	**MOU with DHCD**	**A, C4**
JJ	**MOU with DTA**	**A, C4, Priority 4**
KK	**MOU with ORI**	**A, C4**
LL	**Letters of Support**	**All**

Below is a list of letters in support of this application from 62 organizations, including Early Learning Intermediary Organizations, public schools, early education and care providers, and a host of other committed stakeholders.

MA Senate President Teresa Murray

MA House Speaker Robert DeLeo

MA Joint Committee on Education

Alliance of YMCAs

Associated Early Education and Care

Associated Industries of Massachusetts
Barr Foundation

Berkshire United Way

Boston Children's Museum

Boston Public Schools

Bridgewater State University

Cambridge Public Schools

Catholic Charities

CAYL Institute

Davis Foundation

Early Intervention

Everett Public Schools

Federation for Children with Special Needs

Holyoke Public Schools

Lawrence Public Schools

Lowell Public Schools

Ludlow Public Schools

MA Association of School Committees

MA Association of School Superintendents

MA Association for Community Action

MA Association of Community Partnerships for Children

MA Business Roundtable

MA Child Care Resource and Referral Agencies

MA Chapter of the American Association of Pediatrics

MA Elementary School Principals Association

MA Elementary School principals Association and Head Start Collaboration

MA Executive Office of Community Colleges

MA Teachers Association

MA Association for Early Education and Care (MADCA)

MA Afterschool Partnership

MassAEYC

Massachusetts Business Alliance for Education

Medford Public Schools

MA Head Start Association

MA Immigrant and Refugee Advocacy Coalition

North Essex Community College

Northampton Public Schools

Parents Alliance for Catholic Education

Parent Child Home Program

Raising a Reader

Reach Out and Read

Readiness Centers

SEIU – Local 509

Strategies for Children/Early Education for All

South Hadley Public Schools

Southbridge Public Schools

Taunton Public Schools

Thrive in 5

Together 4 Kids

United Way of Central Massachusetts

United Way of Massachusetts Bay and Merrimac Valery

Urban College

Ware Public Schools

Watertown Public Schools

West Springfield Public Schools

Wheelock College

Worcester Public Schools

The following is an excerpt of Governor Patrick's "FY 2013-2017 Five-Year Capital Investment Plan," only the pages relevant to education are included here. The full 2013-2017 Capital Investment Plan can be found here: http://www.mass.gov/bb/cap/fy2013/dnld/fy13capitalplanma.pdf

B-298

Commonwealth of Massachusetts

FY2013-2017 Five-Year Capital Investment Plan

October 2012

Deval L. Patrick, Governor
Timothy P. Murray, Lt. Governor
Jay Gonzalez, Secretary of Administration & Finance

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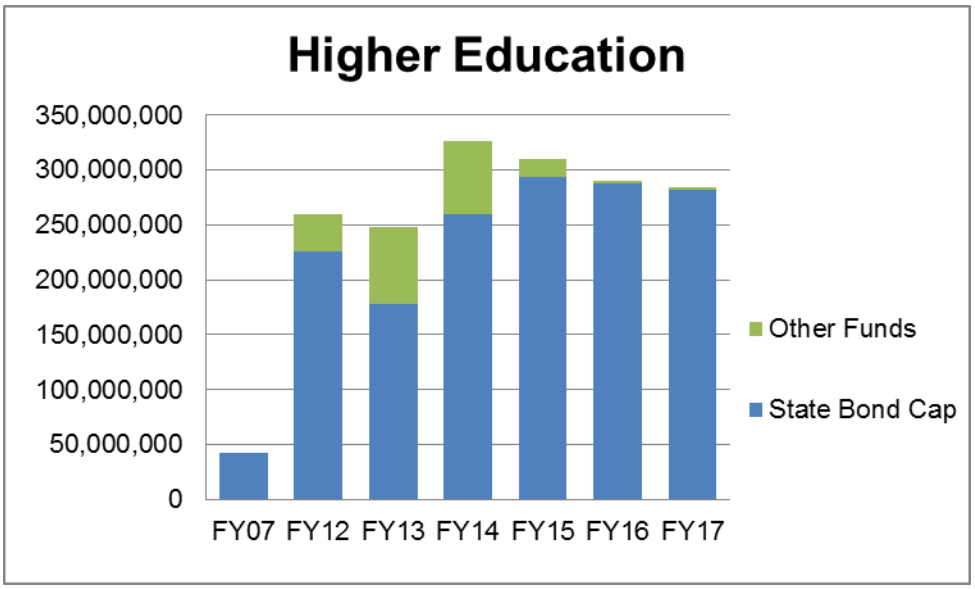
Higher Education

The Patrick-Murray Administration is committed to building an affordable, world-class system of public higher education in Massachusetts because the continued success of Commonwealth's knowledge-based economy depends on a highly educated and well-skilled workforce.

The Commonwealth's public higher education system, which serves approximately 260,000 students, is comprised of 29 campuses divided into three segments: fifteen community colleges; nine state universities; and five University of Massachusetts (UMass) campuses. In response to the alarming capital deficiencies at many of these institutions when he took office in 2007, Governor Patrick dramatically increased planned investments in higher education capital projects in the first five-year capital investment plan in FY08, and, working with the Legislature, obtained passage of a $2.2 billion higher education bond bill in 2008 as a key component of his 10-year education reform initiative.

The following graph reflects the Administration's estimated capital investment in higher education capital projects over the next five years as compared to fiscal years 2007 and 2012 spending on higher education projects. The Commonwealth accelerated funding for some higher education projects in FY12, which has impacted the level of funding for projects in FY13. Over the five years of the capital investment plan, the Administration has dedicated 13% of the bond cap to higher education, which includes almost $1.16 billion in programmed projects and over $100 million reserved for future projects or deferred maintenance.



Policy Goals

1. **Improve affordability and access.** The Administration aims to strengthen the ability of the Commonwealth's public higher education system to improve affordability and access for all students.

2. **Educate in STEM fields.** More of our students need to be well-educated in science, technology, engineering and mathematics (STEM) fields, which will enable them to pursue post-secondary degrees or careers in these high-growth job sectors in the Commonwealth.

3. **Support research that strengthens our state and economy.** The Commonwealth supports high level research and development initiatives that strengthen the state and region as a whole.

4. **Meet the workforce needs of the state.** Our workers' knowledge and skills must meet the requirements of business and our state's industries.

Administration Accomplishments to Date

- The Commonwealth's investment in public higher education has increased rapidly over the last five years as projects have moved from design into construction, and the level of investment will continue to grow over the next five years to be approximately six times higher than when the Governor took office.

- Working with the legislature, Governor Patrick signed a $2.2 billion Higher Education Bond Bill.

- Construction is underway or completed at 26 of the 29 public campuses – all campuses are planned to have projects by FY14.

- Construction is complete on four major state university and community college facilities that provide over 400,000 square feet of new or renovated space at our community colleges and state universities. Additionally, design or construction is underway for another 625,000 square feet, bringing the total to more than 1 million square feet. Completed projects include:

    - A new science building at Bridgewater State University;
    - A new allied health science building at North Shore Community College, which is targeted for LEED gold certification and a net zero energy building;
    - A new library for Mass Maritime Academy, which includes a highly sophisticated ship's bridge simulator;
    - Expansion of the main building at Greenfield Community College, which enlarged the library and provided a new barrier free main entrance.

- The Commonwealth has supported UMass through partnerships with the University of Massachusetts Building Authority, the Life Sciences Center and private contributions to build or renovate over 1 million square feet of academic space. This investment includes:

    - Three new laboratory research facilities at UMass Boston, UMass Lowell and UMass Amherst, addressing the Governor's focus on using science, technology, engineering and math (STEM) as an essential tool for academic, workforce and industry development.
    - Two new major classroom buildings are underway at UMass Lowell and UMass Amherst, bringing these universities to the forefront of academic delivery models with state-of-the-art teaching spaces.
    - Through Governor Patrick's Life Sciences Initiative, the construction of the Sherman Center at the UMass Medical School – Worcester, the UMass Lowell's Emerging Technology and Innovation Center and the UMass Dartmouth's Biomanufacturing facility.

FY13 Highlights

Community Colleges

This plan includes the announcement of five new community college projects, which affirms the Governor's commitment to investing in community colleges that provide students with strong educational foundations and relevant workforce training opportunities that will prepare them for success in the local job market and/or further academic study.

Over the five year plan, the Commonwealth will spend $297 million on community college projects. New community college projects include:

- Massachusetts Bay Community College to study opportunities for a future Framingham campus and build a new Allied Health Academic Building in Framingham. This project includes $22.1 million in Commonwealth bond cap funds, as well as contributions from the community college.

- Roxbury Community College, for renovations to the Academic and Media Arts building and plan for new infrastructure related to life science and allied health programing for $20.7 million.

- Mount Wachusett Community College for modernization to the Haley building and a wet lab addition for $37.9 million.

- Berkshire Community College for a renovation of the Hawthorne and Melville Halls, including exterior masonry repairs for $21.1 million.

- Springfield Technical Community College for major envelope repairs and other renovations needed at the main classroom and student activity building for

$6.8 million. The project scope will address serious water infiltration and resultant mold in the stairways and the auditorium.

Examples of ongoing projects include:

- Northern Essex Community College for a $26 million new allied health building sited in a key location in downtown Lawrence.

- Quinsigamond Community College for study, design and construction of a new academic building for $23.1 million.

State College and Universities

Over the five year plan, the Commonwealth has planned to invest $259 million on state college and university projects. For FY13, the plan includes:

- Funding for Massachusetts College of Art to study a replacement for the existing façade at the main building to address water infiltration, structural issues and energy efficiency improvements.

Examples of ongoing projects include:

- Fitchburg State University for construction of a $57 million science facility which includes an addition and renovation to the existing Condike Science Building. This project will provide new teaching labs, classrooms and offices and demolish the Parkinson Gymnasium.

- Massachusetts College of Liberal Arts for construction of a $54.5 million new Science and Innovation Center for teaching labs, classrooms, offices, a greenhouse and labs for K-12 educators. This project also includes the renovation of Bowman Hall.

- Salem State University for construction a new $74 million library and learning Commons. This project includes the demolition of the existing library which had to be closed due to structural deficiencies.

- Framingham State University for construction of major renovations to the existing Hemenway Hall and Annex, which includes the addition of wet labs. This project is funded by the bond bill and borrowing from MSCBA with a total cost of $61 million.

- Worcester State University for a new Wellness Center, including the demolition of the existing gymnasium for $50.7 million. This project will be funded by the higher education bond bill and borrowing from MSCBA.

University of Massachusetts

Over the five year plan, the Commonwealth has planned to spend $607 million on University of Massachusetts projects with an additional $50 million or more in new projects or deferred maintenance to be identified. New UMass projects include:

- A new physical science building UMass Amherst, currently estimated at $85 million that will accommodate enrollment growth and higher demand in science programs.

- A new management building for the Manning School of Business at UMass Lowell, which leverages approximately $10 million in private donations to support the $35 million project.

- A new academic classroom building at UMass Boston, preliminarily estimated at $100 million, which will address the demands of continued enrollment growth at the University and the drive to provide an academic setting in which cutting edge teaching pedagogy can be accommodated.

Examples of ongoing projects include:

- A new $156.5 million cutting-edge research science building at UMass Amherst, which will support engineering and science research in both wet and dry laboratory space will be opening this fall.

- A new $40 million Health and Social Sciences Building at UMass Lowell, which will provide new general classrooms and new state of the art teaching spaces for the Department of Criminal Justice, Nursing and Psychology.

- The $43 million Carney Library expansion and renovation project at UMass Dartmouth, which will provide the campus with a renovated, state-of-the-art library.

- A new $180 million integrated science center building at UMass Boston that will provide a state-of-the-art new laboratory, research and teaching space to support science programs and a signature building at the entrance to the campus.

- A new $85 million academic building at the UMass Amherst campus, which will accommodate space for the Department of Communications and Journalism and the Department of Linguistics, along with classrooms to accommodate 1,800 seats.

Cap Agency		Project Name	Location	Policy Area	State Bond Cap	Project Financed	Federal Funds	Other Funds (third party, ABP, etc)	Total
DCAM	B092	Worcester Recovery Center and Hospital	Worcester	Health And Human Services	16,000,000				16,000,000
DCAM	B103	Various Construction Costs - Executive Office of Health & Human Services	Statewide	Health And Human Services	1,760,000				1,760,000
DCAM	B123	Tewksbury State Hospital Emergency Generators	Tewksbury	Health And Human Services	750,000				750,000
DCAM	B169	Hinton Lab Elevator and Accessibility Improvements	Boston	Health And Human Services	450,000				450,000
DCAM	B184	Holyoke Soldiers' Home Improvements	Holyoke	Health And Human Services	250,000				250,000
DCAM	B185	Shattuck Hospital Study and Review	Boston	Health And Human Services	750,000				750,000
DCAM	B195	Department of Youth Services Chelmsford Study	N. Chelmsford	Health And Human Services	150,000				150,000
Health And Human Services Total					**27,582,000**		**3,400,000**		**30,982,000**
DCAM	B032	Berkshire Community College - Exterior Masonry Repairs	Pittsfield	Higher Education	1,500,000				1,500,000
DCAM	B033	Bridgewater State University - Conant Building Modernization	Bridgewater	Higher Education	8,000,000				8,000,000
DCAM	B034	Bristol Community College Fall River Tech Building	Fall River	Higher Education	1,400,000				1,400,000
DCAM	B054	Essex North Shore Agricultural and Technical School	Danvers	Higher Education	5,902,441				5,902,441
DCAM	B062	Fitchburg State University - Science Facility Modernization	Fitchburg	Higher Education	13,494,324				13,494,324
DCAM	B063	Framingham State University Hemenway Hall Science Center Modernization	Framingham	Higher Education				5,850,000	5,850,000
DCAM	B076	Massachusetts College of Liberal Arts - Center for Science & Innovation	North Adams	Higher Education	25,000,000				25,000,000
DCAM	B079	Massachusetts College of Art - Center for Design & Media	Boston	Higher Education	5,000,000			1,000,000	6,000,000
DCAM	B080	Massachusetts Maritime Academy Library Photovoltaics	Bourne	Higher Education	1,700,000				1,700,000
DCAM	B083	State and Community College Master Plan Updates	Statewide	Higher Education				300,000	300,000
DCAM	B084	Massachusetts College of Liberal Arts - Bowman Hall Renovation	North Adams	Higher Education	605,000				605,000
DCAM	B087	Middlesex Community College - New Academic Arts Center	Lowell	Higher Education				150,000	150,000
DCAM	B096	Northern Essex Community College - Allied Health & Tech. Building	Lawrence	Higher Education	13,000,000				13,000,000
DCAM	B097	Quinsigamond Community College- Science and Technology Building	Worcester	Higher Education	989,250				989,250
DCAM	B106	Various Construction Costs - University of Massachusetts	Statewide	Higher Education	50,000				50,000
DCAM	B107	Various Construction Costs - State & Community Colleges	Statewide	Higher Education	1,005,000				1,005,000
DCAM	B111	Salem State University - Library and Learning Commons	Salem	Higher Education	26,250,000				26,250,000
DCAM	B124	UMass Amherst - New Academic Classroom Building	Amherst	Higher Education	1,000,000			20,000,000	21,000,000
DCAM	B125	UMass Amherst - New Laboratory Science Building	Amherst	Higher Education	31,000,000				31,000,000
DCAM	B126	UMass Boston - New Integrated Science Building	Dorchester	Higher Education	12,000,000			33,000,000	45,000,000
DCAM	B127	UMass Boston - Substructure Stabilization and Alternate Parking	Dorchester	Higher Education	1,050,500				1,050,500
DCAM	B128	UMass Dartmouth - Carney Library Renovation	Dartmouth	Higher Education	8,000,000				8,000,000
DCAM	B129	UMass Dartmouth - Marine Sciences Facility Improvements	Dartmouth	Higher Education				1,500,000	1,500,000
DCAM	B130	UMass Lowell - Emerging Technology & Innovation Center	Lowell	Higher Education	2,000,000				2,000,000
DCAM	B131	UMass Lowell - South Campus Academic Facilities	Lowell	Higher Education	12,000,000				12,000,000
DCAM	B134	UMass Boston - Study of Permanent Stabilization	Boston	Higher Education	750,000				750,000
DCAM	B137	Westfield State University - New Academic Building	Westfield	Higher Education	500,000				500,000
DCAM	B141	Worcester State University - Wellness Center	Worcester	Higher Education	648,750			3,000,000	3,648,750
DCAM	B145	Roxbury Community College - Academic & Media Arts Building	Boston	Higher Education	100,000				100,000
DCAM	B149	UMass Boston - New Academic Classroom Building	Boston	Higher Education	1,000,000				1,000,000

Cap Agency		Project Name	Location	Policy Area	State Bond Cap	Project Financed	Federal Funds	Other Funds (third party, ABP, etc)	Total
DCAM	B157	Berkshire Community College - Hawthorne and Melville Halls	Pittsfield	Higher Education	300,000				300,000
DCAM	B160	Mass Bay Community College - New Allied Health Academic Building	Wellesley	Higher Education	300,000				300,000
DCAM	B164	Mt Wachusett Community College - Haley Academic Center	Leominster	Higher Education	375,000				375,000
DCAM	B166	UMass Amherst - Physical Science Building	Amherst	Higher Education	800,000				800,000
DCAM	B167	UMass Lowell - New Management Building	Lowell	Higher Education	400,000				400,000
DCAM	B177	Holyoke Community College - Health Care Facility	Holyoke	Higher Education				2,700,000	2,700,000
DCAM	B178	Massachusetts Maritime Academy - Hurley Library Renovation	Bourne	Higher Education				2,800,000	2,800,000
DCAM	B179	Springfield Technical Community College - Envelope and Power Plant	Springfield	Higher Education	1,000,000				1,000,000
DCAM	B186	Massachusetts College of Art - Building Envelope Repair	Boston	Higher Education	300,000				300,000
Higher Education Total					**177,420,265**			**70,300,000**	**247,720,265**
DHCD	H002	Affordable Housing Trust Fund	Statewide	Housing	35,000,000				35,000,000
DHCD	H003	Capital Improvement and Preservation Fund	Statewide	Housing	5,000,000				5,000,000
DHCD	H004	Community Based Housing	Statewide	Housing	5,000,000				5,000,000
DHCD	H006	Facilities Consolidation Fund	Statewide	Housing	7,500,000				7,500,000
DHCD	H007	Housing at Transit Nodes	Statewide	Housing	2,000,000				2,000,000
DHCD	H008	Housing Innovations Fund	Statewide	Housing	10,000,000				10,000,000
DHCD	H009	Housing Stabilization Fund	Statewide	Housing	16,000,000				16,000,000
DHCD	H010	Mass Rehab's Home Modification Loan Program	Statewide	Housing	4,000,000				4,000,000
DHCD	H011	Public Housing - Affordable Housing Trust Fund	Statewide	Housing	5,000,000				5,000,000
DHCD	H012	Public Housing - General	Statewide	Housing	90,000,000				90,000,000
Housing Total					**179,500,000**				**179,500,000**
DCAM	B113	Second Data Center Construction	Springfield	Information Technology	25,000,000				25,000,000
DCAM	B114	Equipment for Springfield Data Center	Springfield	Information Technology	13,106,015				13,106,015
EOEA	E037	Environmental Information and Public Access System (EIPAS)	Statewide	Information Technology	1,897,000				1,897,000
ITD	I008	ANF IT Consolidation	Statewide	Information Technology	688,242				688,242
ITD	I010	AGO Business Improvement	Statewide	Information Technology	202,364				202,364
ITD	I011	Comprehensive Child Data System	Statewide	Information Technology	5,921,977				5,921,977
ITD	I012	DUA QUEST Project	Statewide	Information Technology	2,377,417		4,570,483		6,947,900
ITD	I013	e-Licensing	Statewide	Information Technology	3,700,000				3,700,000
ITD	I017	eProcurement Roadmap	Statewide	Information Technology	569,577				569,577
ITD	I020	ICJIS	Statewide	Information Technology	8,850,000				8,850,000
ITD	I021	i-FamilyNet	Statewide	Information Technology	1,600,000		784,230		2,384,230
ITD	I022	Integrated Eligibility System	Statewide	Information Technology	5,991,804		25,002,283		30,994,087
ITD	I023	IT Capital Portfolio Management & Technology Services	Statewide	Information Technology	1,800,000				1,800,000
ITD	I024	IT Consolidation	Statewide	Information Technology	6,000,000				6,000,000
ITD	I025	ITD Technology Plan	Statewide	Information Technology	7,945,098				7,945,098
ITD	I027	Lottery Study	Statewide	Information Technology	200,000				200,000
ITD	I028	MAGIC Modernization	Statewide	Information Technology	370,000				370,000

Project to benefit: EHS - Office of the Secretary of Health and Human Services

This funds the outstanding payments for bills due of DCAM's previous work at EHS facilities.

Tewksbury State Hospital Emergency Generators *Project ID#* **B123**

Fiscal Year 2013 funding from all sources: $750,000

Project managed by: Division of Capital Asset Management

Project to benefit: DPH - Department of Public Health

This project funds Tewksbury State Hospital emergency generators and boiler replacement.

Hinton Lab Elevator and Accessibility Improvements *Project ID#* **B169**

Fiscal Year 2013 funding from all sources: $450,000

Project managed by: Division of Capital Asset Management

Project to benefit: DPH - Department of Public Health

This project will address failing elevators and IT, and will provide accessibility upgrades to the lab building.

Holyoke Soldiers' Home Improvements *Project ID#* **B184**

Fiscal Year 2013 funding from all sources: $250,000

Project managed by: Division of Capital Asset Management

Project to benefit: HLY - Soldiers Home in Holyoke

This project will study upgrades to the Holyoke Soldiers' Home to satisfy federal standards. The project will be reimbursed by 65% matched federal funding.

Shattuck Hospital Study and Review *Project ID#* **B185**

Fiscal Year 2013 funding from all sources: $750,000

Project managed by: Division of Capital Asset Management

Project to benefit: DPH - Department of Public Health

This study will address immediate needs for relocations at the Shattuck Hospital as well as long range planning for existing programs at the aged facility.

Department of Youth Services Chelmsford Study *Project ID#* **B195**

Fiscal Year 2013 funding from all sources: $150,000

Project managed by: Division of Capital Asset Management

Project to benefit: DYS - Department of Youth Services

This project is to evaluate relocation options and address the population currently served at Chelmsford.

Berkshire Community College - Exterior Masonry Repairs *Project ID#* **B032**

Fiscal Year 2013 funding from all sources: $1,500,000

Project managed by: Division of Capital Asset Management

Project to benefit: BCC - Berkshire Community College

This funds the much needed exterior masonry repairs to address water infiltration at Berkshire Community College.

Bridgewater State University - Conant Building Modernization *Project ID#* **B033**

Fiscal Year 2013 funding from all sources: $8,000,000

Project managed by: Division of Capital Asset Management

Project to benefit: BSC - Bridgewater State University

This funds the renovation and expansion of the Conant Building to provide a state-of-the-art facility for the biological, earth, chemical and computer sciences, along with math and physics.

Bristol Community College Fall River Tech Building *Project ID#* **B034**

Fiscal Year 2013 funding from all sources: $1,400,000

Project managed by: Division of Capital Asset Management

Project to benefit: BRC - Bristol Community College

This project will fund the much needed modernization to outdated science facilities.

Essex North Shore Agricultural and Technical School *Project ID#* **B054**

Fiscal Year 2013 funding from all sources: $5,902,441

Project managed by: Division of Capital Asset Management

Project to benefit: DOE - Department of Elementary and Secondary Education

This funds the Commonwealth's contribution to the construction of a new regional agricultural and vocational school on the campus of Essex Agricultural and Technical Institute in Danvers/Middleton.

Fitchburg State University - Science Facility Modernization *Project ID#* **B062**

Fiscal Year 2013 funding from all sources: $13,494,324

Project managed by: Division of Capital Asset Management

Project to benefit: FSC - Fitchburg State University

This funds improvements to science labs through a combination of new construction and renovation.

Framingham State University Hemenway Hall Science Center Modernization *Project ID#* **B063**

Fiscal Year 2013 funding from all sources: $5,850,000

Project managed by: Division of Capital Asset Management

Project to benefit: FRC - Framingham State University

This project will modernize the Hemenway Hall Science Center at Framingham State University.

Massachusetts College of Liberal Arts - Center for Science & Innovation *Project ID#* **B076**

Fiscal Year 2013 funding from all sources: $25,000,000

Project managed by: Division of Capital Asset Management

Project to benefit: NAC - Massachusetts College of Liberal Arts

This funds a new science facility and improvements to existing facilities at Massachusetts College of Liberal Arts.

Massachusetts College of Art - Center for Design & Media *Project ID#* **B079**

Fiscal Year 2013 funding from all sources: $6,000,000

Project managed by: Division of Capital Asset Management

Project to benefit: MCA - Massachusetts College of Art

This funds the renovation to provide a new entry, new common areas, simplified circulation and improved key studio spaces.

Massachusetts Maritime Academy Library Photovoltaics *Project ID#* **B080**

Fiscal Year 2013 funding from all sources: $1,700,000

Project managed by: Division of Capital Asset Management

Project to benefit: MMA - Massachusetts Maritime Academy

This funds installation of photovoltaic solar cells for the recently completed new library that will replace an outdated facility.

State and Community College Master Plan Updates *Project ID#* **B083**

Fiscal Year 2013 funding from all sources: $300,000

Project managed by: Division of Capital Asset Management

Project to benefit: RGT - Department of Higher Education

Update of master plans for state universities and community colleges at Westfield, Bridgewater, Mt. Wachusett and Worcester.

Massachusetts College of Liberal Arts - Bowman Hall Renovation *Project ID#* **B084**

Fiscal Year 2013 funding from all sources: $605,000

Project managed by: Division of Capital Asset Management

Project to benefit: NAC - Massachusetts College of Liberal Arts

This funds the design and construction of Bowman Hall Renovation at the Mass College of Liberal Arts.

Middlesex Community College - New Academic Arts Center *Project ID#* **B087**

Fiscal Year 2013 funding from all sources: $150,000

Project managed by: Division of Capital Asset Management

Project to benefit: MCC - Middlesex Community College

This funds continued work on the new Middlesex Community College New Academic Arts Center, using outside funding.

Northern Essex Community College - Allied Health & Tech. Building *Project ID#* **B096**

Fiscal Year 2013 funding from all sources: $13,000,000

Project managed by: Division of Capital Asset Management

Project to benefit: NEC - Northern Essex Community College

This funds the study phase for a new allied health facility in downtown Lawrence to address expansion of the program.

Quinsigamond Community College- Science and Technology Building *Project ID#* **B097**

Fiscal Year 2013 funding from all sources: $989,250

Project managed by: Division of Capital Asset Management

Project to benefit: QCC - Quinsigamond Community College

This funds a new academic building at Quinsigamond Community College.

Various Construction Costs - University of Massachusetts *Project ID#* **B106**

Fiscal Year 2013 funding from all sources: $50,000

Project managed by: Division of Capital Asset Management

Project to benefit: UMS - University of Massachusetts

This funds the outstanding payments for bills due from DCAM's previous work at UMass facilities.

Various Construction Costs - State & Community Colleges *Project ID#* **B107**

Fiscal Year 2013 funding from all sources: $1,005,000

Project managed by: Division of Capital Asset Management

Project to benefit: RGT - Department of Higher Education

This funds the outstanding payments for bills due from DCAM's previous work at higher education facilities.

Salem State University - Library and Learning Commons *Project ID#* **B111**

Fiscal Year 2013 funding from all sources: $26,250,000

Project managed by: Division of Capital Asset Management

Project to benefit: SSA - Salem State University

This funds the construction of a new library building to accommodate all library and related learning resources at Salem State Univesity.

UMass Amherst - New Academic Classroom Building *Project ID#* **B124**

Fiscal Year 2013 funding from all sources: $21,000,000

Project managed by: Division of Capital Asset Management

Project to benefit: UMS - University of Massachusetts

This funds the study, design and construction of a new academic and classroom building that will provide additional classroom space in response to increased enrollments at the Amherst campus.

UMass Amherst - New Laboratory Science Building *Project ID#* **B125**

Fiscal Year 2013 funding from all sources: $31,000,000

Project managed by: Division of Capital Asset Management

Project to benefit: UMS - University of Massachusetts

This funds the study, design and construction of Phase II of an integrated sciences complex intended to consolidate major science programs in a single location at the Amherst campus.

UMass Boston - New Integrated Science Building *Project ID#* **B126**

Fiscal Year 2013 funding from all sources: $45,000,000

Project managed by: Division of Capital Asset Management

Project to benefit: UMS - University of Massachusetts

This funds the study, design and construction of a new science facility at the Boston campus, as recommended by a recent master plan. This project will be funded by both University of Massachusetts contributions and Commonwealth bond funds.

UMass Boston - Substructure Stabilization and Alternate Parking *Project ID#* **B127**

Fiscal Year 2013 funding from all sources: $1,050,500

Project managed by: Division of Capital Asset Management

Project to benefit: UMS - University of Massachusetts

This funds interim structural stabilization of the areas formerly used for parking, including support for gravity loads, lateral loads, safe passage through the garage and MEP relocation, support, and repair.

UMass Dartmouth - Carney Library Renovation *Project ID#* **B128**

Fiscal Year 2013 funding from all sources: $8,000,000

Project managed by: Division of Capital Asset Management

Project to benefit: UMS - University of Massachusetts

This project adds a new entry space to the existing library, provides a renovated and updated collegiate library for UMass Dartmouth.

UMass Dartmouth - Marine Sciences Facility Improvements *Project ID#* **B129**

Fiscal Year 2013 funding from all sources: $1,500,000

Project managed by: Division of Capital Asset Management

Project to benefit: UMS - University of Massachusetts

This funds the Marine Sciences Facility for the School of Marine Science and Technology at the UMass campus in Dartmouth.

UMass Lowell - Emerging Technology & Innovation Center *Project ID#* **B130**

Fiscal Year 2013 funding from all sources: $2,000,000

Project managed by: Division of Capital Asset Management

Project to benefit: UMS - University of Massachusetts

This funds a state of the art, 84,000 square foot research facility developed by UMass with a combination of funding sources.

UMass Lowell - South Campus Academic Facilities *Project ID#* **B131**

Fiscal Year 2013 funding from all sources: $12,000,000

Project managed by: Division of Capital Asset Management

Project to benefit: UMS - University of Massachusetts

This funds the study, design and construction for a new academic building on the South Campus at UMass Lowell which consolidates currently fragmented programs in a single facility.

UMass Boston - Study of Permanent Stabilization *Project ID#* **B134**

Fiscal Year 2013 funding from all sources: $750,000

Project managed by: Division of Capital Asset Management

Project to benefit: UMS - University of Massachusetts

This funds a study of substructure demo, permanent stabilization and quad development at UMass Boston.

Westfield State University - New Academic Building *Project ID#* **B137**

Fiscal Year 2013 funding from all sources: $500,000

Project managed by: Division of Capital Asset Management

Project to benefit: WSC - Westfield State University

This funds a study to determine the program, scope of construction, cost and implementation for a new academic building at Westfield State University. This study will also address life safety and accessibility renovations to the Dever Auditorium building.

Worcester State University - Wellness Center *Project ID#* **B141**

Fiscal Year 2013 funding from all sources: $3,648,750

Project managed by: Division of Capital Asset Management

Project to benefit: WOR - Worcester State University

Design and construction of a Wellness facility, which will feature athletic space, instructional space, studio space, student health facilities and community space.

Roxbury Community College - Academic & Media Arts Building *Project ID#* **B145**

Fiscal Year 2013 funding from all sources: $100,000

Project managed by: Division of Capital Asset Management

Project to benefit: RCC - Roxbury Community College

This project will begin to study upgrades to the existing building including a life science and allied health addition.

UMass Boston - New Academic Classroom Building *Project ID#* **B149**

Fiscal Year 2013 funding from all sources: $1,000,000

Project managed by: Division of Capital Asset Management

Project to benefit: UMS - University of Massachusetts

This project funds a new academic classroom building at UMass Boston.

Berkshire Community College - Hawthorne and Melville Halls *Project ID#* **B157**

Fiscal Year 2013 funding from all sources: $300,000

Project managed by: Division of Capital Asset Management

Project to benefit: BCC - Berkshire Community College

This project will renovate Hawthorne and Melville Halls, including their exterior masonry repairs, at Berkshire Community College.

Mass Bay Community College - New Allied Health Academic Building *Project ID#* **B160**

Fiscal Year 2013 funding from all sources: $300,000

Project managed by: Division of Capital Asset Management

Project to benefit: MBC - Massachusetts Bay Community College

This project will study opportunities for a future Framingham campus and a new allied health academic building.

Mt Wachusett Community College - Haley Academic Center *Project ID#* **B164**

Fiscal Year 2013 funding from all sources: $375,000

Project managed by: Division of Capital Asset Management

Project to benefit: MWC - Mount Wachusett Community College

This project funds the modernization of existing Haley Academic Center at Mt. Wachusett Community College.

UMass Amherst - Physical Science Building *Project ID#* **B166**

Fiscal Year 2013 funding from all sources: $800,000

Project managed by: Division of Capital Asset Management

Project to benefit: UMS - University of Massachusetts

This funds the study, design and construction of a new Physical Sciences Laboratory Building at UMass Amherst.

UMass Lowell - New Management Building *Project ID#* **B167**

Fiscal Year 2013 funding from all sources: $400,000

Project managed by: Division of Capital Asset Management

Project to benefit: UMS - University of Massachusetts

This funds the study, design and construction of a new college of management building at UMass Lowell using a combination of Commonwealth bond funds and UMass funding.

Holyoke Community College - Health Care Facility *Project ID#* **B177**

Fiscal Year 2013 funding from all sources: $2,700,000

Project managed by: Division of Capital Asset Management

Project to benefit: HCC - Holyoke Community College

This project is to acquire a relatively new existing office building adjacent to the Holyoke Community College campus to renovate into a health care training facility.

Massachusetts Maritime Academy - Hurley Library Renovation *Project ID#* **B178**

Fiscal Year 2013 funding from all sources: $2,800,000

Project managed by: Division of Capital Asset Management

Project to benefit: MMA - Massachusetts Maritime AcademyThis project includes the renovation of the existing library which was recently replaced by the new learning commons. The renovated facility will be used for classrooms, faculty offices and conference space.

Springfield Technical Community College - Envelope and Power Plant *Project ID#* **B179**

Fiscal Year 2013 funding from all sources: $1,000,000

Project managed by: Division of Capital Asset Management

Project to benefit: STC - Springfield Technical Community College

This project funds major envelope repairs needed at the main classroom and student activity building at STCC. Project scope will address serious water infiltration in the stairways and the auditorium.

Massachusetts College of Art - Building Envelope Repair *Project ID#* **B186**

Fiscal Year 2013 funding from all sources: $300,000

Project managed by: Division of Capital Asset Management

Project to benefit: MCA - Massachusetts College of Art

This funds a study to provide a replacement for the existing façade at the main building and address water infiltration, structural issues and energy efficiency improvements.

Affordable Housing Trust Fund *Project ID#* **H002**

Fiscal Year 2013 funding from all sources: $35,000,000

Project managed by: Department of Housing and Community Development

Project to benefit: OCD - Department of Housing and Community Development

The Affordable Housing Trust Fund (AHTF) provides resources to create or preserve affordable housing for households whose incomes are not more than 110% of area median income.

Capital Improvement and Preservation Fund *Project ID#* **H003**

Fiscal Year 2013 funding from all sources: $5,000,000

Project managed by: Department of Housing and Community Development

Project to benefit: OCD - Department of Housing and Community Development

The Capital Improvement and Preservation Fund (CIPF) was developed in response to the need to preserve current privately owned affordable housing projects.

Community Based Housing *Project ID#* **H004**

Fiscal Year 2013 funding from all sources: $5,000,000

Project managed by: Department of Housing and Community Development

Project to benefit: OCD - Department of Housing and Community Development

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Innovation Schools: Using Innovation to Promote Academic Achievement

The Innovation Schools initiative, a signature component of *An Act Relative to the Achievement Gap* that Governor Patrick signed in January 2010, provides educators and other stakeholders across the state with the opportunity to create new **in-district schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts**. These unique schools operate with increased autonomy and flexibility in six key areas: curriculum; budget; school schedule and calendar; staffing (including waivers from or exemptions to collective bargaining agreements); professional development; and school district policies.

Innovation Schools can be established by teachers, school and district administrators, superintendents, union leaders, school committees, parents, parent-teacher organizations, colleges and universities, non-profit community-based organizations, non-profit businesses or corporations, non-profit charter school operators, non-profit education management organizations, educational collaboratives, consortia of these groups, or other non-profit groups authorized by the Commissioner of Elementary and Secondary Education.

Operation of Innovation Schools

An Innovation School will operate according to an **innovation plan** which describes the areas of autonomy and flexibility and specific strategies that will be implemented in the school. At least one of the six areas of autonomy and flexibility must be addressed this plan, and the applicant can determine which additional areas will be utilized in the short- and long-term. An innovation plan must include detailed information about the following:

- Specific **instructional, curricular, and assessment strategies** that will be implemented to improve student achievement and school performance;
- Allocation of **fiscal and other resources**;
- **School schedule and calendar**;
- Specific **recruitment, employment, evaluation, and compensation strategies** for staff members, and if applicable, a description of **proposed waivers from or modifications to collective bargaining agreements**;
- **Professional development opportunities** for all administrators, teachers, and staff members; and
- If applicable, **proposed waivers from district policies**.

The innovation plan must also include **annual measurable goals** that assess factors such as student achievement and school performance. In exchange for the authority to operate the school with increased autonomy, Innovation School operators will be held responsible for advancing student learning and meeting these annual benchmarks. Innovation Schools will receive the **same per pupil allocation** as any other school in the district, and its operators can also secure grant or other types of supplemental funding to implement the innovation plan.

Eligible applicants can create an **Innovation Zone** that may include a set of schools within a district or geographic region, schools that will operate in accordance with particular instructional or curricular themes, or schools that are defined by other factors as determined by the applicants.

Multiple districts can work together to establish an Innovation School that would serve students from different communities.

Virtual Innovation Schools can also be established; they must operate in accordance with the Innovation Schools statute as well as additional regulations that were adopted by the Board of Elementary and Secondary Education in July 2010. These regulations are available at http://www.doe.mass.edu/lawsregs/603cmr48.html?section=05.

Authorization Process

Innovation Schools are established in accordance with a locally-based authorization process.

1. An eligible applicant **submits an initial prospectus to the district superintendent**. *Within 30 days of receiving the prospectus, the superintendent must convene a screening committee that includes the superintendent or a designee, a school committee member or a designee, and a representative from the local teachers' union; two-thirds approval from the screening committee is required for the applicant to move forward.*

2. An **innovation plan committee** that includes up to 11 school, district, and community representatives develops the innovation plan.

3. Upon completion of the innovation plan, specific steps are required.
   - A **conversion school requires a two-thirds majority vote of educators** in the school.
   - A **new school requires negotiations** among the applicant, teacher's union, and superintendent **if the innovation plan includes proposed waivers from or modifications to the collective bargaining agreement.**

4. The innovation plan is submitted to the school committee, which must hold at least **one public hearing**. A **majority vote** of the full school committee is required for approval.

5. Upon approval, **the Innovation School is authorized for a period of up to five years**, and can be reauthorized by the school committee at the end of each term. *The superintendent will work with the school committee to evaluate the school in accordance with the annual measurable goals included in the innovation plan. In addition, the superintendent can work with the operator of the Innovation School and the school committee to revise the plan as necessary.*

Resources to Support the Establishment of Innovation Schools

The Executive Office of Education (EOE) and the Department of Elementary and Secondary Education will award planning and implementation grants to eligible applicants and partner districts based on availability of funding. Innovation Schools Planning Grants are supported with state Race to the Top funding. The Requests for Proposals (RFPs) for grants will be posted at www.mass.gov/edu/innovationschools.

Additionally, technical assistance will be provided to eligible applicants to support the development of innovation plans.

Additional Information

Guidance documents about the Innovation School model and approval process approved initial prospectuses and innovation plans, and information about the planning and implementation grants are available at www.mass.gov/edu/innovationschools.

For more information about the Innovation Schools initiative, please contact Bridget Rodríguez, Director of Planning and Collaboration at the Executive Office of Education (bridget.rodriguez@state.ma.us) or the Department of Elementary and Secondary Education (achievement@doe.mass.edu).

Massachusetts Department of Early Education and Care

Annual Legislative Report FY2013

Submitted February 15, 2013

MASSACHUSETTS
Department of
Early Education and Care

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Glossary of Acronyms

ACF	Administration for Children and Families
AIM	Action, Implementation and Momentum
ARRA	American Recovery and Reinvestment Act of 2009
ASOST	After–school and out-of-school time
ASQ	Ages and Stages Questionnaire
BCM	Boston Children's Museum
CBTI	Connected Beginnings Training Institute
CCDF	Child Care Development Fund
CCR&R	Child Care Resource and Referral Agency
CCSSO	Council of Chief State School Officers
CTF	Children's Trust Fund
CEU	Continuing Education Unit
CFCE	Coordinated Family and Community Engagement
CLASS	Classroom Assessment Scoring System
CMHCC	Comprehensive Mental Health in Child Care Program
CSEFEL	Center on the Social and Emotional Foundations for Early Learning
CSSP	Center for the Study of Social Policy
DCF	Department of Children and Families
DHCD	Department of Housing and Community Development
DHE	Department of Higher Education
DHS	Department of Human Services
DLL	Dual Language Learners
DMH	Department of Mental Health
DPH	Department of Public Health
DTA	Department of Transitional Assistance
DYS	Department of Youth Services
ECERS	Early Childhood Environment Rating Scales
ECE	Early Childhood Educators
ECIS	Early Childhood Information System
ECMH	Early Childhood Mental Health
ECRC	Early Childhood Resource Center
EEC	Massachusetts Department of Early Education and Care
EEFI	Early Educators Fellowship Institute
EI	Early Intervention
ELL	English Language Learners
EOE	Executive Office of Education
EOHHS	Executive Office of Health and Human Services
EPS	Educator and Provider Support
ERS	Environmental Rating Scales
ESE	Department of Elementary and Secondary Education
FAQ	Frequently Asked Questions
FCC	Family Child Care
FCCERS	Family Child Care Environment Rating Scales
HSSCO	Head Start State Collaboration Office
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
IHE	Institute of Higher Education
IMLS	Institute of Museum and Library Services

ISA	Interagency Service Agreement
ITERS	Infant Toddler Environment Rating Scales
LEA	Lead Education Agency
LEP	Limited English Proficiency
LRE	Least Restrictive Environment
MELD	Massachusetts Early Learning and Development Assessment System
MFLC	Massachusetts Family Literacy Consortium
MHVI	Massachusetts Home Visiting Initiative
MIECHV	Maternal, Infant and Early Childhood Home Visiting Initiative
MKEA	Massachusetts Kindergarten Entry Assessment
MOU	Memorandum of Understanding
MRS	Market Rate Study
NIEER	National Institute for Early Education Research
ORI	Office of Refugees and Immigrants
OSFA	Office of Student Financial Assistance
PAC	Peer Assistance and Coaching
PCG	Public Consulting Group
PCHP	Parent Child Home Program
PIWI	Parents Interacting with Infants
PQR	Professional Qualifications Registry
PSCCE	Preschool Child Care and Education
QRIS	Quality Rating and Improvement System
RCP	Regional Consultation Program
RFR	Request for Responses
ROR	Reach Out and Read
RTT- ELC	Race to the Top – Early Learning Challenge Grant
SAC	State Advisory Council
SACCRS	School Age Child Care Rating Scales
SASID	State Assigned Student Identification
SLT	State Leadership Team
SPP	State Performance Plan
STEM	Science, Technology, Engineering and Math
TANF	Temporary Assistance for Needy Families
UDL	Universal Design for Learning
UPK	Universal Pre-Kindergarten Program
WEAVE	Web-based Analysis and Visualization Environment

Introduction

Compelling evidence shows that one effective solution for strengthening the broader range of children's educational experiences is through high-quality early learning and development programs. In Massachusetts, state leaders, local educators, and the public have responded to this evidence. A key goal of Governor Patrick, and of the Department, is to ensure all children enter school ready to succeed and to eliminate school readiness gaps between high needs children and their more advantaged peers. Through strategic planning, grounded in research, and an expansive, inclusive, statewide information gathering process, the state is taking charge to use what we know—and building on what we have done—to take the next leap forward in building a truly high-quality, birth to career system.

A Commitment

The 2010 Census reported the Massachusetts' population to be 6.5 million. Children from birth to age 5 accounted for only seven percent (442,592) of this total. A significant proportion, however, may be categorized as "high need". Close to one-third of all children birth to 5 are low-income, according to the National Center for Children in Poverty, while 17.4% are English language learners, 6.7% have special needs, and .9% are homeless. These children are most at-risk of developmental delays and most likely to benefit from high-quality early learning and development experiences.

Massachusetts defines "high needs children" as those with sufficiently low household incomes, those in need of special education assistance, and other priority populations who qualify for federal and/or state aid. Massachusetts has moved toward a broader definition of "high needs children", to include children who have multiple risk factors linked to poor school and life outcomes, including:

- Children and parents with special needs;
- Children whose home language is not English;
- Families and children involved with multiple state agencies;
- Recent immigrants;
- Children with parents who are deployed and are not living on a military base;
- Low-income households;
- Parents with less than a high school education; and
- Children who are homeless or move more than once a year."

As the state has confronted the prevalence of high-needs children in certain localities and across the state, Massachusetts has gone beyond simply understanding the research on "toxic stress" and healthy child development; it has used a science-based framework to enact smart, forward-thinking legislation and create a high quality early learning development system, which provides access to comprehensive services. Our approach is predicated on meaningful engagement—of families, of communities, and of the public and non-profit organizations, both state and local.

Refinement of Strategic Directions and Indicators of Success

In July 2012, the EEC Board identified seven Strategic Directions and developed proposed goals to guide the Department's work for the next three years of the Department's Strategic Plan. The strategic areas work together to achieve the departments vision, grounded in the legislative intent. The board will work to adopt an updated strategic plan, this spring. The plan will include measureable goals and indicators of success. The seven strategic directions are as follows:

- **Finance**- to develop a financing strategy for a comprehensive system of early education and care and out of school time for all children based on established Department of Early Education and Care standards.

- **Governance**- to develop policy directions for the comprehensive system of early education and care and out of school time in Massachusetts.

- **Standards, Assessment and Accountability**- to provide a foundation for a comprehensive system of early education and care and out of school time built upon program standards and early learning standards.

- **Regulations**- to develop regulations that articulate the rights and allocate the responsibilities across the systems of early education and care, out of school time, adoption, foster care, and residential

- **Workforce and Professional Development**- To facilitate a system that prepares an early education and care workforce who can engage with children and families to support their growth and development in all domains.

- **Early Education and Care and Kindergarten to 3rd Grade Linkages**- To create policies and practices that ensure the alignment of structures that support child development from birth through grade 3 across all developmental domains, with a focus on early literacy, numeracy, and social/emotional development.

- **Informed Families and Public**- To communicate regularly with families and the public about the essential conditions for positive growth and development of children with respect for culture, language and other aspects of diversity of those constituencies

Looking Ahead

The primary challenge in the coming year is three fold.

1. The first challenge is the ability to **reach all the educators** in formal and informal settings. These educators touch and/or influence children and families through service or policy which impacts the development of children. The state wants to support these educators to have the skills, knowledge and abilities to create opportunities for children that create measurable gains in all domains of development. This requires knowledge and tools to ensure educators can be guided by the Early Learning Standards that provide an outline of what we want our children to know and be able to do.

2. The second challenge is **reaching all 450,000 children birth to age five years** in our state, who may or may not be engaged with formal early education and care programming. In order to serve them, we need to ensure that parents and caregivers, as children's first teachers, have the information they need to create protective relationships, are knowledgeable about and provide high quality opportunities, and have access to screening and assessments so that they can intervene early when children appear to be off the expected developmental course.

3. Finally, the challenge of **access to formal and informal programming** that supports early learning and development that is affordable and accessible to all children. Currently, over 30,000 children are on the waitlist from birth to 5. These families are requesting financial assistance to assist in paying the cost of formal early education and care opportunities.

Massachusetts Department of Early Education and Care (EEC)
Purpose and Goals

In 2005, the Commonwealth of Massachusetts became the first state in the nation to create one agency to oversee early education and care and out-of-school time programs for families. The Department of Early Education and Care (EEC) was created by consolidating the former Office of Child Care Services with the Department of Education's (now the Department of Elementary and Secondary Education) Early Learning Services unit. In 2008, the Executive Office of Education (EOE) was established to support the work of the three education departments in Massachusetts (EEC, the Department of Elementary and Secondary Education, and the Department of Higher Education) for the purpose of developing an education pipeline extending from birth through higher education and beyond.

The work of the Massachusetts Department of Early Education and Care (EEC) is steeped in the notion that *brain building is in progress* for young children in enriching environments with caring adults and meaningful and engaging interactions. The latest science shows that these early experiences actually build the architecture of the developing brain; much like a house is built from the bottom up. Each sequential step lays the groundwork for the next set of skills – like reading and math—and a lifetime of learning, success and productive, responsible citizenship.

When you understand the sequence and process by which brains are built, it's easy to understand why it's wiser to start every child out strong. Trying to change behavior or build new skills on a weak foundation requires more work and is less effective than providing brain building interactions and environments early in life. Brain building is an investment that yields high returns; an investment in the economic prosperity of everyone in Massachusetts.

EEC fulfills a critical role in advancing important public policy goals. Research shows that access to high quality early education and care is vital to helping all children, especially low-income and at-risk children, to gain early literacy skills, academic and social school readiness skills, and increases a student's chances of successfully completing high school, attending college, and becoming a tax-paying citizen.

EEC work is guided by a strategic plan, which is being updated this year and will continue to be guided by the vision developed in 2009.

- EEC and the whole field of early education and care are highly regarded, publically recognized and supported, and clearly understood to be a value to the Commonwealth.
- EEC's system offers an array of high quality, comprehensive and affordable programs designed to meet the diverse, individual needs of children and families.
- The early education and care workforce is respected, diverse, professional, qualified, and fairly compensated.
- EEC is an effective, responsive, efficient, and resilient system.
- EEC has clear standards for accountability and evidence that those standards are being met.
- Families are engaged as partners integral to the healthy development and learning of their children, and they have access to the necessary resources to do so.
- All preschool children have access to high quality Pre-kindergarten programs that meet family needs.
- Children and families experience seamless transitions throughout their early learning and later developmental experiences.

The work of the agency is structured in four core areas: educator quality, program quality, screening and assessment and community family engagement. The work of the department seeks to support 1.3 million children and their families from birth to age 13 years.

Submission of Annual Report

This reports satisfies the Board's legislative reporting mandates, as codified in M.G.L. c. 15D, §§ 3(g), 10 and 13(d), to submit an annual report describing its progress in achieving the goals and implementing the programs authorized under Chapter 15D of the General Laws of the Commonwealth. Specifically, EEC is required to submit an annual report, which includes, at a minimum, the following topics:

- Progress in achieving goals and implementing programs authorized under M.G.L. c. 15D;[1]
- Progress towards universal early education and care for pre-school aged children;[2]
- Rules and regulations promulgated by the Board related to civil fines and sanctions, including the types of sanctions and the amount of the fines;[3]
- Progress in reducing expulsion rates through developmentally appropriate prevention and intervention services;[4]
- Behavioral health indicators:[5]

[1] *See* M.G.L. c. 15D, § 3(g)
[2] *See* M.G.L. c. 15D, § 3(g)
[3] *See* M.G.L. c. 15D, § 10
[4] *See* M.G.L. c. 15D, § 3(g)

  - Estimates of annual rates of preschool suspensions and expulsions;
  - Types and prevalence of behavioral health needs of children served by the Department;
  - Racial and ethnic background of children with identified behavioral health needs;
  - Existing capacity to provide behavioral health services; and
  - Analysis of best intervention and prevention practices, including strategies to improve delivery of services and to improve collaboration of services.
- Findings and recommendations related to the study on the programmatic financing and phase-in options for the development and implementation of the Massachusetts universal pre-kindergarten program.[6]

This report further provides an annual update on the strategic plan ratified by the Massachusetts Department of Early Education and Care's (the Department or EEC) Board in February 2009. A copy of the strategic plan can be viewed at: http://www.mass.gov/edu/docs/eec/research-planning/state-planning/eec-strategic-plan.pdf.

In addition, this report satisfies the Board's mandate to develop and annually update an implementation plan for a workforce development system, which is designed to support the education, training and compensation of the early education and care workforce, including all center, FCC, infant, toddler, preschool and school-age providers. See M.G.L. c. 15D, § 5 (See Appendix A for the Legislative reporting language).

2013 Context (February 2012 – February 2013)

Accomplishments and activities included in this report are from the time period February 2012 – February 2013. Below are several events which set the context for the Department's work over this past year.

Federal Funding Support

A comparison of EEC's state funding for FY13 to the amount of state funds received in FY09 -- the apex of our funding – shows that EEC's resources have decreased by $66M. Federal funds awarded to EEC have helped to offset this change in funding. This includes $23.97 million in additional Child Care Development Funds that EEC received as a discretionary obligation through the American Recovery and Reinvestment Act of 2009; $1,301,837 in federal State Advisory Council (SAC) on Early Childhood Education and Care funding to support children from birth to school entry; $50 million in federal Race to the Top - Early Learning Challenge (RTTT-ELC) funding to improve the quality of the state's system of early education and care and out-of-school time, and $175,000 annually for the Head Start State Collaboration Project.

Priorities for Building the System

EEC's statewide system of early education and care and out-of-school time is comprised of a linkage of four systems of support for improving the outcomes of the Commonwealth's children, families, educators and communities. These four systems are:

- Educator/Provider Supports (EPS)
- Coordinated Family/Community Engagement (CFCE)
- Mental Health
- Child Care Resource and Referral (CCRR)

The EPS, CFCE, CCR&R and Mental Health systems are regionally/locally-based but allow for differentiation to meet local needs. They are focused on the needs of adults in supporting adult/child interaction. The early education and care and out of school time system is designed to be a strengths-based model of family support – inclusive of all, with prioritization of those most at risk. It is not *primarily* focused on family income, though it does prioritize families with greater needs. The overall system expands upon and supports quality in the 2010 licensing regulations and the 2011 Quality Rating and Improvement System (QRIS). In support of the states efforts, EEC gives priority to Gateway communities, level four schools and districts, and communities which have been identified by the Department of Public Health (DPH) as home visiting communities.

[5] *See* M.G.L. c. 15D, § 3(g)
[6] *See* M.G.L. c. 15D, § 13(d)

Community/ District	Gateway Community	District with Level 4 Schools	Home Visiting Communities
Barnstable	X		
Boston		X	X
Brockton	X		X
Chelsea	X		X
Chicopee	X		
Everett	X		X
Fall River	X	X	X
Fitchburg	X		X
Haverhill	X		
Holyoke	X	X	X
Lawrence	X	X	X
Leominster	X		
Lowell	X	X	X
Lynn	X	X	X
Malden	X		
Methuen	X		
New Bedford	X	X	X
North Adams			X
Pittsfield	X		X
Quincy	X		
Revere	X		X
Salem	X	X	
Southbridge			X
Springfield	X	X	X
Taunton	X		
Westfield	X		
Worcester	X	X	X

The state of Massachusetts was privileged to be recognized for its work in early education and care by receiving the Early Learning Challenge Grant. The $50 million dollar award provides resources to accelerate the efforts to increase educator skills, knowledge and abilities; program efforts to ensure growth and development for children; increase access to screening and formative assessment; and intentional community and family engagement activities. **The work of the department happens in four core areas: Educator Quality, Program Quality, Screening and Assessment and Community and Family Engagement.**

Highlights

Educator Quality

- The Professional Qualifications Registry provides new data on the 68,000 early educators who are working in the over 10,000 licensed early education and care and out of school time programs in the state.
- The Educator Provider Support System, provides a system of learning opportunities. Nearly 300 opportunities from July 2012 to June 2013. Over 900 individual development plans have been written with educators in the first six months of this fiscal year.
- For FY2013, $3.2M in state funds was available for the Early Childhood Educators scholarship; 1,190 educators (of over 2,300 applicants) were approved for this funding.

Program Quality

- In 2011, the state fully defined quality for early education and care programs in Massachusetts. Over 50 percent, approximately 5000 programs, are now participating in meeting the new standards.

- Programs, which primarily support children who receive financial assistant from the state, are experiencing additional hardship. Reportedly, this is due to increase standards as well as a reduction in the number of children who receive financial assistance over the last two years. This has lead to instability in some programs. For programs to be stable they require consistently full enrollment, collection of parent fees and rates from the state which support cost.

Screening and Assessment

- Universal screening was made available in July 2012, through the Coordinated Family and Community Engagement grantees. The Ages and Stages Questionnaire is available in all communities across the state.
- The use of evidence based formative assessment which has been used in early education and care programs for several years, has begun to be used by teachers in Kindergarten classrooms, in all five developmental domains. This information is intended to be used to individualize teaching and learning and support parental communication.

Community and Family Engagement

- Community and Family Engagement grantees have participated in focused training and practice improvements.
    - The training has included child growth and development, evidenced based literacy and post partum depression.
    - Practice enhancements have been made with regard to play groups, evidence based literacy, as well as, screening of child growth and development.
- *Over the last year the demand for subsidized early education has increased while only 8400 eligible children have been removed from the wait list.*

Interagency work

- This past year has provided multiple opportunities for working with other child serving agencies. The interagency work has three foci;
    - creating a child development lens on policy and practice through joint professional development,
    - simplification of the requirements for families through the review of intake practices, and
    - developmental screening of young children to ensure family plans include opportunities for young children who present with or are at risk of developmental delay.

Birth to 3rd grade alignment

- Increase focus has been placed on organizing at the community level to ensure partnership and shared responsibility of children from birth to 3rd grade. This requires new partnerships between organizations and programs who serve children from birth to 3rd grade. Partners include home visiting; early education and care programs; pediatricians; museums; libraries and individual public schools and their district leadership.

***Brain Building in Progress* Campaign**

Our Brain Building in Progress communication strategies in 2012 continued to expand awareness of the campaign among new constituencies, including legislators and policy-makers, community-based organizations across the state, and partnerships such as Thrive in 5. Three events on Beacon Hill promoted the campaign -- Early Care and Education and After School and Out of School Time Advocacy Day, United Way's Legislative Breakfast at the Parkman House, and Brain Building in Progress Day, where Lieutenant Governor Tim Murray, along with legislators, read to young children at the State House. In what is considered Phase Two of the *Brain Building in Progress* communications initiative, EEC is working with United Way to collaborate with key partners and leverage collective resources to raise parents', families', and the public's understanding of the importance of a child's earliest years, the value of early education and care, and the definition of program quality through the Massachusetts Quality Rating and Improvement System (QRIS). United Way is currently finalizing the key messages and preparing the first set for distribution as collateral material. The key messages about quality are as follows:
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!

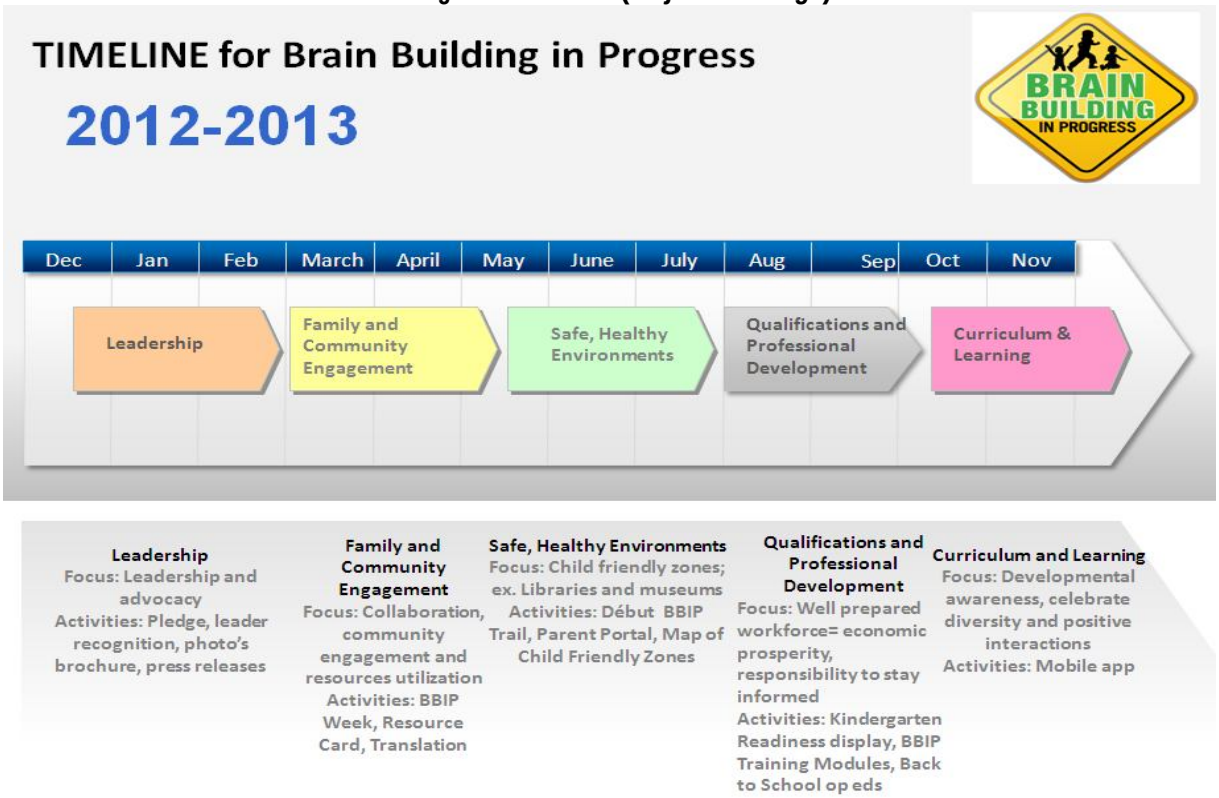
Look for Brain Building Zones
Physical environments provide a framework for children's learning and development. Seek out and support the rich network of children's museums, libraries and community centers existing throughout the Commonwealth. While Brain Building can happen anywhere, these especially 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 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 supporting investments that focus on young children. With so much at stake, now's the time to take action.

The timeline for release of these messages is as follows (*subject to change*):



Board of Early Education and Care

On May 13, 2011, Governor Patrick appointed Cheryl Stanley to the Board of Early Education and Care as an at-large representative.

On July 11, 2012, Governor Patrick reappointed Sharon Scott-Chandler to the Board, replacing Mary Pat Mesmer as the early education and care provider with management and administrative experience.

Also on July 11, 2012, Mary Walachy was appointed by the Governor to fill the at-large representative seat vacated by Sharon Scott-Chandler.

On November 26, 2012, the Governor appointed Joni Block to the EEC Board, replacing Carol Craig-O'Brien as the early education and care teacher representative.

On January 14, 2013, Dr. Matthew Malone was sworn in by the Governor as Secretary of Education, replacing Paul Reville.

On January 22, 2013, Governor Patrick swore in John Polanowicz as the Secretary of Health and Human Services, replacing JudyAnn Bigby, M.D.

The EEC Board meets monthly, except in the summer months (July and August). The meetings are open to the public and 30 minutes is made available at the beginning of every meeting for public testimony. The Board holds most meetings in the EEC Boston office, however, this past year the Board also held meetings in Westfield (March 13, 2012), Fall River (May 8, 2012), and Worcester (December 11, 2012), to allow for greater participation of stakeholders across the state. Board members also participate as members on three subcommittee; descriptions of the subcommittees' missions, membership and staffing are listed below:

Planning & Evaluation Committee

The Planning and Evaluation Committee of the Board of Early Education and Care provides an organized structure that facilitates greater Board engagement and input into relevant EEC planning and evaluation initiatives that are brought to the full Board for discussion and decision making.

Membership:

Committee Chair:	Eleonora Villegas-Reimers (effective December, 2012) Carol Craig O'Brien (former Chair)
EEC Board Members:	Cheryl Stanley, Joni Block (effective December, 2012), Mary Walachy (effective July 2012)
Ex-Officio Members:	EEC Board Chair (J.D. Chesloff) and EEC Commissioner (Sherri Killins, Ed.D)

Policy & Research Committee

The Policy and Research Committee works in concert with the Fiscal and Planning and Evaluation Committees of the Board to guide and support EEC's policy development and implementation of a system to improve and maintain program quality, accessibility, and affordability meeting the diverse needs of children and families statewide.

Membership:

Chair:	Joan Wasser Gish, Esq.
Members:	Sharon Scott-Chandler, Chi-Cheng Huang, M.D.
Ex- Officio Members:	EEC Board Chair (J.D. Chesloff) and EEC Commissioner (Sherri Killins, Ed.D)

Fiscal Committee

The Fiscal Committee reviews EEC budget related activities that are brought to the full Board for discussion and decision making, and supports EEC's efforts to implement a system to improve and support quality statewide and to offer an array of high quality, comprehensive, and affordable programs designed to meet the diverse, individual needs of children and families.

Membership:

Chair:	Elizabeth Childs, M.D.
Members:	Marilyn Anderson Chase
	Mary Pat Messmer (former Board Member)
Ex- Officio Members:	EEC Board Chair (J. D. Chesloff) and EEC Commissioner (Sherri Killins, Ed.D)

Appendix B details the Board members and changes in membership over the past year.
Appendix Q details the votes and actions the Board took over this past year.

2012 EEC Board Retreat

At the July 12, 2012 EEC Board Retreat, Board members began the process of updating the existing Strategic Plan plan and both developing and updating strategies to complete the cycle of the existing Strategic Plan. Part of this process included defining a systemic framework to support policy decision making and resource allocation. The Board members reviewed a systemic approach framework for the implementation of new Strategic Directions. The seven components of the framework were defined as follows:

- **Standards, Assessments and Accountability**
- **Informed Families and Public**
- **Early Ed & Care and K-12 Linkages**
- **Regulations**
- **Governance**
- **Finance**

The Board of Early Education and Care will complete the revision of its updated strategic plan this spring. The Planning and Evaluation committee of the Board will make recommendations regarding this plan to the full Board during a retreat to be held on March 12th. This will be followed by a full vote of the Board during the April meeting.

EEC Budget

Governor Patrick has routinely demonstrated his commitment to early education in his budget recommendations, and continually through challenging fiscal climates. A comparison of EEC's state funding for FY13 to the amount of state funds received in FY09 -- the apex of our funding – shows that EEC's resources have decreased by $66M. Federal funds directed to EEC have helped to offset this change in funding.

Federal Funds

ARRA Funds: President Obama enacted the American Recovery and Reinvestment Act of 2009 (ARRA) in mid-February 2009. The federal economic stimulus package contained significant resources for the early education and care and after school and out of school time field. Massachusetts received $23.97 million as a discretionary obligation from the CCDF, representing an additional 23% over its FY2009 CCDF allotment ($102 million). The EEC Board approved thirty one projects/initiatives to be funded by ARRA CCDF. This funding allowed EEC the ability to expand child care financial assistance by serving additional children and families as well as new families. Additionally, many of these projects targeted systematic improvements in early education and care programs, including investments in professional development. EEC's projects/initiatives also included targeted funds for overall quality along with quality care for infants and toddlers. EEC disbursed all of the $23.97 million received in CCDF by the conclusion of the grant in September 2011.

SAC Funds: The Improving Head Start for School Readiness Act of 2007 required the Governor of each State to designate or establish a council to serve as the State Advisory Council (SAC) on Early Childhood Education and Care for children from birth to school entry. To be eligible to receive a grant, a state had to prepare and submit an application for a three-year period that addressed select criteria. MA received $1,301,837 in SAC funds to be fully liquidated by July 31, 2013. SAC activities included programs that aligned with our mission and focused on

- Needs Assessment
- B-8 Community Planning and PreK-3 Partnerships
- Early Education/Higher Education Workforce Preparation Partnership
- Policy and Best Practices for Children & Families with Limited English Proficiency and/or Developmental Delays or Multiagency Involvement
- ARRA Council Implementation Support and Accountability

RTTT-ELC Funds: In late Summer 2011, the Obama Administration released the application for the Race to the Top Early Learning Challenge (RTT-ELC) to provide $500 million in state-level competitive grants to improve early learning and development programs. The goal of the RTTT-ELC was to better prepare more children with high needs for kindergarten because children from birth to age 5, including those from low-income families, need a strong foundation for success in school and beyond. In their applications, states had to demonstrate a commitment to building coordinated systems, aligning resources and policies, and increasing access to high-quality early learning and development programs for children who need them most. MA submitted an application which received the second highest score in the nation and was awarded $50M for four years beginning January 1, 2012. We have successfully created 12 projects being successfully delivered through 51 activities with approximately $24.1M devoted to statewide infrastructure investment programs and $25.8M directed toward direct community investment programs. These funds are managed by a network of sister state agencies, institutions of higher education, non-profit agencies, and training and research firms. In FY2012 EEC utilized $1M from the Race To The Top Early Learning Challenge Grant to support a deficiency in scholarship funds for the Spring and Summer 2012 semesters. These funds were used to support educators who had their scholarship awarded reduced, and were available to 269 educators who met the eligibility requirement of working in a program that was currently or planning to participate in the Quality Rating and Improvement System (QRIS).

Head Start State Collaboration Project: This is a five year grant awarded by the Administration for Children and Families (ACF) that is renewed annually during the grant period. We are now in the second year of a five year grant cycle. The total grant amount varies state to state and is based on the number of federally funded Head Start children in the State; MA receives $175 annually. The work of the Head Start Collaboration project highlights the importance of the work and commitment to all children and families in the Commonwealth. The HSSCO's goals, key priority areas, and activities are aligned with EEC's enabling legislation and include school transitions, professional development with higher education, and early childhood systems development and coordination.

State Aspirational Budget

EEC's receipt of several short term federal resources over the last four years, including the American Reinvestment and Recovery Act (ARRA), the state advisory council (SAC) grant and most recently the Early Learning Challenge Grant have accelerated the Department's efforts to improve educator and program quality, provide screening and assessment and support community and family engagement. More specifically, these resources have lead to the building and implementation of the Quality Rating and Improvement System, efforts to enhance the partnership with the department of higher education, support for educators to attain degrees, design or build a birth to 3 rd grade infrastructure in the community, and in one instance provide access to additional children from the waiting list who qualified for subsidized early education and care and/or out of school time care.

In 2012 the Board created an FY14 aspiration budget framed around the values, strategic directions, and indicators of success in the EEC Strategic Plan. Recommendations were framed in three significant areas: 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.

An Investment in Quality

Additional Funding: $15,594,821

Aligned with our mission and Strategic Plan, EEC seeks to invest in quality through and by the categories presented below.

- Investment in Workforce Quality: A rate increase of 3% or $13,790,577 supports an increase in salaries, benefits, and stipends for child care workers. The last rate increase was in March 2009 when we gave .45%.
- Investment in Quality Program Sustainability / Quality Rating Improvement System (QRIS): A set-aside of $1,000,000 in its own appropriation supports our investment in QRIS and helps sustain program improvements supporting children in care.
- Quality Infrastructure: $804,244 to support staffing which holds child care providers accountable for health and safety, quality care, and quality programs. These funds would be added to 3000-1000, Administration.

An Investment in our Children and Families

Additional Funding: $36,209,423

EEC seeks to ensure that parents of birth to age eight children have access to high quality early education and care experiences. The addition of $36M to 3000-4060 (Income Eligible child care) would allow us to serve approximately 4,900 children which, when added to our current IE caseload of 30,283 children, returns us to the level of children we served in November 2010.

An Investment in Transportation

Additional Funding**:** $17,586,713

The last transportation rate increase was May 2006 when the one way rate increased from $5 to $6 and the round trip rate increased from $7.50 to $9.00. The request for funds affirms the Board's vote in June 2012 to increase the rate paid for transportation to support improvements in the system and the addition of one adult monitor on all vehicles carrying infants, toddlers, and preschool children.

Governor's Education Investment Plan

When Governor Patrick released his FY2014 budget recommendation, the Board of Early Education and Care was pleased to see its alignment with their FY14 aspirational budget request for the Department. The Governor's budget proposal included all of the Department's funding requests, and with it he also filed an education investment package that calls for approximately $550 million in additional education spending in FY14 and increases to nearly $1 billion annually over the next four years. The Governor's nearly $350 million proposed aggregate investment ($131 million in FY14) in our early education and care system will:

- Eliminate EEC's current birth – age five waitlist by providing universal access to high quality early education for all infants, toddlers, and pre-school children in Massachusetts;
- Expand initiatives to ensure the highest educational quality among providers of early education and care through EEC's Quality Rating and Improvement System, and to assist early educators and providers attain higher levels of proficiency, skill and quality; and
- Increase educational programs and supports for parents and family members to further engage them in their child's success, and expand efforts to provide comprehensive support services to children and their families.

The Governor will also dedicate new Chapter 70 funding to incentivize more school districts to offer pre-school to their 4-year olds. Currently, the Chapter 70 formula only reimburses districts for pre-school children who are in special education inclusive classrooms. The Governor's proposal would allow every pre-school student to count toward a district's Chapter 70 calculations.

Budget Concerns

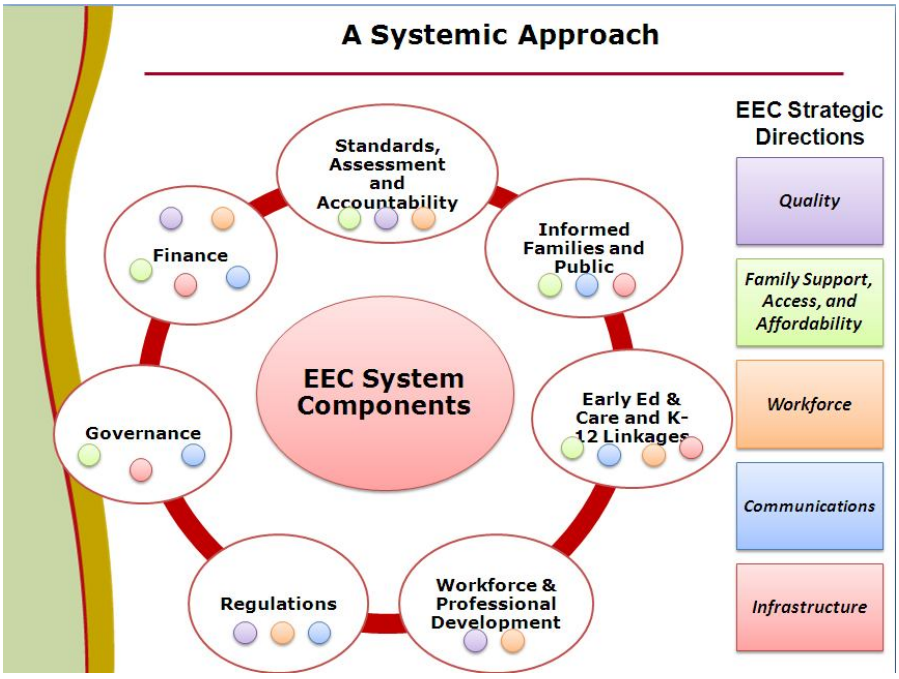
There are several areas of concern that could adversely impact cost projection and EEC's ability to carry out its mission in FY14, most particularly in the caseload accounts. The main areas of concern are:

- *Union Bill*: Chapter 189 of the Acts of 2012, AN ACT RELATIVE TO EARLY EDUCATION AND CARE BY FAMILY CHILD CARE PROVIDERS, allowed these providers to unionize and requires EEC to negotiate with them on rates and other areas. SEIU509 is the union representative. Initial demands that have significant cost implications include a 20% rate increase, 23 paid days off (excluding holidays), transportation for all subsidized children, and placement of all children from the waitlist.
- *Federal Funds*: The Executive Office of Health and Human Services (EHS), as the custodian of the Commonwealth's TANF funds, utilizes qualified EEC TANF expenditures toward the state's TANF block grant claim (estimated $190M in FY13). A reduction in EEC caseload TANF spending will reduce this claim and thus the amount of federal reimbursement to the Commonwealth.
- *Access*: Access to Income Eligible voucher care is currently restricted. This limitation of access is not and should not be considered the standard policy of EEC. Access was originally restricted in February 2011 in response to an anticipated FY11 IE deficiency. If access were to remain limited throughout FY13 then it would be closed for an unprecedented 28 month span.
- *Fingerprinting:* Governor Deval Patrick signed H4307, "An Act Relative to Background Checks" in mid-January. This bill closes an existing criminal history background checks loophole by authorizing the Department of Early Education and Care (EEC) and school districts to conduct fingerprint-supported national criminal history background checks on all teachers, school employees, and early education providers in Massachusetts. Presuming the information on fingerprints comes back to EEC in the same manner as BRC and CORI (funneled through the Department of Criminal Justice Information Services / DCJIS) we will need at least two staff persons to handle this responsibility. The estimated cost for this could be as much as $120,000. Without additional staff, we will delay the hiring process by weeks if not months. We also have to review our IT system to see what will need to be done to track this added task. We do not have a cost for this yet.

See Appendix C for complete list of RTT-ELC grant awards and expenditures. See Appendix D for EEC Budget FY2013 Appropriation

Organizational Framework

This report will be framed by the **Board's Strategic Directions** and **Indicators of Success**. Accomplishments of this past year and activities planned are organized and reported within the framework of EEC's five Strategic Directions and listed under each Indicator. **Please note that some indicators cross multiple strategic directions. For the purposes of this report, where there is overlap, the indicators were joined and EEC's accomplishments and next steps were reported in a combined section. This is noted in the applicable sections of the report.**



Three Year Strategic Direction:

Create and implement a system to improve and support quality statewide (2009)

Align resources to implement a system that supports high expectations and quality outcomes for all children and communities and high standards for all programs (2011 focused strategic direction)

Quality Indicators of Success:

- ***Quality Indicator 1: MA Quality Rating and Improvement System (QRIS) has been developed, validated, funded and implemented with full involvement of EEC's community partners and EEC staff.***
- ***Quality Indicator 2: MA has standards for quality in early education and care programs that are research-based, broadly understood, successfully implemented, culturally appropriate, and aligned with a quality-building support system.***
- ***Quality Indicator 3: Programs seeking to improve their quality have access to a range of resources and supports.***
- ***Quality Indicator 4: Parents understand and use information about quality to make informed decisions about early education and care programs.***
- ***Quality Indicator 5: UPK system design has been finalized and full-scale implementation has begun.***
- ***Quality Indicator 6: MA has a system that collects, analyzes, and disseminates program quality and child outcome data to inform policy and program development and implementation.***
- ***Quality Indicator 7: Licensing regulations that reflect best practices have been promulgated, translated, clearly communicated to the field, and enforced consistently throughout all regions.***
- ***Quality Indicator 8: Comprehensive services, including mental health consultations, are embedded in the delivery of services for families and children.***
- ***Quality Indicator 9: Children in residential and placement programs receive quality and appropriate services and are placed in the least restrictive settings.***
- ***<u>NEW 2011</u> Quality Indicator 10: Identify ways to quantify progress, particularly in the context of the whole child agenda***

The Commonwealth's new Quality Rating and Improvement System (QRIS) is a key tool, among many, that Massachusetts developed to help families, communities, and policymakers understand what constitutes quality. Building on a strong foundation of licensing, the QRIS is designed to support all children and youth (birth to 13) served in settings across the Commonwealths'mixed delivery System.

To foster the integration and use of child development principles and practices linked to quality, a set of QRIS Standards were adopted by the Board of the Massachusetts Department of Early Education and Care on December 14, 2010. The QRIS Standards incorporate learning standards, curriculum and assessment, educator preparation and leadership, and family and community engagement to ensure the strongest outcomes for children.

Quality Indicator 1: MA Quality Rating and Improvement System (QRIS) has been developed, validated, funded and implemented with full involvement of EEC's community partners and EEC staff.

This indicator was further defined in 2011 to include beginning alignment of QRIS with a rate reform initiative.

Accomplished this year

Quality Rating and Improvement System (QRIS):
A Quality Rating & Improvement System (QRIS) is a method to assess, improve, and communicate the level of quality in early care & education and after-school settings[7]. The Massachusetts QRIS offers guidance to professionals in early education and care and out of school time settings on a path towards quality, recognizing that higher expectations of programs must be matched with increased supports that include a better-articulated career ladder, financial incentives, and professional development and technical assistance, which are grounded in the science of child development.

The MA tiered QRIS is directly linked to the state's rigorous licensing system for early learning and development programs. Participation in the tiered QRIS is available to programs that are legally licensed as well as those that are statutorily exempt from licensure. License-exempt programs demonstrate they meet licensing requirements to participate in the tiered QRIS. As a result, when license-exempt programs complete their self-assessment, a plan is created and monitored to address any gaps in meeting the licensing standards at Level 1. The licensing requirements, regarded as among the most rigorous in the nation, serve as a much higher-than-average, formidable foundation for the tiered QRIS standards. In meeting the state's licensing requirements, a program is entering the tiered QRIS in high quality standing and the tiered QRIS higher levels provide additional specific educational supports to help high needs children attain school success.

Verification of Program Quality
Programs that are engaged in the Quality Rating and Improvement System 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 requires an independent evaluation visit to collect the Environmental Rating Scale (ERS), as well as a renewal of practices and an onsite visit with the program to discuss strengthens and opportunities for growth to ensure child outcomes within the program.

QRIS verification starts when a program has submitted their complete on-line QRIS application and self- assessment to EEC. In December of 2011, EEC instituted an automated verification process for programs that had completed the basic self-assessment. During the period of January 31, 2012 through January 1, 2013, 4,291 applications have been processed through the automated process. During this same period, an additional 640 programs have been verified through the advanced self-assessment process, which requires a full review of the program's documentation by EEC.

For the second level, or validation of a program's self-assessed QRIS level, Wellesley College for Women conducts the independent observation visits required for the Environmental Rating Scales (ERS) applying for the validated levels in QRIS. To date, 36 programs representing approximately 139 classrooms met the criteria to receive a visit and to be considered validated. 29 program visits were completed representing 111 classroom observations. Some programs felt unprepared for the visit when it was scheduled.

[7] Stair Steps to Quality, Anne W. Mitchell (2005); United Way Success by Six, p. 4

The verification process is an on-going process. Using Race to the Top - Early Learning Challenge funds a regional infrastructure of EEC staff in place, as programs complete their applications and submit them, reviews and verifications have become timelier. The regional staff also provides technical assistance through in-person site visits and phone calls to support programs efforts in obtaining validation.

Moving Toward Limited Universal Participation and Quality Improvement
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.

It is the Department's goal to achieve maximum participation in the Massachusetts tiered QRIS, and this began with mandatory participation among programs serving the 55,761 children receiving subsidy (state financial assistance). The Commonwealth is using the QRIS to ensure that all children with high needs are enrolled in high quality early learning and development programs.

- For FY2012, 33% of Head Start grant recipients are required to participate in QRIS and in FY2013, 66% are required; As of January 2012, 128 Head Start programs participated in QRIS, which represents 56% of all Head Start grantee programs.
- For FY2012, all programs that receive a Quality Rating and Improvement grant must participate in on-line training, designed to increase knowledge of the QRIS;
- The FY2012 Universal Pre-Kindergarten grantees are required to be at least a Level 2 QRIS programs to participate;
- Family Child Care and Out of School Time Programs that have contracted slots (subsidies) will be required to participate by June 2012; and
- By the end of FY2012, new grantees, such as the Early Literacy Support grant, have required participation in the QRIS as a condition for application.

On-line System for Programs to Manage QRIS Participation-
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. The QPM includes self-reported program data on the number of children enrolled, number of educators employed, and self-assessment as it relates to each Standard, which may include providing additional documentation.[i] Since the launch of the on-line, QRIS Program Manager (QPM) in January 2013 **4,757 programs** (unique count) have created a total of 5,794 QRIS applications (final status) using the QPM system. 5,003 applications have been granted a QRIS Level.

Data as of January 2013	QRIS Applications Submitted as Final by QRIS Program Type and Region					
QRIS Program Type	**Western**	**Central**	**Northeast**	**Metro**	**Metro Boston**	**South East/Cape**
Center/ School Based	277	131	234	274	216	363
Family Child Care	536	569	1144	213	697	428
ASOST	102	37	133	164	91	185
Grand Total	915	737	1511	651	1004	976

QRIS On Line Course
EEC commissioned the development of an on-line 12 hour course on the fundamentals of the Quality Rating and Improvement System. This course is designed to provide early education and out of school time educators with an introduction to the Massachusetts Quality Rating Improvement (QRIS) System. 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. The course is hosted on the "Together for Quality" website (http://wheelock.educommons.net/courses/qris-training). Since its launch, 1520 educators have accessed the course. The course is available in English, Spanish, Chinese, Haitian Creole and Portuguese.

QRIS Quality Improvement Grants
The FY2012 QRIS Individual Program Quality Improvement Grants were given to eligible programs who were enrolled in QRIS. $800,000 of funding was awarded directly to programs for QRIS improvement Grants to support and strengthen the capacity of early education and OST program leaders to identify, prioritize, and implement improvements that move them forward in the state's Quality Rating Improvement System (QRIS). We received 376 applications for funding, from the following program types:

AfterSchool: 73
Center Based: 159
Family Child Care: 144

The state awarded 217 QRIS Program Improvement grants to center based and family child care programs, with priority to those serving high need children, to assist them with QRIS participation. Due to demand and the level of need, EEC identified additional funds through the Race-to-The-Top, Early Learning Challenge grant to provide awards totaling $315,004.00 to eligible programs in May. An additional 90 received funding. This grant application's purpose was to provide QRIS Program Quality Improvement Grants to eligible programs/educators in the mixed delivery system during spring 2012 to make quality program improvements, in pursuit of upward progress on the levels defined in the QRIS system.

Planned for Next Year

Verification of Program Quality
EEC staff will continue their on-going efforts of verification of a program's on-line application with site visits and phone calls to support targeted technical assistance to programs. Additional visits have begun. This year, there will be 164 program visits, which will cover 582 classrooms. To date 7 program visits, representing, 28 classrooms have been completed. In the upcoming year Wellesley College for Woman will complete additional classroom observation visit to verify the Environmental Rating Scale at a program level. EEC staff will be trained this spring to complete the Environmental Rating Scales so that based on demand this function can be moved inside the department.

QRIS On Line Course
Additional courses are in development to support the full depth of understanding of the theory and practice as defined by the QRIS standards. The following modules will be developed and made available to educators in FY 13/FY14:

- QRIS Standard 1:
  - Curriculum and Learning (6)
    - Curriculum Goals and Child Development
    - Curriculum Planning
    - Using Observation for Assessment, Curriculum Planning and instruction:
    - Developing Cultural Competence in Early Childhood Settings:
    - Integrating Diversity in Early Childhood Settings
    - Teacher-Child Interactions in Early Childhood Settings
- QRIS Standard 2:
  - Safe, Healthy Indoor and Outdoor Environments (1)
  - Nutrition in Early Childhood Education:
- QRIS Standard 4: Family and Community Engagement (1)
  - Cultural competency and family engagement:
- QRIS Standard 5: Leadership, Administration and Management (2)
  - Financial Management:
  - Supervision and Staff Development

QRIS Quality Improvement Grants
For FY13, the first grant request was released in February 2013. It is expected that additional grants will be released in June 2013, and December 2013. Two types of grants will be available to programs; A Durable Goods and Services grant in which a program must be at least at a level 2 in QRIS and A Planning Time Grant, in which a program may be any level. The planning grant was added this year in response to feedback from programs about the amount of time required to complete the self assessment tools required by QRIS. The new category of eligible funding will cover short term, regular coverage to assist programs to complete and respond to the self assessment tools, as defined by the standards. Programs will be eligible to receive one or the other grant in a calendar year, but not both grants. Grants funds will be available and released in cycles to support program movement within the QRIS system as programs meet standards over the next 3 years or until resources are expended.

An on-line portal for programs to apply for the funding will be available in early March 2013. A series of webinars and in-person events will be held to train educators/programs regarding how to use the on-line system and how a program can maximum these funding opportunities.

Quality Indicator 2: MA has standards for quality in early education and care programs that are research-based, broadly understood, successfully implemented, culturally appropriate, and aligned with a quality-building support system.

EEC has a variety of standards. These standards include QRIS standards for programs and Early Learning Standards for children birth to 5. This year's efforts have included review of the QRIS standards, development of implementation of infant and toddler standards, alignment with k to 12 for development of math and literacy standards to support the MA Curriculum Frameworks, development and alignment of science standards, and a validation study of all Early Learning Standards birth to kindergarten.

Accomplished this year

QRIS Standards
The Massachusetts QRIS Standards outline key indicators of quality and are presented in the following five primary categories: Curriculum and Learning; the Environment; Workforce Qualifications and Professional Development; Leadership, Management and Administration and Family Involvement.

As part of EEC's language access plan to ensure meaningful access for Limited English Proficiency (LEP) individuals, the Massachusetts QRIS Standards for Family Child Care were translated into five additional languages and are available in Chinese, English, Haitian, Khmer, Portuguese, and Spanish on the EEC website.

Standards Review
The initial intent of QRIS systems was to improve the quality and infrastructure of formal early education and care programs. Current thinking is that QRIS should primarily focus on standards that can be linked to improved outcomes for children. The board does recognize the effect of business practices and the environment in the ability to attain outcomes for children and has continued to support practice that is measurable and evidenced based in these areas. As with any system, EEC is always reviewing the QRIS process, application and standards. This year this process has lead to changes in the online system and a review of the standards, which led to a reduction in the number of standards.

At the January Planning and Evaluation Committee Meeting, the Committee reviewed and discussed the methodology and standards that are recommended to be removed from the QRIS standards. During the February meeting of the full board, the board will vote to accept or reject the recommendation to reduce the standards. The current standards fall into the following categories:

- Evidence based
- Measurable
- Linked to Child Outcomes
- Already measured in an evidenced based tool used in QRIS
- Not Linked to Child Outcomes
- Not Measurable

The Planning and Evaluation Committee focused on the standards that fall into the following categories.

- Already measured in an evidenced based tool used in QRIS
- Not Linked to Child Outcomes
- Not Measurable

The Board of Early Education and Care voted to remove the standards that fall into these categories with the exception of family child care educator qualifications. The number of standards that were approved to be removed are:

Standard category	Family Child Care	Center Based	AfterSchool
Already measured in an evidenced based tool used in QRIS	8	11	9
Not linked to Child Outcomes	9	3	3
Not Measureable	4	12	3
Totals	**21**	**26**	**15**

The standards that the Board voted to remove come from all 5 of the core areas. The breakdown by core area is below:

Core Areas	Family Child Care	Center Based	AfterSchool
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

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 first Massachusetts Common Core Standards that include English Language Arts and Math standards for preschool. The Readiness Centers and the EPS Grantee Partnerships trained preschool programs on the Frameworks in 2012.

Early Learning Standards are key to providing guidance to families and educators a like about what we want children to know and be able to do. In our state we are proud to 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 Plan
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. EEC is working with Teachers College at Columbia University to evaluate 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 (HSCDELF). Sharon Lynn Kagan and associates presented the report findings at the Board of Early Education and Care meeting in December 2012. 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 HSCDELF 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

EEC is developing English Language Development Standards, for children 2.5 to 5.5 years old. This project will afford Massachusetts early childhood stakeholders and experts the opportunity to provide feedback and input. This work is design 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.

On December 14, 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 at Holy Cross College. 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. (See Appendix G for the languages spoken by children receiving EEC financial assistance.)

Preschool Science, Technology, Engineering, and Mathematics (STEM) Learning Standards and Guidelines

EEC is developing Preschool Science, Technology, and Engineering (STE)[8] 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, will connect to the Science and Technology/Engineering Standards for preschool through grade 2 being developed by the Department of Elementary and

[8] Preschool mathematics standards are already developed as a part of the Massachusetts Curriculum Frameworks, therefore, are not included in this project. The EEC board approved these standards in December of 2010.

Secondary Education (ESE) and will align with EEC's existing regulations, early learning standards and guidelines, as well as the Head Start Outcomes frameworks.

Planned for Next Year

QRIS Standards Validation
After implementation of the spring pilot modification will be made and during the fall of FY13, the full validation study will begin. Beginning in the fall of 2013, based on refinements to the instruments, sampling and protocols from the Pilot Study, EEC will initiate a full-scale data collection of a representative sample of providers, rooms/classrooms, and children/parents to address all research questions.

QRIS Standards Review: *Intersection with NAEYC Accreditation*
EEC will create and implement a statewide strategy with Group and Center Based Child Care Programs that are currently accredited by the National Association for the Education of Young Children (NAEYC) and are participating in the Massachusetts Quality Rating and Improvement System (QRIS) in order to communicate where NAEYC Accreditation intersects with the QRIS Standards. This project will include developing and communicating to all Group and Center Based Programs, who are NAEYC accredited, the alignment of these standards between NAEYC and QRIS, piloting with a select number of Group and Center Based Programs an assessment protocol that supports this alignment and developing and providing professional development to EEC staff validating QRIS applications and Group and Center Based Program staff in the assessment protocol and tool developed. The goals of this project are:

- Align the NAEYC accreditation visit with the MA QRIS validation visit to reduce and eliminate duplicative processes for group and center based programs;
- Incorporate the Environmental Rating Scales assessment tools in the MA QRIS as part of the NAEYC visit;
- Determine the alignment between the NAEYC accreditation process and the MA QRIS validation process and provide a written report on the findings;
- Determine which documentation is required that meets both NAEYC accreditation and QRIS Standards components and provide a written report on the findings.

This project will result in communications materials, assessment materials, protocols, professional development curricula and a written report by the end of June 2013. The written report will include the crosswalk of NAEYC accreditation with the QRIS Standards, lessons learned from the completed project, and recommendations for future alignment activities between NAEYC and QRIS.

English Language Development Standards
EEC will continue to develop English Language Development Standards, for children 2.5 to 5.5 years old, ensuring alignment with the K to 12 assessment of English Language Development by the Department of Elementary and Secondary Education. In 2013 EEC intends to issue a paper of the theory behind the English Language development Standards, hold a meeting of experts balanced between assessment experts and practice experts to review the standards, and release final standards as guidance to field (in the summer of 2013.)

Massachusetts Alignment Study Plan

On March 4 and 5, 2013, EEC and ESE will host strategic planning sessions with experts to discuss the strategy for alignment of the standards between birth and Kindergarten with experts recommended by ESE and EEC: Early Learning Standards: A Key to Quality Early Learning Systems: *Redesigning and creating a single set of standards from our early learning standards including toddler, MA preschool common core, Head Start Frameworks, and Preschool guidelines and kindergarten.* The strategic planning sessions will bring together key stakeholders to discuss the study's findings, map potential solutions and develop corresponding action steps to guide EEC's and DESE's ongoing work. An additional report on the alignment between the evidenced based formative assessment tools supported by the state and the current early learning standards, is due on April 2013.

Preschool Science, Technology, Engineering, and Mathematics (STEM) Learning Standards and Guidelines

EEC is currently holding stakeholder meetings to receive feedback from the field on the draft preschool science standards. The EEC board will adopt early learning Science, technology and engineering standards during the FY13 calendar year.

Quality Indicator 3: Programs seeking to improve their quality have access to a range of resources and supports.

Workforce Indicator 6: The early education and care workforce has broad diversity that allows families and children to feel welcomed and comfortable to address the changing landscape and needs of the families and children.

EEC seeks to support over 10,000 programs, which service children between birth and 13 within the state of Massachusetts. These programs employ over 67,000 records as of January 2012, according to our Professional Qualifications registry.

Accomplished This Year

FY 2013 Educator and Provider Support (EPS) Grant
The Educator and Provider Support system is designed to provide educators and programs with the knowledge and skills they need to improve practice to ensure outcomes for young children in early education and care; and out of school time programs. The opportunities support educators to gain additional credentials and programs to attain accreditation or advance on the levels of QRIS.

The purpose of the grant is to provide professional development opportunities and support services to early education and out of school time educators and providers (programs) in Massachusetts. 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; the FY2013 Educator and Provider Support Course Catalogue is available on EEC's website at http://www.eec.state.ma.us/docs1/Workforce_Dev/20120713-fy2013-edu-provider-crse-catalogue.pdf . *See Appendix I for data on the 2012 EPS Catalogue.* the From July 2012 to December 2012, there were 154 courses that 1,777 educators completed. *Data collected from the EPS Monthly Data report for FY 2013 is available in Appendix J.*

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 EEC's mixed delivery system. 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

Region	Lead Agent
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

Assessment Grant – Center for Assessment and Screening Excellence (CASE)
EEC is designing and coordinating training on assessment and screening tools and on QRIS measurement tools to support quality measurement in programs serving children birth to 13 across Massachusetts. EEC established the Center for Assessment and Screening Excellence (CASE) to build infrastructure that supports the state professional development system to provide the training, consultation, materials, and supports that programs need to have access to qualified trainers who are reliable on the

multiple assessment tools required within QRIS. This includes environmental rating tools, formative assessment tools, screening tools and others. CASE is designed as a support to the Educator and Provider Support networks (EPS) so that they have access to trainers who are skilled in using child assessment and screening and in measuring program quality. EEC is working with the regional EPS networks to identify and recruit participants, to deliver training, and to distribute assessment tools. Training is available at introductory, intermediate and advanced levels, and is adapted to address the needs of English Language Learners (both educators and children) as well as children with special education needs. A combination of on-line and face-to-face instruction, followed by on- site work, is being used. Training dates are posted on CASE's website at: http://www.wheelock.edu/academics/centers-and-institutes/aspire-institute/center-for-assessment-and-screening-excellence-/case-trainings.

In calendar year 2012, through CASE, 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 (including PAS, BAS, APT, Arnett, CLASS and ERS) 975
- Number of program receiving QRIS measurement tools - 570

Measuring Growth through the Massachusetts Early Learning and Development Assessment System (MELD) from Birth to 3rd Grade
A key standard in the QRIS system is the ability to measure through evidence based formative assessment tools the growth and development of children across multiple domains. Efforts to support the field to gain access to evidence based assessment began with efforts in the UPK quality grant. The state has now created a system of training and distribution of tools for programs who serve high needs children birth to kindergarten.

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 (30,262) and kindergarten (4,628) this year. We are still collecting data from the fall at this time.

As part of the *Race to the Top-Early Learning Challenge* grant, Massachusetts is required to develop and implement kindergarten entry assessments that will assist in fortifying the existing alignment of early childhood education and elementary school services. To meet this requirement, 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 the mix delivery system who have Universal Pre-kindergarten (UPK) Programs and receive UPK grant funding.

Race-to-the-Top/Early Learning Challenge Grant Funding 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. ESE provided a December Cohort 2 update to all invited school districts.

Readiness Centers: Comprehensive Assessment
EEC awarded a Readiness Centers Activities grant to the 6 existing Regional Readiness Centers to provide professional development opportunities to the early education and care workforce in the mixed delivery system and to convene early childhood educators, providers, and stakeholders within the region and across the state. This funding enables the Regional Readiness Centers to work with EEC's regional Educator and Provider Support (EPS) grantees to strengthen and build services for early childhood educators and providers in their region. Specifically, the Regional Readiness Center provide academic advising and career counseling; convene educators and districts participating in the Kindergarten Entry Assessment (KEA); train educators to analyze data for improved individualized teaching; provide training on standards such as the infant toddler and preschool guidelines, the core frameworks, and QRIS standards; and gather data needed to support the Massachusetts Early Learning Plan.

Higher Education
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.

Higher Education for English Language Learners
EEC is designing and delivering an innovative 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 the mixed delivery system whose primary language is not English, with the goal of equipping them to effectively assist dual language learner students 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 and the first class began on December 15, 2013. There were 24 students signed up for the class, 18 attended,

Post Master's Certificate in Early Education Research, Policy, and Leadership
EEC is working with the University of Massachusetts Boston to develop a post master's certificate (PMC) program in early education research, policy, and leadership. The program includes 4 post master's level courses that will articulate into a Certificate of Advanced Graduate Study (CAGS) or doctoral program at UMass Amherst, UMass Lowell, or Elms College. The PMC courses include: Early Education and Care Policy and Practice, Advanced Child Development, Translating Research into Practice, and Leadership and Change in Early Education and Care.

EEC anticipates sponsoring 3 cohorts of 15 students each with funds from the RTT-ELC grant to complete the Post Master's Certificate program. The PMC Executive Advisory meets on a monthly basis with quarterly meetings of a larger advisory which invites representatives from all institutions of higher education in Massachusetts with a bachelors, masters, an/or post-graduate degree in early childhood education.

Cohort 1 began coursework on January 5, 2013. More than 100 applications were received for the 15 slots for cohort 1. EEC is conscious of regional distribution, representation from the mixed delivery system, and diversity when reviewing and selecting applicants. Recruitment for Cohort 2 is underway.

(For additional information on the Post Master's Certificate program and cohort 1 data see Appendix K: Post Master's Certificate Program)

Business Planning for Early Educators
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 at Level 2, Level 3 and Level 4 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

Planned for Next Year

FY2014 Educator and Provider Support (EPS) Grant
The Educator and Provider Support grant will be a competitive grant for fiscal year 2014.

Enhancements to the FY2014 EPS grant include the following:

- Provide opportunities that relate to and address program's QRIS professional development needs;
  - identify the QRIS standard(s) addressed for each opportunity on the Course Catalogue and
  - ensure that course descriptions identify linkage and alignment to QRIS;
- At least 25% of opportunities directly address:
  a. The practice of the MA Curriculum Frameworks; and
  b. educators working with infants and toddlers;
- Ensure proposed opportunities have been approved for CEUs and/or college credits prior to grant submission;
- Ensure individuals responsible for providing training, coaching, mentoring, and TA related to QRIS must demonstrate knowledge of QRIS and participate in necessary professional development and TA to better serve educators and providers in the field;
- Provide credentials for all individuals who will be responsible for course instruction, coaching and mentoring, or consultation services.

Assessment Grant – Center for Assessment and Screening Excellence (CASE)
EEC will add additional supports for the screening and assessment of infants and toddlers.

Measuring Growth through the Massachusetts Early Learning and Development Assessment System (MELD) from Birth to Grade 3
The assessment grant will include a focus on infants and toddlers beginning this spring. The institute will also provide access to ongoing support for schools included in the MKEA. This will include specific training on alignment of formative assessment with summative assessments, content of the formative assessment, online data collection and the use of data.

EEC is working to ensure all families have access to screening statewide. To ensure follow-up when the screening indicates a specific need, EEC is working with several pediatricians to determine methods link families to the medical home. EEC is also marketing the resources of Community Family Engagement grants to pediatricians as a tool to support opportunities within the community for families**.** EEC will expand grant opportunities to additional school districts and communities.

Creating an Effective Technical Assistance System to Develop High Quality Early Learning Programs Technical Assistance
EEC was selected to participate in the technical assistance 'Learning Table' focused on "Creating an Effective Technical Assistance System to Develop High Quality Early Learning Programs". This is a joint initiative of the BUILD Initiative's QRIS National Learning Network, the National Association for the Education of Young Children (NAEYC), and the National Center for Children in Poverty (NCCP). There were over 30 competitive applications and the Massachusetts team was selected to participate in the face to face meeting of the series.

State teams will engage in a structured dialogue with national experts and other state teams to assess their current state technical assistance system on four levels (early learning programs, technical assistance professionals, sponsoring agencies, and finally, the state level). Teams will be supported to create an implementation plan to establish a more effective and efficient technical assistance system that can promote high quality early care and learning programs and achieve better outcomes for children.

This learning table series will be conducted from February to June 2013. . Participants include: Donna Trayham, ESE; Cheryl Stanley, Westfield State; Joyce Flumer, Chiris Pond and Sherri Killins, EEC; Wendy Valentine, United Way; Marie Enochty, Boston Public Schools; Jody Figuerido; IEPD.

The Learning Table will be facilitated by Billie Young (National Association for the Education of Young Children), Sheila Smith (National Center for Children in Poverty), and Debi Mathias (QRIS National Learning Network/BUILD) with other national experts. The National Center on Child Care Professional Development Systems and Workforce Initiatives & the National Center on Child Care Quality Improvement are supporting the Learning Table as resource staff.

The Massachusetts Kindergarten Entry Assessment (MKEA)
On December 11th and 14th, 2012, webinars were held for the school districts invited to participate in Cohort 2 of MKEA, highlighting the features of Teaching Strategies GOLD and the Work Sampling system. On February 6 2013, EEC sent a new Cohort

2 MKEA update to all invited school districts and all invited charter schools, which included an updated Cohort 2 implementation schedule, and answers to an expanded set of frequently-asked questions. The school districts invited to participate in Cohort 2 of MKEA will decide whether they will participate in Cohort 2, and will indicate their decision by March 1, 2013, via an online survey. Districts that choose to participate in Cohort 2 will indicate by March 15th whether they will be using Teaching Strategies GOLD or the Work Sampling System. To assist districts in the decision-making process, EEC conducted a webinar on February 12, 2013 for school districts invited to participate in Cohort 2. Presenters included Commissioner Killins; Barbara Black from Northampton Public Schools, a Cohort 1 district implementing the Work Sampling System in its kindergarten classrooms; and April Romano from Watertown Public Schools, a Cohort 1 district implementing Teaching Strategies GOLD in its kindergarten classrooms.

Higher Education for English Language Learners
Two additional cohorts will be held including languages other than English. They will be done in partnership with other institutions across the state.

QRIS Health Advisor and Annual Visits
Through an Interagency Service Agreement between EEC and the Department of Public Health (DPH), DPH is hiring four QRIS Health Advisors (QHAs) to provide an annual visit to meet the QRIS level 2 requirement for "an annual consultation by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provide a written report to the program, unless needs of a child require additional consultation."

The QHS is a new role that will help programs develop relationships with Child Care Health Consultant (CCHC) in the community over the long term. The QHA will continue to make joint visits with licensors to explore program needs and how the QHA visit can be designed to be most useful to providers. They will also provide technical assistance by phone, and will begin field testing the QRIS annual visit protocol and tools that we have drafted to guide this work. EEC and DPH expect to hire two additional QHAs, who will sit in EEC's Lawrence and Springfield offices.

Visits will start March 18th, with some field testing of protocol beginning Feb. 25th. DPH and EEC will finalize drafts of the protocols (including what to do if QRIS Health Advisors observe licensing violations) prior to the field testing.

QRIS Incentives: Rate Rewards for Family Child Care Substitute Reimbursement
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. It is the Department's goal to achieve maximum participation in the Massachusetts tiered QRIS, and this began with mandatory participation among programs serving children receiving state financial assistance. The Commonwealth is using the QRIS to ensure that all children with high needs are enrolled in high quality early learning and development programs.

- Beginning in FY2012 Universal Pre-Kindergarten grantees were required to be at least a Level 2 QRIS programs to participate;
- Family Child Care and Out of School Time Programs that have contracted slots (subsidies) were required to participate in QRIS by June 2012; and
- By the end of FY2012, new grantees, such as the Early Literacy Support grant, were required to participate in the QRIS as a condition for application.

In 2013, family child care systems (systems) will be required to have substitute care available when a family child care provider is unavailable to provide care. As an incentive for providers to increase the quality level of care they provide, EEC has provided an increase in the infant/toddler rate for those providers self assessed at Level 2 or higher.

Whenever possible, systems should provide substitute family child care with a family child care provider at the same level QRIS level as the provider that is being substituted. When it is not possible to provide a substitute family child care provider with a provider at self assessed Level 2 or higher, the provider may maintain the original provider placement and be reimbursed for that placement for a maximum of up to and including 10 consecutive billing days. If substitute care is provided for more than 10 consecutive billing days, the provider/CCR&R must, upon submission of billing, end the original placement and enter a new placement for the substitute provider for the children that are in care with the substitute. The system must reimburse the substitute at the rate being paid to the provider for which it is giving substitute care as an incentive for the Level 1 provider to move to Level 2.

Please note that all family child care providers in systems must be at self assessed Level 2 by December 31, 2013. In anticipation of that, System personnel should be visiting providers in an ongoing and consistent basis to provide guidance and document efforts to improve the provider's QRIS level.

Quality Indicator 4: Parents understand and use information about quality to make informed decisions about early education and care programs.

The total population in Massachusetts has increased slightly since the 2000 Census. In 2010, the total population in Massachusetts was 6,547,629. Of the total population, 1,517,090 or 23% are children birth to age 18. There are 442,592 children birth through age 5 living in Massachusetts, which accounts for 6.8% of the population. Of the nearly half million children birth to age five in Massachusetts, close to **one-third** are low-income, according to the National Center for Children in Poverty, while 17.4% are English language learners, 6.7% have special needs, and .9% are homeless. Children birth to age 5 are living in 10.4% (167,026) of the families in Massachusetts, the average family size of which is 3.08.

Accomplished This Year

Child Care Resources and Referral Services

There are three main purposes of the Child Care Resource and Referral Services contract, in addition to complying with state procurement laws, which are: to purchase high-quality subsidy management services for EEC subsidized families and providers/Systems that accept subsidies; to purchase information and referral services for EEC subsidized and non-EEC subsidized families and providers throughout the Commonwealth; and to purchase enhanced consumer education services for families throughout the Commonwealth.

Although the Massachusetts legislature fully funded CCR&R services for FY2012, in response to concerns regarding the status and cost effectiveness of the CCR&R agencies in the Commonwealth, the legislature included language in EEC's FY 2012 Budget requiring the Department to: "*…detail the feasibility of centralizing the following responsibilities … program coordination and support, voucher management, outreach to hard-to-reach populations, intake and eligibility services for families seeking financial assistance to enroll in early education and care programs, resource and referral for families with disabilities in child care programs, and walk-in services for homeless families*". In response, EEC researched this issue through the following studies:

A CAYL Study Circle on CCR&Rs (June 2011)
A State Advisory Council Family Needs Assessment (January 2012)
The National Child Care Resource and Referral Association (NACCRRA) Plan for Massachusetts
Interviews and meetings with the CCR&Rs

At the Board of Early Education and Care on June 12, 2012, the Board voted to approve the proposed budget, goals and criteria for the procurement of the Department's Child Care Resource and Referral Services contract commencing January 1, 2013 through a competitive bid process. The goals of this procurement include: making policies and practices more equitable, development of a CCR&R model to better support family engagement and provider development and engagement, improving the efficiency of the voucher management system, and ensuring equitable access statewide. These goals support EEC's continued progress in building a thriving system of early education and care.

EEC designed a standardized set of protocols, policies and procedures for the delivery of child care resource and referral services in Massachusetts. These required services were incorporated in the Request for Response for a new delivery model.

During the week of July 9th 2012, EEC held information sessions about the child care resource and referral service redesign in EEC's regional offices (Springfield, Worcester, Lawrence, Quincy, Taunton). The meetings were all well attended by a range of organizations, including existing CCR&Rs, early education and care programs, Educator/Provider Support grantees, Coordinated Family and Community Engagement networks, and DCF Family Resource centers. Feedback included comments on the waitlist for child care subsidies, the subsidy administration process, accreditation, training, outreach in rural areas, data collection/reporting, and translation services for families with limited English proficiency.

EEC rebid the Department's Child Care Resource and Referral Services contract through a competitive process, for a contract start date of January 1, 2013. Contracts were granted for an initial term of 2.5 years with one (1) option to renew for an additional two (2) years. EEC has selected the following organizations for the child care resource and referral service contracts to start January 1, 2013:

Region 1 Western MA	New England Farm Workers' Council
Region 2 Central MA	Children's Aid & Family Services
Region 3 Northeast MA	Community Day Care Center of Lawrence, Inc./Child Care Circuit
Region 5/ Southeast MA	Community Action Committee of Cape Cod & Islands, Inc People Acting in Community Endeavors, Inc.
Region 6 /Metro Boston	Action for Boston Community Development, Inc.
	Quincy Community Action Programs, Inc.

Bidders had to demonstrate the ability to provide the key required services below to be eligible for an award:

FAMILY FOCUSED SERVICES

- CCRR is knowledgeable regarding the early education and out of school time care needs of families in the cities and towns it serves.
- CCRR has a depth of understanding of the communities in the cities and towns it serves.
- All families have access to accurate, meaningful consumer information, education and referrals that meet their specific needs and assist them in a quality care decision making process.
- Families receive information and referrals in a manner that meets high quality customer service benchmarks, and is sensitive to the families in their cities and towns including cultural, socio-economic, language and other factors.
- Families are informed about the range of care costs in the cities and towns served, and financial assistance available.
- Enhanced referral services are provided to families that are hard-to-serve/high needs and/or have specialized care needs.
- Families in need of financial assistance for early education and care services are educated about and assisted with placements on EEC's centralized Waitlist and with the voucher application/re-assessment and referral processes.
- Ensure coordination between CCRR and Mass 2-1-1.
- All families are educated on the concepts of high quality care as specified in QRIS.
- Ensure collaboration and coordination between CCRRs and CFCEs.
- Families are made aware of and linked to other agencies and organizations that provide services and information regarding young children.
- CCRR will provide high quality information on child development.
- Family services will be outcome driven and informed by results of service evaluation.
- CCRR is an active educator for high quality early education and out of school time care.

PROVIDER DEVELOPMENT AND ENGAGEMENT

- Recruitment of new providers and new care slots takes place based on the needs of the community served.
- NACCRRAware is used to maintain information on licensed and license-exempt providers, Family Child Care Systems, and in-home/relative providers in service area.
- Provider voucher agreements are executed, reviewed, monitored, enforced, and if applicable, terminated.
- The training and technical assistance needs of the providers in the CCRR service area are assessed as they relate to EEC licensing, health and safety, and voucher utilization.
- Ensure collaboration and coordination between CCRR and EPS grantees.
- Providers/Systems are informed of EPS professional development and training opportunities.
- Ensure high quality trainings on various topic areas are available to providers/Systems and focus mainly on EEC licensing requirements.
- Quality technical assistance is provided to providers/Systems.
- A tracking system for training and technical assistance given to providers/Systems is in place.
- Providers/Systems are educated on QRIS system and how to access trainings that help them achieve their QRIS goals.
- Linkages for providers/Systems are made to agencies that have information pertaining to young children and family services.
- CCRR has knowledge of whether a program's physical space/facility complies with the Americans with Disabilities Act (ADA) and/or is accessible to families and children with disabilities.
- CCRR services are marketed to providers/Systems in the field.
- Education and consultation is provided to informal care providers (e.g. in home and relative care providers).
- CCRR will promote high quality early education and out of school time care in its service area.

Information and Referral –MA211
In addition to the information and referral services provided by Child Care Resource and Referral agencies, EEC contracts with MA211, a state-wide telephone information call center that provides information to the public on local services such as food, clothing and shelter assistance, legal and financial services and, during times of emergency, up to date disaster information from the MA Emergency Management Agency. MA211 services are available 7 days per week, 24 hours per day and in multiple languages. MA211 is contracted with EEC to include information on early education and care programming in their menu of resources for callers. MA211 staff has been trained on the new Kinderwait wait list system, which is available to place families on the waitlist and, when needed, renew their waitlist placements.

In addition to the training on the CFCE grant program last year, EEC will enhance the MASS211 information system by providing them with the results of a survey of CFCE grantees. Mass211 attended a CFCE statewide meeting to provide an overview of their services to all CFCEs. MASS211 joined the CCR&R Advisory Board and has accepted an invitation to serve on the Help Me Grow Steering Committee.

For FY12, MA211 received a total of 6742 calls, with the largest amount of calls in the areas of financial assistance information, how to get on the EEC waiting list and families looking for EEC licensed programs.

***Brain Building in Progress* Public Awareness Initiative**
In 2010, using funding from the American Recovery and Reinvestment Act (ARRA), EEC hired the United Way of Massachusetts Bay and Merrimack Valley (UWMBMV) 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 partnership with UWMBMV, EEC launched the "Brain Building in Progress" communications initiative linking the science on children's development to individual actions that support the early education of young children, and utilizing collective resources and strategic partnerships with key stakeholders to leverage the varied (state government, local towns and cities, business organizations and partnerships, and foundations) existing local communication efforts and building or expanding the communication capacity of the early education and care field in Massachusetts. "Brain Building in Progress" aims to educate families and the broader public about the importance of investing in young children, and specifically, developmentally appropriate parenting techniques to improve children's chances at healthy growth.

BBIP over the past two years focused on raising the public's awareness about the importance of investing in the early years because of what is now known from research about the connections between early experiences and later educational and health outcomes for children and how these outcomes directly relate to the state's future economic prosperity.

Over the past two years, the BBIP campaign has offered many opportunities for the public to be exposed to the brand and messaging. This campaign met its goal of expanding the awareness of Brain Building in Progress to new constituencies. www.brainbuildinginprogress.org.

Our Brain Building in Progress communication strategies in 2012 continued to expand awareness of the campaign among new constituencies, including legislators and policy-makers, community-based organizations across the state, and partnerships such as Thrive in 5. For example, three events on Beacon Hill promoted the campaign -- Early Care and Education and After School and Out of School Time Advocacy Day, United Way's Legislative Breakfast at the Parkman House, and Brain Building in Progress Day, where Lieutenant Governor Tim Murray, along with legislators, read to young children at the State House. We established a page on Facebook for the event, where we invited people to join the event virtually and submit photos of their local Brain Building in Progress Day activities. Following the event, we created a short video using the community-generated photos to help recap the fun. The press also covered the Brain Building in Progress week activities, including media outlets such as the Boston Herald, Wakefield Observer, Melrose Free Press, Weston Town Crier and Wayland Town Crier.

Quality Child Care Guides for Parents
EEC developed guides for parents to understand how a quality program plays an important role in their child's social, emotional and brain development. The purpose of the guides is to help parents become informed consumers, and to understand that EEC is working to go beyond the standards for licensure to take our community-wide understanding of quality to the next level. (see Family Indicator #3 for more information)

Planned for Next Year

Information and Referral –MA211

To ensure that Mass 211 has the knowledge, information, and capacity to assist parents and families across the Commonwealth, EEC and DPH will be organizing two trainings for Mass 211 staff that will focus on 1) early childhood mental health and 2) the medical home. These trainings will allow Mass 211 to have a more thorough understanding of these areas, which will then increase their ability to provide resources and information to families who need assistance with their child's development and social-emotional well-being.

Quality Indicator 5: UPK system design has been finalized and full-scale implementation has begun.

Accomplished This Year

FY2013 Universal Pre-Kindergarten (UPK) Program

The development and implementation of a universal pre-kindergarten (UPK) program is a statutory responsibility of the Department. Legislation states that the EEC Board "shall, subject to appropriation, establish the Massachusetts universal pre-kindergarten program to assist in providing voluntary, universally accessible, high-quality early education and care programs and services for preschool-aged children in the Commonwealth." The UPK program must be designed to meet and enhance the preschool-aged child's ability to make age appropriate progress in the development of cognitive, linguistic, social, emotional and physical capacities and school readiness based on curriculum frameworks, and shall be delivered through a mixed system of providers and programs, which are sufficiently flexible to serve families with various work schedules. In addition, EEC is required to ensure that all UPK programs demonstrate that they are willing and able to serve and integrate children of diverse abilities and special needs, diverse cultural and linguistic backgrounds and diverse economic circumstances. The purpose of the Universal Pre-Kindergarten (UPK) Program is to:

I. Promote school readiness and positive outcomes for children participating in UPK classrooms and homes;
II. Provide quality grants to programs to meet and maintain the UPK eligibility requirements which are detailed in the Applicant Eligibility section below;
III. Support and enhance the quality of services for children in UPK classrooms and especially for low-income children and/or children living in underperforming school districts;
IV. Maximize parent choice by ensuring participation from all program types within a mixed public and private service delivery system;
V. Support the use of child assessment systems/tools to ensure that programs are effectively measuring children's progress across all developmental domains and using this information to inform practice; and
VI. Inform the longer-term implementation of a program of universally accessible, high-quality early childhood education.

The Massachusetts Universal Pre-Kindergarten (UPK) Program is in its seventh year of implementation. Since FY2007, UPK grants have been awarded for specific classrooms in a program and have been renewed yearly, with additional new grantees awarded UPK funding in FY2008 and FY2009. A portion of each year's funds were allocated to evaluation and planning activities; in FY2007-FY2009, funds were allocated for assessment planning to help programs move towards UPK eligibility. The UPK grant eligibility criteria has also developed and changed since FY2007. UPK grantees must:

- Be EEC licensed or license-exempt;
- Use one of EEC' selected assessment tools for at least one year;
- Have an educator with a Bachelors degree in each UPK classroom, have NAEYC, NEASC, NAFCC accreditation or a CDA credential or higher;
- Serve or be willing to serve children receiving financial assistance; and
- Provide access to full-day, full-year services.

The UPK funding has been determined by the number of children and portion of subsidized children in each classroom, operating hours, and full or part-time/year status, e.g. total classroom enrollment x $500 + total subsidized enrollment x $1500 = total grant award. Beginning in FY2012, EEC required that all UPK grantees participate in QRIS. EEC then undertook a review to establish how UPK requirements aligned with QRIS levels and determined that many of the Level 3 QRIS standards can be documented with accreditation, which is a requirement of UPK grantees.

EEC made changes to the Universal Pre-Kindergarten (UPK) Grant in FY2013 in order to support those new or existing UPK programs who will promote the early learning guidelines to support school readiness and positive outcomes for children participating in UPK classrooms and homes; support and enhance the quality of services for children in UPK classrooms and family child care homes, especially for high needs children and/or children living in underperforming school districts; maximize parent choice by ensuring participation from all program types within a mixed public and private service delivery system; use child evidence based formative assessment systems/tools to ensure that programs are effectively measuring children's progress across

all developmental domains and using this information to inform practice through individualized teaching; and inform the longer-term implementation of a program of universally accessible, high-quality early childhood education. To this end, EEC adopted specific policy objectives with associated new guidelines, in the FY2013 UPK Grant.

EEC's policy objectives for FY13 included the following:

- Further align the UPK programs with the Massachusetts Quality Rating and Improvement System (QRIS): Current UPK programs must be at least self**-assessed level 3 in QRIS** is order to be eligible for the renewal grant.
- Increase access to UPK funds: In addition to being at least a self-assessed level 3 program, current UPK programs **must also demonstrate that they serve "high needs children"*** to be eligible for the renewal grant. Programs will be required to conduct formative assessment(s) and/or screening(s) to identify "high needs children"*
- Increase the Number of Programs Participating in UPK: Any program that attains at least a self-assessed level 3 in QRIS and serves "high needs children" will be considered a UPK program and can apply for the **open competitive grant**

**"High needs children" is defined as children who have multiple risk factors linked to poor school and life outcomes:*

EEC adopted the following guidelines for FY2013 to guide the further development of the UPK program in the Commonwealth:

- Require UPK grantees to demonstrate a Level 3QRIS rating with existing UPK grantees given a one-year exception to achieve this rating;
- Require UPK grantees to demonstrate service to "high needs" children;
- Use formative assessments and screenings to identify "high needs" children;
- Provide competitive compensation packages for lead teachers;
- Mandate use of program funding match; and
- Demonstrate alignment of Pre-Kindergarten to 3rd Grade with local school districts.

For FY13, there were two Universal Pre-Kindergarten (UPK) grants issued: (1) a renewal grant for the existing UPK grantees and (2) an open competitive grant for either new programs or existing UPK grantees. Approximately $5.5 million was allocated for the renewal grant and approximately $500,000 was allocated for the open competitive grant.

EEC distributed contracts for 124 center-based programs and 11 FCCs (for a total of 186 programs) that applied for the FY2013 UPK renewal grant. The total amount of money that was awarded to the grantees totaled approximately $4.7 million (EEC had allocated $5.5 million for the renewal grant).

In an effort to increase the number of programs who participate in UPK, EEC generated an *Open Competitive UPK grant* and originally allocated $500,000 for this grant. Since there was money available from the FY2013 UPK renewal grant, the Board of Education approved EEC's proposal to add money to the FY2013 UPK Open Competitive Grant. As a result, the money allocation for the FY2013 UPK Open Competitive Grant was increased from $500,000 to $800,000. Currently, there are 227 UPK programs, 442 UPK Classrooms, serving 1,953 high-needs children funded through the FY13 grant, including the new 80 expansion classrooms serving 342 high needs children funded through the UPK Open Competitive Expansion Grant.

Child Assessment Data from UPK Assessment Tools

UPK grantees are currently required to enter child assessment data from their UPK classrooms/homes in an electronic assessment system at least twice per year (fall and spring). EEC has coordinated with three publishers of the EEC-approved assessment systems (High Scope COR, Work Sampling, and Teaching Strategies GOLD) to set up a state license for programs interested in participating. The state license gives EEC immediate access to program-level data and offers programs with a reduced price per child to use the assessment system.

Planned for Next Year

FY14 UPK Grant

- Current UPK programs must be at least self-assessed level 3 in QRIS is order to be eligible for the renewal grant.
- Increase the Number of Programs Participating in UPK

Quality Indicator 6: MA has a system that collects, analyzes, and disseminates program quality and child outcome data to inform policy and program development and implementation.

EEC has invested in a variety of efforts to collect, analyze, and disseminate information that provides a platform for practice improvements which lead to growth in children. Data collected through existing systems has been used to advance practice; these systems include: the subsidy system, professional qualification registry and the Quality Rating and Improvement System (QRIS). EEC engaged research institutions to design valid and reliable studies to assess practice in the areas of literacy, numeracy, and social and emotional development as well as document the effectiveness of QRIS.

EEC has commissioned multiple studies over the last four years designed to review current practice and determine program infrastructure implementation and its impact on the growth of children. The research from these studies has informed planning, policy and/or practice towards the state's definition of quality through the five areas of the Massachusetts Quality Rating and Improvement System (QRIS). In the past year, the key studies completed include Home Visiting (addresses QRIS quality areas: Family engagement and Leadership/management); Literacy/Social-Emotional/Numeracy (addresses QRIS quality areas: Curriculum); Common Metric (addresses QRIS quality areas: Assessment); Workforce study on Professional Qualifications (addresses QRIS quality areas: Workforce); and QRIS validation study (Addresses all 5 QRIS areas). Each of these studies connects to the Department's larger work.

Accomplished This Year

QRIS Validation Study

As a recipient of the US Department of Education's Race to the Top Early Learning Challenge Grant, EEC must engage an independent external evaluator to examine the validity of the Massachusetts QRIS. There are federal directives to examine whether the system's tiers (levels) accurately reflect different levels of quality and to assess the extent to which those levels are associated with children's growth trajectories (learning, development, and school readiness).[9] The QRIS validation study that is being conducted will provide EEC and early education and care providers with ongoing validity information that will support continuing development and implementation of the QRIS.

Additionally, there has been an analysis of the QRIS standards and 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. In summer 2012, EEC finalized the research design for the validation study. The MA QRIS validation 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

To begin the study, 20 programs have been randomly selected for a pilot. For cooperating sites, data collection will occur between February and April 2013. The pilot is expected to have approximately 20 participants. Phase One of the study is underway as the research plan has been approved by the Institutional Review Board (IRB) and the pilot study has begun.

Professional Development System Validation Project

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?

[9] *Validation of a QRIS is defined as "An ongoing, iterative process that assesses whether design decisions about program quality standards and measurement strategies are producing meaningful and accurate ratings" (OPRE, 2012). The Massachusetts QRIS validation study will assess the five components of quality used to determine the four levels of quality and examine the connection between the level and child development, exploring these questions across the five settings of early education and care covered by the QRIS. This study will operate in accordance with a set of core values articulated by EEC, fully described herein, which recognize the compelling needs of the state and providers as they work to build capacity to support improvement in the quality of early education and care. By validating the quality levels the research will provide direct and ongoing benefits to EEC, providers, communities, and families and their children, building system-wide capacity to both measure and deliver high quality.*

- 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?

Planned for Next Year

Professional Development System Validation Project
The sample for the pilot includes 80 Family Child Care, Center Based, and Afterschool 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.

QRIS Validation Study
As a follow up to the 2012 pilot study with 20 programs in 2013, EEC will begin a 3 year study to validate the full QRIS system. This study will commence in September.

Quality Indicator 7: Licensing regulations that reflect best practices have been promulgated, translated, clearly communicated to the field, and enforced consistently throughout all regions.

Accomplished This Year

Subsidized Child Care
EEC's subsidized child care regulations codified at 606 CMR 10.00 *et seq.*, sets forth the conditions for eligibility, the provision and termination of child care services, payment, and the review of decisions to terminate or reduce services provided to children and families through subsidized child care programs. These regulations identify the general provisions and eligibility requirements for families with children seeking subsidized child care in the Commonwealth. EEC's child care subsidy program is governed by both federal and state laws and policies, including these state regulations. EEC undertook an extensive review to update and restructure these regulations in FY2011 and FY2012, modifying the existing regulations to ensure that the subsidized child care program is better aligned with federal law. The proposed amendments also intend to place EEC in a better position to combat fraud, waste and abuse with its limited resources.

The more significant changes to the regulations are in the areas of identity, residency & citizenship, child attendance, and place limitations on self-employment and special needs of parent and of child. These changes are as follows:

- Requires verification of applicant's identity and residency, as well as the citizenship/ immigration status of each child seeking assistance.
- Requires children to regularly attend early education and care programs subsidized by the Commonwealth or risk termination and/or non-reimbursement. Absences will now be calculated as up to 30 absences allowed within a six month period or up to 3 consecutive unexcused absences before care will be terminated.
- Imposes restrictions on certain work-related service need activities, in particular, "at home" self-employment.
- Changes methodology for calculating service need – total earnings divided by minimum wage to establish amount of care needed.
- Limits authorization period to two years for a parent with special needs with written authorization required by EEC thereafter.
- Eliminates child with special need as a single service need.

EEC presented a final draft of the amended regulations at the Board meeting of April 10, 2012. The Board approved the amended regulations which were later filed with the Secretary of the Commonwealth and became effective January 18, 2013. Concurrent with these regulation changes, EEC revised its Child Care Financial Assistance Policy Guide. The Department conducted five

trainings across the state for child care resource and referral agencies (CCR&Rs), contracted child care providers, Family Child Care Systems, and other interested parties on the changes in the Subsidy Regulations and is in the process of releasing a FAQ document and an online training for early February, 2013.

Adoption and Foster Care Regulations
EEC's adoption and placement regulations, codified at 102 CMR 5.00 *et seq.*, identify the standards for the licensure or approval of adoption and child placement agencies in the Commonwealth. EEC undertook an extensive review to update and restructure these regulations in FY2011 and FY2012. As part of its review and restructuring, EEC has added and revised the definitions applicable to the adoption and placement regulations. With respect to licensure, EEC has increased the documentation requirements before a provisional license can be issued and has added an enhanced license category, effective for three years from the date of issuance. EEC has also clarified its requirements related to the administration of a placement agency and record retention.

Throughout FY2012, EEC staff continued to meet with the adoption advisory group and other outside stakeholders, including the Department of Children and Families, to review the draft regulations to ensure consistency with other state regulations and to capture best practices in the field. In addition, EEC sought input from the Evan B. Donaldson Institute of its proposed revised regulations which EEC incorporated. A final draft of the proposed regulations is expected to be disseminated for public hearing in the early half of 2013.

The more significant changes to the regulations are in the areas of general case work management, services to birth parents and services to adoptive parents. These changes are as follows:

- Each agency shall designate a Director of Social Services to have overall responsibility for all social service, clinical and casework decisions for the agency; this person shall have an advanced degree in social work, psychology or a closely related field and 5 years of experience in providing foster care or adoption services.
- The social worker assigned to provide counseling to persons considering adoption shall be separate from the worker assigned to the prospective adoptive family. The social worker assigned to provide support to the foster family shall be separate from the worker assigned to the child in placement.
- Birth parent counseling shall be provided by a person with an advanced degree in social work, psychology or a closely related field and two years of experience in child placement, including issues of grief and loss.
- A description of the adoptive parent(s) identified for the child shall not be provided to the expectant parent(s) prior to the third trimester of pregnancy and the completion of intake and an accompanying service plan.
- Payment of living expenses and support services for the birth mother have been increased, shall not be made for more than 9 months including no more than 6 months during the pregnancy and 3 months following birth.
- Prospective adoptive parents may not be charged for birth parent counseling costs or charged for expectant parent living expenses and support services before the beginning of the third trimester.
- If a child is placed in foster care who differs from the home study recommendation as to the age, sex and characteristics of children which the foster care applicant(s)' home can safely accommodate and best serve, the social worker shall provide a written justification for the decision and recommend additional services and/or training that the placement agency will provide to support the placement.
- Foster parents shall be required to attend a minimum of 20 hours of training each year.

Transportation
In January, 2012, EEC convened a working group to gather input from a cross section of stakeholders impacted by the change in policy and to review proposed transportation recommendations. Participants included representatives of Family Child Care Systems, child care programs (centers, Head Start, and after-school programs) that owned or contracted for transportation, large and small transportation providers, and the Registry of Motor Vehicles.

As a result of these meetings and additional stakeholder input, several recommendations were developed for EEC Board review which included:

- Management Responsibility: Anyone who contracts and/or receives monetary compensation for transportation services is the individual or entity responsible for insuring regulatory and policy compliance.
- Adult Monitor(s): Adult monitors will be required for programs that transport infants, toddlers or pre-school children, subject to additional funding.

- Secondary Vehicle Inspections: Vehicle inspections shall occur as soon as possible after the last child is dropped off by both the transportation driver and the adult monitor (or a secondary reviewer if no adult monitor is required).
- Parent/Program Notification: Parents are obligated to contact programs/providers that their child will be absent)
- Implementation of transportation safety training for the field. To date, 461 drivers have registered in the PQ registry and 57 have completed the training. 285 bus monitors have registered in the PQ registry and 16 have completed the training.

On June 12, 2012, the EEC Board approved an increased transportation provider reimbursement rate of $16.51 for round trip transportation ($11.11 for one-way transportation) for all programs that transport infants, toddlers and preschool age children to fund an adult monitor on all vehicles, subject to a supplemental budget appropriation. Additionally, the Board voted that, effective FY2013, all entities that receive transportation payment from EEC will be required to submit a plan for administrative oversight of their transportation program along with yearly certification of participation in EEC's transportation safety training and enroll in the Professional Qualifications Registry (PQR).

The existing Transportation Policy - Procedures for the Drop-Off and Pick-Up of Children by Transportation Providers and Parent/Program Notification 6.06 CMR 7.13 was revised with an effective date of October 1, 2012. The PQR was updated to allow drivers the ability to register and will include the ability for drivers to enter training that they have completed as part of their profile. In response to several questions that were received following the issuance of the revised Transportation Policy and the guidance document, EEC issued a Q&A document to provide additional information to early childhood education and out-of-school time programs.

There over 120 child care agencies that provide transportation. As of Tuesday November 13, 2012, 118 agencies submitted an oversight transportation plan. Five (5) agencies failed to submit an oversight transportation plan. The initial cursory review of the 118 plans showed:

- 70 plans appeared complete
- 48 plans appeared incomplete and will require further review and programmatic follow up.

Of the agencies that provide child care transportation, 59 have listed at least one driver in the PQR.

Recognizing the value of training and the constant communication of its message, EEC developed a narrated PowerPoint posted on EEC's website that includes a self-assessment for participants on the training's content, a certificate of completion, and a handout for broader distribution. The training is intended to:

- Increase awareness in all adults, including parents;
- Relate real-life events about children left in vehicles;
- Explain hyperthermia and other risks;
- Provide information on EEC regulations, policies and best practices; and
- Share links to additional resources.

See Appendix E for EEC's 2012 licensing activity data.

Planned for Next Year

Transportation
EEC contracting staff will be following up with all contracted providers to ensure 100 percent compliance with the new transportation policies.

Quality Indicator 8: Comprehensive services, including mental health consultations, are embedded in the delivery of services for families and children.

Accomplished This Year

Mental Health Consultation Services
In FY2012, EEC procured a statewide early childhood mental health consultation grant model, awarding $1.25M in funds to six regional grantees covering the entire Commonwealth. Since January 2012, 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 state. To further address the mental and behavioral health needs of children 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 8 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 state
- 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 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.

To support cross-systems collaboration the Mental Health Consultation Services grant, EEC awarded Interim Mental Health grants in FY13. EEC conducted an analysis, with other state agencies and additional partners, to further advance a statewide system of comprehensive mental health supports for children and families.

For FY13, the six regional mental health consultation grantees continued to provide mental health consultations services comprised of telephonic and on-site consultation with programs and families across the state, referrals for services will be met outside of the grant, and utilization of third party insurance billing to maximize the reach of grant funds. Programs serving children through EEC contracts and vouchers continued to be prioritize with regard to access to consultation services. The objectives of the model for FY13 or FY14 continue as follows:

- Promote the healthy social and emotional development of all children, particularly those children whose emotional development is compromised by poverty, biological or family risk factors, or other circumstances which may contribute to toxic levels of stress;
- Build the capacity of early education and care program staff to enhance children's learning through positive, nurturing interactions with children and with their families and to address the needs of children who exhibit behavioral challenges;
- Attend to social-emotional needs of children so they are ready to learn and successful in their early education;
- Reduce the number of children who are suspended or expelled from Early Education and Care funded programs;
- Promote collaboration for better access to supportive services for children and their families; and
- Maximize resources by ensuring that certain mental health interventions are funded, when appropriate, through insurance payments.

In October 2012, the Board approved the FY14 Procurement for the Mental Health Grant which will be released as a competitive grant in February 2013. *See Appendix F for the Mental Health Consultation Services 2012 grant data.*

Planned for Next Year

Mental Health Consultation Services

The priorities include:

- Centralized referral/intake
- Training and coaching on on-site social/emotional consultation
- Improved data collection procedures for performance measures and programmatic efficacy.
- Collaboration with partners and use of 3rd party billing without duplication
- Notification to state of areas where 3rd party mental health services are unavailable to a family
- Referral options for advanced supports (e.g., clinical therapeutic interventions, neurodevelopment)
- Ongoing technical assistance and site visits to mental health grantees
- A more integrated system between the Children's Behavioral Health Initiative (CBHI) and EEC's mental health services

Through the EEC's Interagency Partnership with DMH (Project 7.3) EEC and DMH will have shared programmatic oversight of the Mental Health Grant.

EEC and DPH Collaboration to Assure Inclusion Services for Children with an IEP
In 2013, DMH will provide training to early childhood education providers and to other EEC partners on a variety of topics. Potential training topics include:

- Screening/assessment tools: Overview of how specific tools can be helpful or not for behavioral, trauma, and other issues. How to integrate/access in programs.
- Parent centered services within early childhood education and care centers: How to talk to, involve, and partner with parents when challenging child behaviors are identified, and evidence based practices for parent training.
- Ways to assess and modify environments for children with challenging behavioral and emotional issues
- Understanding the local system of mental health services in the local community and how to refer, access, and work with, and what they can and cannot do.
- New developments in the integration of health care and behavioral health care.

Quality Indicator 9: Children in residential and placement programs receive quality and appropriate services and are placed in the least restrictive settings.

Accomplished this Year

Reduction of Restraints and Behavior Restrictions
EEC is a member agency in the Massachusetts Interagency Restraint and Seclusion Prevention Initiative. These agencies are committed to serving youth and families in the most respectful manner possible and strive to ensure that treatment and educational settings employ behavior support methods that reflect current knowledge about the development impact of early traumatic experiences. The Departments of early Education and Care, Children and Families, Mental Health, Developmental Services, Youth Services and Elementary and Secondary Education are working in partnership with providers, advocates, educators, schools, families and youth to focus on preventing and reducing the use of behavior restrictions in residential settings that can be re-traumatizing, in particular the use of restraint and seclusion.

Programs contracted by the Department of Youth Services (DYS) are eligible to use restraint methods when necessary to bring their residents under control. Injuries can occur when restraining a resident to the either staff or in some cases the residents themselves. In order to record all of the activities the Residential Facility Physical Restraint Quarterly Data Report is used. The purpose of this project is to make additions and modifications to the current Residential Facility Physical Restraint Quarterly Data Report. The improvements made in 2012 include additional data fields on the types of restraint methods and improved reporting on number of restraints that lead to injury. The improvements to the data report were reviewed and tested by the project sponsors, and were successfully deployed in mid-October.

Planned for Next Year

Reduction of Restraints and Behavior Restrictions
The Goals for 2013 are to:

- Promote collaboration and consistency in treatment approaches between schools and community programs to support successful transitions among settings and increase community tenure for children and youth.
- Increase family and youth involvement in the development of positive behavioral support policies and practices at all levels of the system.
- Decrease the incidents of restraint and seclusion across all settings
- Increase the number of schools and programs engaged in formal organization change efforts aligned with the six core strategies to reduce the use of restraint and seclusion.

In the upcoming year, EEC will implement the Departments' enhanced quarterly restraint reporting form containing new data fields in order to better understand and track frequency of restraints among licensed programs. EEC will further create licensing staff access to Restraint Data Reports to better inform our work and provide vital feedback to programs and the community at large

regarding trends in restraint reduction best practices. Finally EEC will utilize EEC Restraint Data Reports to effectuate change on a statewide basis.

NEW 2011 Quality Indicator 10: Identify ways to quantify progress, particularly in the context of the whole child agenda.

Workforce Indicator 7: The early education and care workforce functions collaboratively and effectively among all aspects of the early education and care system.

Family Support Indicator 4: Early education and care services are delivered through a seamless system that is responsive to the needs of all families and provides supports and resources for transitioning children in and out of early education and care programs and services.

This indicator was further defined in 2011 to include building capacity of programs and their partners to serve families in need.

Accomplished This Year

Birth to Grade Three Strategy Development
EEC is committed to building up the state infrastructure to support interagency collaboration on programs and services for high needs children from Birth to 3rd grade. In partnership with the Department of Elementary and Secondary Education, EEC has continued to engage communities in thinking about strategies that support their alignment and address educational needs in both a vertical and horizontal way. Four funding opportunities were offered that supported communities in their alignment between public and private programs both across and up and down to create a community system that supports their high needs children and prepares them for successful learning once they enter the public school system.

Three of these funding opportunities support communities in the beginning stages of building or strengthening existing birth to 3rd grade infrastructure activities. Using State Advisory Council funding targeted to Gateway communities, District Level 4 Schools, and Home Visiting communities, these communities could apply for grants that supported the following functions:Community birth through age 8 ("B-8") three year strategic plans, anchored in local data. Plans needed to be based on child and family needs and the quality and effectiveness of B-8 aligned systems linking local schools, local providers, and families and Birth to 8 Assessment, Screening, and Curriculum Support that aligned these activities within the community.

$94,500 funding opportunity provided one-time grants to support the community birth through age 8 strategic plans, including curriculum and assessment activities that are anchored in local data and aligned with their existing initiatives. Plans are based on child and family needs, and the quality and effectiveness of pre-kindergarten through grade 3 aligned systems linking local schools, local providers and families through grants to communities.

The fourth funding opportunity provided by the RTTT-ELC funding was awarded to communities that demonstrate that a collaborative community Birth to Grade Three infrastructure was in place in their community and that infrastructure could serve as the foundation for enhanced coordination and measured outcomes.
The communities plans needed to focus on the birth to 3rd grade alignment framework supported by EEC and the communities strategies needed to address:

- Mechanisms for cross-sector alignment (Governance, strategic plans)
- Administrators and Leadership Quality (Leadership is inclusive/facilitative and focused on instruction)
- Teacher Quality and Capacity (Focus on credentials and professional development; professional dispositions; professional community)
- Instructional Tools and Practices (Curriculum content; alignment of standards and curricula; pedagogical methods)
- Instructional Environment (Student-centered learning culture (classroom and school)
- Data and Assessments (Data and assessment used to improve instruction)

- Engaged Families (Families and communities engaged in student learning)
- Transitions and Pathways (Focus on children's movement through the continuum)

EEC is also investigating the progress that has been made by these communities. This study includes identifying the ways that changes in the Birth to Grade 3 partnerships, how they are impacting programs, educators and children and to analyze the Birth to Grade 3 Community Implementation or Planning grants to determine implications and lessons learned for programs and children across the age group. The work will include in part:

- Analysis of the Birth to 8 Community Implementation/Planning grants to determine implications and lessons learned.
- Documentation of the process and the trajectory of the implementation of the development of early learning systems according to the frame provided by EEC and documented in the grant.
- Development of a protocol, using site visits, interviews, phone interviews, focus groups, surveys and webinars; monitor the activities pursued, the structures established, challenges encountered and progress made toward achieving the plans and goals of each grantee partnership at regular intervals throughout the grant.
- In the final 3 months of the FY2013 Early Education Partnerships: Birth to Grade Three Strategy grant, documentation will be compiled of the grantees' plans for sustaining the activities enhanced and developed throughout the grant

Birth to Grade Three Strategy: Language, Literacy, and Social-Emotional Development
Nonie Lesaux and Stephanie Jones from the Harvard Graduate School of Education will conduct a series of workshops on Language, Literacy, and Social-Emotional Development. For the past two years, EEC has participated in a joint effort with the Massachusetts Department of Elementary and Secondary Education (ESE) by holding a series of literacy conferences across the state. The purpose of this year's joint literacy initiative is to further this work by generating a strategy for working with teams of educators. The strategy would 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.

Literacy in the first few years of a child's education is built on a firm foundation of the ability to regulate emotions, focus attention, and multi-task in a flexible way. For all children, but especially the most vulnerable, interventions must be multi-faceted and intentionally integrated into curriculum. Intentional integration recognizes that instruction operates along a core set of principles by using rich texts, consistent routines, and language enrichment. Intentional integration simultaneously supports multiple outcome areas, such as academic language and a rich emotions vocabulary.

Lesaux and Jones will conduct a series of trainings on the following areas: 1.) Integration, 2.) Impact and Alignment of Language, and 3.) Literacy and Social Emotional Development. The trainings will link to the Massachusetts Quality Rating and Improvement System (QRIS) standards particularly (1A) Curriculum, Assessment and Diversity and (1B) Teacher-Child Relationships and Interactions as well as the Massachusetts Early Learning Standards

Teams of educators from the mixed delivery system applied to take part in the training. Ten teams were chosen from across the state there are Marlborough, East Wareham, Springfield, New Bedford, Lawrence, Cape Cod, Brockton, Pathways, Malden, and Boston/Thrive. Training is set to take place on February 8 and go till June. Teams will attend three training days each.

Partnerships with Public Schools- Memorandum of Understanding (MOU)
The Department of Early Education and Care (EEC) and the Department of Elementary and Secondary Education (ESE), in partnership with the MA Head Start State Collaboration Office (HSSCO) hosted a third round of regional community meetings during this reporting period. The Federal 2007 Head Start reauthorization requires Head Start agencies to coordinate with school districts via a Memorandum of Understanding (MOU) to promote continuity of services and effective transition of Head Start children into public schools. The purpose of these community meetings is to bring Head Start, local public schools, and other local partners together to fully realize the benefits possible through implementation of the existing Head Start and Public School MOU. Effective implementation of this MOU will strengthen the collaborative relationships that ensure smooth transitions for children and families into Kindergarten. These regional community meetings hosted by EEC and ESE were held in three rounds; with the first two rounds completed in 2011 and the third round completed in the winter of 2012. The regional meetings throughout the state provided:

a. An overview of the requirements of the federally mandated Head Start Act of 2007 Memorandum of Understanding between local Head Start programs and Public Schools;
b. An opportunity to share best practices in activities such as transitions, curriculum and assessment, joint professional development, services to children with disabilities, and parent involvement;

c. An overview of the importance of collaboration between systems that support children's school readiness, including alignment of the Prekindergarten Learning Standards and the HS Child Development and Early Learning Framework.

Participants included Head Start, Public Schools, Early Intervention, and Coordinated Family and Community Engagement grantees, EEC staff, the Head Start State Collaboration Office, and School Superintendents.

Early Educators Fellowship Institute *(formerly known as the "Birth to Eight Leadership Institute 2010-2011")*
In October 2010, using American Recovery and Reinvestment Act (ARRA) funding, EEC launched the Early Educators Fellowship Institute: Birth to Eight Leaders (EEFI) in partnership with ESE during the 2010-2011 academic year. 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. In the first year of the EEFI 2010-2011, 108 educator leaders completed the Fellowship, with 17 choosing to receive college credit for participating in the Institute.

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). The Fellows were members of cross-sector teams from the same community, and each Fellowship meeting included time for informal and formal networking. 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 intent 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.

Communities of Practice
EEC's Family/Community, Quality Specialists, in collaboration with the Massachusetts Department of Public Health and Regional Consultation Programs, each year hold Communities of Practice meetings throughout the state to support cross-systems collaborations on inclusive learning environments.

EEC offered the first of three Communities of Practice meetings in EEC's regional offices in the month of December 2012 on *"Engaging families through social emotional development resources: Using the CSEFEL family tools and materials"*. The two and a half-hour presentations focused on the family tools and parent materials created by the Center on the Social Emotional Foundations of Early Learning (CSEFEL). Through discussion and activities, participants were provided with:

- a brief introduction to the CSEFEL Pyramid approach, promoting social emotional development and the prevention of challenging behavior;
- an opportunity to explore some of the materials available through the CSEFEL website
- an opportunity to reflect and discuss how these materials might be used in efforts to engage parents and respond to their needs in a variety of settings.

The Regional Consultation Program Specialists will be following up on this topic with participants and interested guests by facilitating 5 Communities of Learning groups in January 2013. These groups will be a facilitated networking discussion designed to support the sharing of information creating effective implementation and a deeper understanding of the topic. Participants found the downloadable materials to be very useful as a tool to hand out to the parents that are stressed. Participants appreciated the helpful tips for breaking down challenging behaviors for parents on the why, when and how. One participant commented that "I will now evaluate my program and staff development differently". There were 216 attendees across the state that represented Public Schools, Early Intervention, Center Based Programs, including Head Start, Family Child Care, Child Care Resource and Referral Agencies, CFCE Coordinators, Community Service Providers/Social Service Agencies, Out of School Time Programs, ESE, RCP and EEC Staff .

Planned for Next Year

Partnerships with Public Schools- Memorandum of Understanding (MOU)
The MA Head Start State Collaboration Office (HSSCO) reviewed the notes and feedback received by the participants related to the areas of curriculum and assessment, joint professional development, and transition. The common themes identified will be integrated in the FY13 HSSCO Strategic Plan in supporting the implementation of Head Start and Public Schools MOU.

2012-2013 Early Educators Fellowship Institute
EEC is offering the Early Educators Fellowship Institute (EEFI) in 2012-2013 in partnership with CAYL, with funding from the Race to the Top – Early Learning Challenge grant. The 2012-2013 EEFI consists of four in-depth professional development meetings. The additional fourth meeting at the end of the Fellowship will include the previous cohorts of EEFI fellows to share their experiences and expand the new Fellows' network of resources. Each meeting will provide 6-8 hours of instruction in a day-long meeting format. The EEFI will target leaders throughout Massachusetts, prioritizing principals of Level 3 and 4 Elementary Schools, and will also include proportionate numbers of representatives from Head Start, family child care, center-based care and other programs. As a state-wide initiative, this Institute will build a learning community and a sense of shared purpose, identity and responsibility. Teams will hear and learn from national speakers, network with educators from across the state and develop goals and strategies that are meaningful to the team's work settings. The 2012-2013 EEFI sessions will be held on four Saturdays this spring: March 2, April 6, May 4, and May 18, 2013. College credit will be available at a greatly reduced fee. As of January 1, 2013, EEC and CAYL have issued acceptance letters to 17 teams comprising 158 applicants, representing the following communities:

Team	# Team Members
Leominster / Fitchburg	8
Barnstable	4
Seekonk	4
Ayer	10
Boston metro	9
Hatfield	4
South Shore	7
Amherst	10
Northampton	8
Southbridge	3
Woburn	4
New Bedford	7
Dorcester / Roxbury	11
Brockton / Rockland / Norwood	10
Worcester	6
Lawrence / North Shore	8
Higher Ed	7
Cambridge / Boston / Salem	11
Boston metro	8
Boston metro	12
Lowell	7

Communities of Practice
The Regional Consultation Program Specialists will be following up on the topic "Engaging families through social emotional development resources: Using the CSEFEL family tools and materials" with participants and interested guests by facilitating 5 Communities of Learning groups in January 2013.

Birth to Grade Three Strategy Development
EEC will continue to work with the Department of Elementary and Secondary Education, to engage communities in developing and implementing strategies that support their alignment and address educational needs in both a vertical and horizontal way. EEC will expand the funding opportunities to support communities in their alignment between public and private programs both across and up and down to create a community system that supports their high needs children and prepares them for successful learning once they enter the public school system. Grants will support building or strengthening existing birth to 3rd grade infrastructure activities, that build measured child and family outcomes.

Three Year Strategic Direction:

Increase and promote family support, access and affordability (2009)

Increase and Promote Family Support and Engagement (2011 focused strategic direction)

Family Support Indicators of Success:

- ***Family Support Indicator 1: Families are aware of the mixed early education and care system and have access to affordable, high-quality early education and care services.***
- ***Family Support Indicator 2: Families are recognized as full partners in the education of their children and are empowered to be involved with the physical, social, emotional and intellectual development of their children.***
- ***Family Support Indicator 3: Families are informed about child development and aware of family support resources.***
- ***Family Support Indicator 4: Early education and care services are delivered through a seamless system that is responsive to the needs of all families and provides supports and resources for transitioning children in and out of early education and care programs and services.***
- ***Family Support Indicator 5: Families of infants have access to programs and services that support the development of healthy attachment between babies and their primary caregivers and promote early brain development.***
- ***Family Support Indicator 6: Parents are recognized as their child's first teacher and have access to literacy supports that build skills among children and parents.***
- ***Family Support Indicator 7: All families experience seamless transitions throughout their child's early learning and developmental experiences.***
- ***Family Support Indicator 8: Families that are limited or non-English speaking have access to information about early education and care and the services available***
- ***Family Support Indicator 9: Strong partnerships are established between families (parent/caregiver) and educators to maximize high quality early education and care for all children.***
- ***Family Support Indicator 10: Parents of children in residential and placement programs are aware of and knowledgeable about appropriate placement and treatment options that are compatible with the needs of their children.***
- ***Family Support Indicator 11: Parents seeking to adopt are aware of and knowledgeable of available adoption resources and state adoption policies.***
- ***Family Support Indicator 12: Family services are integrated and delivered in a coordinated manner across state agencies.***

EEC continues to utilize the Strengthening Families framework and approach, which has widespread support from social science researchers, early childhood practitioners and policy experts. The Protective Factors are:

- *Parental resilience*: The ability to cope and bounce back from all types of challenges
- *Social connections*: Friends, family members, neighbors, and other members of a community who provide emotional support and concrete assistance to parents
- *Knowledge of parenting and child development*: Accurate information about raising young children and appropriate expectations for their behavior
- *Concrete support in times of need*: Financial security to cover day-to-day expenses and unexpected costs that come up from time to time, access to formal supports like TANF and Medicaid, and informal support from social networks
- *Children's social and emotional development*: A child's ability to interact positively with others and communicate his or her emotions effectively[10]

Family Support Indicator 1: Families are aware of the mixed early education and care system and have access to affordable, high-quality early education and care services.

Accomplished This Year

Access to Child Care

For the period covering December 1, 2011 to November 1, 2012, EEC administered subsidies for an average of 53,208 children to attend an early education and care or out-of-school time program. The breakdown of the funding source and type for these subsides in that same time period, was as follows: DTA: 16,556 children
Income Eligible: 30,895 children
Supportive: 5,748 children

Financial Assistance Programs for Priority Populations: Supportive, Teen Parent and Homeless Child Care Contracts

The Financial Assistance Programs for Priority Population contracts provide access to high-quality early education and out-of-school-time care for families that are identified as belonging to one or more of EEC's Priority Populations. These include:

- families who either have open cases with the Department of Children and Families (DCF) or who are DCF approved for 6 months of continuity of care after their open case has closed (i.e., Supportive Child Care);
- teen parents that are under twenty years old; or are
- homeless and living in a Massachusetts' shelter, or have been found eligible for shelter but are placed in hotels because there are no available shelter beds or are participating in a Department of Housing and Community Development (DHCD) program and are authorized for early education and care services by a regional DHCD Homeless Coordinator.

The contracts were issued in July 2010 for an initial term of three years with two, two-year options to renew. In fiscal year 2012, there were the following number of priority populations contracts and contracted slots provided to children and families:

- 123 supportive contracts serving 5269 children,
- 42 teen parent contracts serving 519 children, and
- 36 homeless contracts serving 593 children

Income Eligible Child Care

Due to prior funding restrictions, subsidies for income eligible children had remained closed prior to January 2013, when 385 new children were added to contracts. This approval is targeted for preschool, toddlers and infants, to reduce the number of children birth to age five on the waitlist.

Income Eligible Waiting List-

EEC maintains a waitlist of Income Eligible families who are seeking child care financial assistance. From December 2011 to December 2012, the total number of children on this waitlist almost doubled in numbers to just over 50,000.

[10] Retrieved from The Center for the Study of Social Policy, Strengthening Families, January 5, 2010. http://www.strengtheningfamilies.net/index.php/main_pages/protective_factors

Waitlist by Age Group (over time)

Waiting List	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13
Infants	3413	3358	3618	3988	3993	4043	4138	4388	4670	4793	4861	4817	4938
Toddlers	6153	6511	6733	7443	7781	7970	8285	8691	8943	9166	9489	9668	9861
Preschool	8957	9668	9963	11176	11881	12487	13003	13575	14056	14217	14488	14742	14967
School Age	11013	11723	12006	13522	14495	15576	16352	17477	18642	19483	20273	21034	22026
Total	**29536**	**31260**	**32320**	**36129**	**38150**	**40076**	**41778**	**44131**	**46311**	**47659**	**49111**	**50261**	**51792**

Waitlist by Department of Elementary and Secondary Education (ESE) Commissioner Districts

ESE Commissioner's Districts	Total December 31, 2012	Total January 31, 2013	General Priority	Child Of Foster Care	Child Of Homeless Family	Child Of Military Personnel	Child Of Teen Parent	Child with Special Needs	Continuity of Care: Prior Year Summer Only	Continuity Of Care: Aging Out	Continuity Of Care: Approved Break in Service	Continuity of Care: ARRA	Continuity Of Care: Geographic Relocation	Continuity Of Care: Homeless Contract	Continuity Of Care: Supportive Referral	Continuity Of Care: Teen Parent Contract	Grandparent/Guardian Families	N/A	No Priority - Other Family Member	Parent with Special Needs	Sibling: Contract	Sibling: Voucher	Summer Only Care
Holyoke	461	468	338	7	10	1	6	15	1	12	2		2		4		8	2	5	15	17	3	20
Springfield	2324	2409	2055	26	9	2	27	59		7	23	1	1	1	4	1	25	24	12	31	27	30	44
Worcester	1661	1720	1331	7	19	7	6	81	5	7	28	6	7	2	10	2	15	14	15	13	31	45	69
Lawrence	2771	2933	2469	2	6	1	85	70	8	9	23	27	3		21	3	9	13	23	17	42	66	36
Lowell	2361	2505	2217	5	16	1	32	62		4	14	2	1	3	13	3	9	10	10	21	27	30	25
Lynn	1809	1900	1606	3	10	2	41	49	1	6	14	4	7	2	6		17	20	7	26	34	31	14
Brockton	1599	1644	1363	2	25	1	2	73	5	28	20	2	13	2	13		12	18	10	22	9	15	9
Fall River	620	637	524	4	7		1	19		3	12	4	10		2		14	2	4	12	5	5	9
New Bedfor	1017	1058	801	5	3		14	41	5	33	16	3	8		34	1	18	8	5	17	23	8	15
Boston	8072	8146	6647	26	96	11	50	260	62	47	87	9	12	3	24	9	56	88	47	125	116	197	174
	22695	**23420**	**19351**	**87**	**201**	**26**	**264**	**729**	**87**	**156**	**239**	**58**	**64**	**13**	**131**	**19**	**183**	**199**	**138**	**299**	**331**	**430**	**415**

Waitlist by Priority Code

Priority	Infant	Toddler	Preschool	School Age	Total January 31, 2013	Total December 31, 202
Child Of Foster Care	15	38	101	134	288	282
Child Of Homeless Family	55	127	179	197	558	536
Child Of Military Personnel	8	29	42	37	116	105
Child Of Teen Parent	177	200	95	17	489	481
Child with Special Needs	59	272	724	1179	2234	2198
Continuity of Care: Prior Year Summer Only	0	2	1	146	149	135
Continuity Of Care: Aging Out	3	11	40	348	402	411
Continuity Of Care: Approved Break in Service	4	36	116	314	470	451
Continuity of Care: ARRA	3	8	14	123	148	149
Continuity Of Care: Geographic Relocation	3	15	49	131	198	186
Continuity Of Care: Homeless Contract	2	7	14	6	29	27
Continuity Of Care: Supportive Referral	15	43	110	120	288	279
Continuity Of Care: Teen Parent Contract	0	8	11	9	28	32
General Priority	4060	8376	12643	16643	41722	40431
Grandparent/Guardian Families	14	90	157	304	565	547
N/A	8	103	164	248	523	541
No Priority - Other Family Member	15	23	45	231	314	295
Parent with Special Needs	30	130	271	374	805	806
Sibling: Contract	191	143	89	291	714	672
Sibling: Voucher	272	189	74	298	833	804
Summer Only Care	4	11	28	876	919	893
Grand Total	**4938**	**9861**	**14967**	**22026**	**51792**	**50261**

In 2012 over 22,491 total children entered the waitlist for the first time: 4,820 infants, 4,530 toddlers, 5,416 preschoolers, 6,031 school age children and 1,694 unborn children.

Active Since Month	Infant	Preschool	School Age	Toddler	Unborn	Total
12/01/2012 To 12/31/2012	300	286	325	233	96	1240
11/01/2012 To 11/30/2012	363	368	320	374	116	1541
10/01/2012 To 10/31/2012	478	546	597	467	169	2257
09/01/2012 To 09/30/2012	567	674	706	512	162	2621
08/01/2012 To 08/31/2012	459	566	680	518	140	2363
07/01/2012 To 07/31/2012	414	469	548	390	145	1966
Total	2581	2909	3176	2494	828	11988
06/01/2012 To 06/30/2012	353	419	657	317	134	1880
05/01/2012 To 05/31/2012	394	470	574	361	155	1954
04/01/2012 To 04/30/2012	374	391	446	356	148	1715
03/01/2012 To 03/31/2012	425	468	461	383	160	1897
02/01/2012 To 02/29/2012	353	392	355	321	149	1570
01/01/2012 To 01/31/2012	340	367	362	298	120	1487
Total	2239	2507	2855	2036	866	10503

Data as of January 3, 2013.

(see Appendix M: Family Support, Access and Affordability Project Details for additional data and charts)

Market Rate Study 2012-2013

In an effort to ensure equal access to low-income families, federal law requires CCDF Lead Agencies to conduct a MRS at least every two years. In Massachusetts, EEC is the CCDF Lead Agency. The purpose of the MRS is to demonstrate that child care subsidy rates are adequate to ensure that eligible children have equal access to comparable child care services provided to children whose families do not receive any financial assistance for child care. EEC last completed a MRS in 2010-2011. The resulting data and findings from the 2012-2013 MRS will give EEC an updated basis upon which to review its present subsidy rate structure, and to make recommendations to the Board of Early Education and Care and the State Legislature for any necessary adjustments to its rate schedules and funding levels. Thus, it is critical that the study data and analysis about the distribution of child care rates and the findings about market rates be credible and withstands strict methodological scrutiny. EEC selected PCG to conduct the 2012-2013 market rate study. PCG will be working with Mass211 to collect the data for the study. The Market Rate Study will be guided by an advisory group.

Rate Reform (Cost of Quality)

During 2012, EEC undertook examining the cost of quality and operating a quality program as compared to the levels in the MA Quality Rating and Improvement System as a means determining rates for child care. The project goals include identifying child care cost drivers of levels from licensing through QRIS levels, creating the interactive model to estimate costs of child care quality in MA, estimating cost implications of changing reimbursement rates and identifying the current and potential financing strategies for child care quality.

The first step of this initiative was to survey providers who were participating in the Quality Rating and Improvement System to gather detailed information on pricing of quality components of child care. 397 respondents participated in this survey. The survey included questions about staff salary and benefits, cost of professional development, occupancy or operational cost, cost for classroom materials, curriculum and assessments and other expenses a program incurs to operate an early educational program.

Following the survey, EEC worked to build an interactive cost model that does the following: (1) uses the current "settings" of Massachusetts' child care system (such as licensing requirements, participation rates, materials required and workforce qualifications); (2) allows those using the cost model to adjust settings for a range of elements tied to the state's QRIS standards; and (3) immediately see the cost implications of the changes made. The cost model also allows users to examine the effects of various methods of allotting money, including modeling the cost implication of changing child care reimbursement rules. Currently, EEC is working to make this cost model available to the public.

Planned for Next Year

Market Rate Study 2012-2013

Data collection began on January 7, 2013 and will end on February 22, 2013. The general email through the Commissioner's Mailbox announcing the Market Rate Study was sent out in mid-December. EEC has also sent out letters to the sample providers.

EEC has conducted a pilot test of the surveys using providers from each setting type that will be involved in the market rate study. The providers who tested the survey provided good feedback and some modifications were made but overall the surveys remained unchanged. PCG has been working closely with Mass211 and held the data collection training webinar on January 3 from 1-3pm. EEC is also working to schedule the first Advisory Group meeting.

Rate Reform/Cost of Quality
The Cost of Quality tool will be made available to early education and care providers.

Family Support Indicator 2: Families are recognized as full partners in the education of their children and are empowered to be involved with the physical, social, emotional and intellectual development of their children.

This indicator was further defined in 2011 to increase parent involvement in various levels of policy development and implementation through existing vehicles (e.g. Advisory Council, State Advisory Council and Coordinated Family and Community Engagement (CFCE) programs etc.).

Accomplished This Year

Coordinated Family and Community Engagement (CFCE) Grant
EEC's mission, vision and strategic plan are built on the recognition that families are essential partners in the agency's work. To this end, EEC continues to build on a local infrastructure of supports and services across the Commonwealth to ensure that all families with young children, especially those with the greatest educational need, experiencing multiple risk factors, and in hard to reach populations, have access in their community to the supports that are essential to their success. Research shows that children are more successful in school and in their social-emotional development when families are engaged in their children's learning and development.[11]

The Coordinated Family and Community Engagement grant is implemented through a network of ninety-nine lead agencies across Massachusetts. The primary goals of the grant are:

- Reaching and meeting the needs of children, especially those with multiple risk factors and/or hard to reach, through universal and targeted outreach strategies;
- Providing families with access to comprehensive services;
- Providing evidence-based early and family literacy opportunities, and
- Providing families with support for continuity through early childhood transitions.

CFCE grantees are required to provide intentional family engagement activities and connections that create trusted relationships with families. Core responsibilities of CFCE grantees include:

- Selecting and implementing an evidence-based literacy model that meets specific criteria and EEC approval;
- Incorporating the use of the Ages and Stages Questionnaire as a tool to enhance families' understanding of child development and to link families with community-based resources;
- Aligning implementation of parent/child playgroups with specific EEC guidelines;
- Engaging in partnerships with local libraries and/or museums, and
- Participating in the Massachusetts Home Visiting Initiative if available in their community as a resource.

CFCE grantees continue to focus on the implementation of coordinated and collaborative community wide plans to enhance family access, education, and support across and within early education and care program models, to realize efficiencies and promote greater outcomes through shared resources and efforts. Grantees provide outreach and consumer education in ways that align with the demographics of the families in their communities. While the resources and supports of CFCE grantees are available for all families in a community, EEC has made it a priority for CFCE grantees to connect with "hard to reach" families to provide them with information and linkages to resources.

[11] Henderson, A. and Mapp, K. (2002). A New Wave of Evidence. Austin, TX: National Center for Family and Community Connections with Schools. http://www.sedl.org/connections/resources/evidence.pdf.

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 order to build the capacity of the Coordinated Family and Community Engagement grantees, EEC has offered intentional training opportunities to grantee staff to increase the quality of services and supports available to families on the local level. Trainings in 2012 have included**:**

- **Ages and Stages Screening –** 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** - 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**.**
- **Recognizing and Responding to the Signs of Post Partum Depression –**includes 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.
- **Read and Rise** - 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.
- **Financial Literacy** - 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.

In addition, CFCE grantee staff were provided with access to professional development opportunities to improve their skills and abilities through a variety of conferences, including:

- **A View From All Sides: Multidisciplinary Perspectives on Parenting Education & Family Support** (an annual Children's Trust Fund conference, supported in part with EEC resources)
- **The Journey to Literacy Begins at Birth… and continues in many languages** -a Reach Out and Read training conference This conference provided grantees and other early childhood professionals with an opportunity to enhance their understanding of the building blocks of early literacy for children growing up bilingual.

Finally, to support the integration and alignment of early education and care community in their support of children and families, EEC offers opportunities for access to their partners in Early Child Mental Health (ECMH), Head Start, CCR&Rs, and Education Provider Services (EPS) through regional grantee meetings and Head Start/public school meetings.

In FY14, intentional training in the aforementioned areas will continue, with greater depth and reach, in order to embed high quality, evidence-based practice throughout the Coordinated Family and Community Engagement network.

Museums and Libraries Project

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 focusing on four areas in supporting family and community engagement in child development. They are 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.

The Museums and Libraries project has created a forum for discussion and collaboration around family engagement in these settings with specific attention to the core focus areas of the project.

Planned for Next Year

FY14 Coordinated Family and Community Engagement (CFCE) Grant
The next step in the FY14 CFCE grant renewal process is the finalization of the grant application for release in early 2013.

The FY14 grant will be aligned with the FY13 grant, with the following list of changes that CFCE grantees will be expected to incorporate in their implementation of the FY14 grant.

- Increased expectations in reporting, tracking, data collection and accountability in the following areas:
  - o EEC will require a list of children and families with a signed parental consent on file
  - o Grantees will need to measure and report their reach in the community: percentage of the number of children birth to 8 in the community by birth to 3, 3 to 5, and 5 to 8 served by CFCE grant compared to population numbers in each age range
- Outreach strategies – grantees will have to specifically identify and implement targeted strategies for the following audiences/activities:
  - o for children in age groups birth to 3, 3 to 5 and 5 to 8;
  - o for using the ASQ to support parents' understanding of the developmental needs of children at multiple points
  - o for early literacy programming
- Grantees will identify and implement methods for maintaining up to date community resource information and document gaps in comprehensive services
- Grantees will identify and implement methods for measuring satisfaction with CFCE services
- Grantees will explicitly link and articulate the linkage between their parent/child playgroup goals to early learning standards
- Grantees will build and/or strengthen intentional partnerships with public school elementary schools for 3 years (for "child find" under the federal Individuals with Disabilities Education Act) and 5 year olds (for kindergarten entry) and 5 to 8 (for out of school opportunities.)
- Grantees will be required to provide detailed reporting on early literacy programming with families.

CFCE grantees will continue to benefit from intentional training opportunities that enhance their capacity to implement the CFCE grant.

Building the Social Emotional Health of Children through Play: Mediating the Impact of Trauma
EEC will offer training opportunities for its Coordinated Family and Community Engagement grantees that provide strategies to bolster the social emotional health of all children, with specific attention to children who have experienced trauma. Strategies must be rooted in an early learning context, blending skills that support optimal child development across domains with a specific focus on healthy social emotional development. In addition, training must create an understanding about the types and impact of trauma on children and families among participants, with strategies for working with parents and children together to mitigate the negative effect of these experiences.

Coordinated Family and Community Engagement (CFCE) grantees have a unique opportunity to bolster optimal development of all children by building knowledge and skills in families that support healthy social emotional development. By providing programming that integrates strategies that support optimal child development across domains, with a specific focus on healthy social emotional development, CFCE grantees have an opportunity to mitigate some of the damaging impact of trauma children may have experienced. This training responds to the need for training that CFCE grantees have identified in their work with families who have experienced trauma.

EEC will offer a full day introductory training in two regions of the state, which will accommodate up to 60 CFCE representatives in each session. The training will focus on awareness building, particularly around the impact of poverty, violence, illness, and trauma on the social, emotional and brain development of young children. In addition, CFCE grantees will be introduced to a framework to address the psychosocial impact of these challenges on children. Technical assistance follow up calls will be scheduled with each grantee to support their integration of the Playmakers' strategies in parent/child playgroups.

Increasing Parent Engagement in Various Levels of Policy Development through Existing Vehicles
EEC will continue to engage parents as key stakeholders in opportunities through the EEC Board and Policy and Research Committee, State Advisory Council and Coordinated Family and Community Engagement (CFCE) programs, etc;
EEC, despite the opportunities for parent and family engagement that are currently being offered, has recognized a need to strengthen that engagement. In the January 2013 Policy and Research Committee meeting, the committee reviewed some of EEC's objectives to promote active engagement in policy and research discussion, design, implementation and evaluation including:

- Increased EEC involvement in community activities, as well as creation of tools, which will expand the current capacity to share with parents and families, policy and research related content.
- Increased EEC involvement in community activities, as well as creation of tools, which will expand the current capacity to collect and consider feedback from parents/families on policy and research related content.
- Leveraging partnerships through inclusion of contractual language that requires grantees to connect parents and families with opportunities for engagement in EEC policy and research related topics.

Museums and Libraries Project
The Museums and Libraries project has created a forum for discussion and collaboration around family engagement in community settings. As a result of her participation in the December collaboration meeting hosted by the Boston Children's Museum, several museums and libraries attended a roundtable focused on family engagement and what it looks like in libraries, hosted by Jessi Snow, the Youth Services Coordinator from the Boston Public Library. This roundtable was held on January 18th. The roundtables in the past have been for Boston Public Librarians and Massachusetts Librarians, but the BPL Youth Services Coordinator is interested in expanding the roundtables to include community partners to enrich the discussions.

Military Families Regional Institute Project
In 2013, EEC will host a Military Families Regional Institute project that will offer a practicum and techinal assistance to CFCE networks and early educators on Living in the New Normal: Helping Children Thrive through Good and Challenging Times. This is a one-day training on supportin the resilience of children who experience transitions as a result of the service of a parent. The technical assistance will include a survey of professional development needs, dissemination of promising practices, utilization of research to provide effective training models.

Family Support Indicator 3: Families are informed about child development and aware of family support resources.

Accomplished This Year

Coordinated Family and Community Engagement (CFCE) Grantee Network
This indicator, along with many others in the Strategic Direction-Family, is met through the work of the local CFCE grantees. As part of the continued implementation of Help Me Grow in Massachusetts, EEC piloted the use of the Ages and Stages Questionnaire (ASQ) screening tool in fifteen CFCE programs, with the goal of integrating this screening tool into the CFCE model across the Commonwealth. The ASQ creates a structured opportunity for grantees to talk with parents about child development, with specific attention to the particular needs of their children. An integral part of the screening process is linking families to locally based resources to support their child's development.

Strengthening Families and QRIS
In the Family and Community Engagement Progression of Standards, Level 2, Early Education and Care programs are required to use the Strengthening Families self-assessment tool and develop a program improvement plan based on the findings including current goals and activities for strengthening family and community engagement. In FY2012, CFCE grantees identified the top five areas within their Strengthening Families self-assessment and provided a plan to build their program capacity to provide support to families in these areas. CFCE Grantees linked all of their planned activities to the specific Strengthening Families protective factor(s) identified from their self-assessments.

Early Childhood Resource Centers
EEC currently funds five Early Childhood Resource Centers (ECRC) located in Public Libraries across the state. The ECRCs provide access to materials and resources for early education and care programs and families statewide; literacy programs for children and their families; professional development opportunities for educators; and outreach activities that support literacy in communities. The primary focus of the services is early and family literacy through child/family interactive events/activities that strengthen the

literacy focus within the parent child relationship. At least 24 hours of activities will be provided over 12 months that provide opportunities to engage the dual language learner in literacy rich activities; promote awareness of free book programs in the community, and connect parents to adult literacy programs. Early Childhood Resource Centers will reach out to homeless shelters within their geographic area to encourage participation in literacy activities and will conduct an annual survey to families and providers regarding the best approach to communicate their services and activities.

In addition the Early Childhood Resources Centers catalogue, house and maintain an established collection of early childhood resources including a portion of their inventory in other languages than English, purchase appropriate early childhood materials to keep resources current (include curriculum, parenting support, children's books, and teacher/provider books), maintain relationships with the coordinators of local public pre-schools and EEC initiatives, including CFCE Programs, CCR&Rs, Head Start, and FCC systems to close the proficiency gap, and promote awareness of family-friendly books, videos, and theme kits available for loan to parents/children/families.

The five Early Childhood Resource Centers located in Falmouth, Norfolk, Cambridge, Springfield and Haverhill have reported that in Fiscal Year 12 they offered the following services:

	End-of-Year-Total	# of People in Attendance
# of Parent/Provider/Teacher Workshops	**28**	**1,265**
# Child/Family Presentations	**585**	**6,982**
# of Adults referred to Literacy Programs	**56**	
# of resources loaned	**4615 - only 1/2 year of Springfield, system issue**	

The Early Childhood Resource Centers continue to be actively involved in the EEC mixed delivery system working closely with the CFCE grantees to prompt literacy related activities. The Early Childhood Resource Centers publish monthly newsletters and flyers to upcoming events held with the 5 libraries and have a wide distribution for these publications. In addition the Early Childhood Resource Centers are part of RTTT – ELC project 4.4 that engages Museums and Libraries in Family Engagement Evidence Based Practices.

Quality Child Care Family Guides

Understanding that parents have the greatest impact on their children's life, especially during the first years of a child's life where there is a time of rapid brain development and learning, EEC created 5 family guides for Infants and Toddlers and 5 family guides for Preschoolers. The family guides were developed with the focus on relationships between all significant people in the child's world.

These materials are designed to inspire a parent into conducting focused activities that become critically important for children as they develop the foundations for learning. The family guides focus on five different domains of development and contain activities that parents can do every day to positively impact their child's brain development and support learning.

The family guides were developed using the Massachusetts common core standards, the Massachusetts Infant/Toddler Standards and The Massachusetts Preschool Standards. The family guides are posted on the website in 6 languages, English, Spanish, Portuguese, Haitian Creole, Chinese and Khmer. http://www.mass.gov/edu/birth-grade-12/early-education-and-care/parent-and-family-support/

Maternal Depression Training

In the policy brief "Reducing Maternal Depression and Its Impact on Young Children," researchers identified maternal depression as a significant risk factor affecting the well-being and school readiness of young children and highlighted the following findings:

- Maternal depression is widespread, particularly among low-income women with young children.
- Maternal depression, alone, or in combination with other risks can pose serious, but typically unrecognized barriers to healthy early development and school readiness, particularly for low-income young children.
- Maternal depression is a known barrier to ensuring that young children experience the kinds of relationships that will facilitate their success in the early school years. Addressing maternal depression through a parenting and early childhood lens can help parents, but importantly, it will also pay off for their children, both in the short term and in the longer term.

EEC is providing training that will strengthen the capacity of Coordinated Family and Community Engagement (CFCE) grantees and staff of MASS 2-1-1 to be responsive to the needs of mothers experiencing post partum depression and their families. Up to three

trainings, in various geographical regions of the state, began to be provided, that will address and focus on the objectives below. The first training was held on September 21st at Worcester State University.

- Participants will have a greater understanding of postpartum depression, its causes and its impact on the infant, young child and family;
- Participants will develop enhanced recognition of the signs and symptoms of postpartum depression, and how it may show itself in interactions within the family and with care providers;
- Participants will understand the ways infants and young children show signs of stress;
- Participants will learn a repertoire of reflective, sensitive responses, including specific skills and strategies to promote parental engagement and foster use of referrals and other resources;
- Participants will learn how to apply information and skills gained in this training in the context of their CFCE grant program; and
- Participants will create specific resource lists for their service areas to be used as referrals for families that require additional supports to address post partum depression.

Planned for Next Year

FY14 Coordinated Family and Community Engagement (CFCE) Grant
The priorities and goals of the FY14 grant will mirror those of FY13. The following is a list of changes that grantees will be expected to incorporate in their implementation of the FY14 grant that impact families. *(see Family Indicator #2 for complete list)*
Coordinated Family and Community Engagement grantees will have to specifically identify and implement targeted strategies for the following audiences/activities:

- for children in age groups birth to 3, 3 to 5 and 5 to 8;
- for using the ASQ to support parents understanding of the developmental needs of children at multiple points
- for early literacy programming
- Grantees will identify and implement methods for maintaining up to date community resource information and document gaps in comprehensive services
- Grantees will explicitly link and articulate the linkage between their parent/child playgroup goals to early learning standards
- Grantees will build and/or strengthen intentional partnerships with public school elementary schools for 3 years (for child find) and 5 year olds (for kindergarten entry) and 5 to 8 (for out of school opportunities.)

Quality Child Care Family Guides
EEC printed guides, designed for parents, which have been translated in several different languages. They will be distributed by the Child Care Resource and Referral (CCR&R) agencies across the State and the Community Family Engagement grantees. The guides include:

- A description of the process to for receiving EEC financial assistance
- A description of the goals and services of the CFCE grant, including what is available. The grantees will be able to put their own local contact information onto the printed guide
- The third and fourth guides that will be developed later in 2013.

Post Partum Depression
A second training will be held for Community Family Engagement grantees.

Family Support Indicator 5: Families of infants have access to programs and services that support the development of healthy attachment between babies and their primary caregivers and promote early brain development.

Accomplished This Year

ZERO TO THREE: Technical Assistance to States on an Infant-Toddler Policy Agenda

Massachusetts is one of the five states that were chosen to participate, along with Illinois, Minnesota, New Jersey, and Pennsylvania, in the ZERO TO THREE's technical assistance to states on moving an infant-toddler policy agenda. Massachusetts representatives in this project include Commissioner Killins, Chris Pond/ EEC Professional Development Specialist, Erin Craft/EEC Western Mass Regional Director, Jane Tewksbury/Thrive in Five, and Amy O'Leary/Early Education for All. Through this project, Massachusetts would like to develop quality supports to establish a balance for supporting families around understanding developmental practices that provide context supports and not organized instruction for infants and toddlers. In addition, Massachusetts also wants to learn and hear from other states what their challenges and strengths are in developing their agenda's for infants and toddlers and what processes or systems they have put in place to improve outcomes for infants and toddlers. Massachusetts would also like to receive technical assistance around developing a focus on informal environments and relationships between infant caregivers and other supports (i.e. pediatricians). In addition, Massachusetts would like to utilize the technical assistance support to address the following:

1. Develop professional development opportunities specifically to support infant and toddler development.
2. Outreach with pediatricians to ensure continuity of care around addressing the basic health needs of infants and toddlers.
3. Provide assessment tools that address the needs of infants and toddlers to inform practice and curriculum.
4. Develop criteria and a system for an infant toddler consultant pool to support the infant toddler field.

Zero to Three is going to hold the state policy action team meeting in April or May 2013.

Affordable Care Act Initial Funding for Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Grants
The Maternal, Infant, and Early Childhood Home Visiting Program, a provision in the federal Affordable Care Act, is designed to strengthen and improve programs and activities carried out under Title V; improve service coordination for at risk communities; and identify and provide comprehensive evidence-based home visiting services to families and children from birth to eight years old who reside in at-risk communities. The Massachusetts Home Visiting Initiative (MHVI) has received $9.05 million to $10.66 million over a five year period. The Massachusetts Department of Public Heath was designated as the lead agency by Governor Deval Patrick. EEC acts as one of the collaborating agencies, and its Commissioner is one of the co-chairs for the program. Additionally, the Massachusetts Children's Trust Fund, the Department of Children and Families, and the Head Start Collaboration are also collaborating agencies for this project.

The Massachusetts Home Visiting Initiative (MHVI) delivers home visiting services to 17 high need communities across the state. These services are located in the cities and towns with large numbers of very young families, families in poverty, and people who have not completed high school. There are five home visiting programs offered through MHVI. While each program has a different focus, all programs have had positive results in helping children and families. In addition, all MHVI models address child development, school readiness, child abuse and neglect, maternal depression, and substance abuse.

The Massachusetts Home Visiting Initiative includes Home Visiting Implementation Teams, which are intended to develop on-going short and long-term work plans. The implementation teams are responsible for various components of MA Home Visiting. The teams are Systems Development & Program Sustainability; Communications; Training; National Models; Evaluation, Data & Reporting, and Universal One-time Home Visiting. EEC has representation on the Leadership, Systems, and the Evaluation, Data and Reporting teams.

MIECHV Data, Evaluation and Reporting Team
As part of the MHVI, EEC is conducting a research project that examines community capacity to support child development. The examination of community capacity is one part of a three-pronged evaluation of MHVI. This work includes and evaluation of the Home Visiting Initiative itself, and of the state systems supporting MHVI. EEC issued a call for feedback on the research work that has been completed thus far by responding to a short web survey you can reach via this link:
https://www.surveymonkey.com/s/P7YRCSZ

During the first phase of the research study, key resource components of community capacity and an operational definition of it were identified. The components and definition were informed by information gathered from several sources:

1. A literature review of community capacity to support child development
2. Meetings with 17 Coordinated Family and Community Engagement (CFCE) councils, which are community-based committees that oversee community-based programs serving families with children birth through school age
3. Interviews with 19 MHVI coordinators in 17 communities

The MIECHV study is going into its second phase of work. From November 2012 to January 2013, the researchers will: identify, acquire, organize, and analyze secondary data; develop primary data collection instruments; and develop community-level data collection plans. In regards to analyzing the secondary data, this portion of the work will continue through March 2013.

Planned for Next Year

Affordable Care Act Initial Funding for Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Grants
The implementation phase of the Home Visiting initiative is moving forward, with each of the implementation teams working on specific aspects of the project. Representatives of the three home visiting models being implemented through the Initiative have been added to the group. There continues to be one representative from EEC and DCF. EEC is represented on the Home Visiting Leadership team as well as the Systems Development & Program Sustainability, Training; and Evaluation, and Data & Reporting teams.

EEC will conduct a research study to understand and examine community capacity to support child development in various Massachusetts communities. Approximately seven communities will be selected to participate in the second phase of the project, which will run from fall 2012 through spring 2014. EEC believes that participation in this project will be of mutual benefit to the agency and to our CFCE grantees. Through this process, CFCEs will get valuable information about their own communities and will be helping EEC understand the best ways that state and local government can create conditions that support families in creating opportunities that support child development in communities that need it most.

Family Support Indicator 6: Parents are recognized as their child's first teacher and have access to literacy supports that build skills among children and parents.

Accomplished This Year

Coordinated Family and Community Engagement (CFCE) Grant –*Evidence-Based Literacy Models*
As one of the core goals of the CFCE grant, grantees are required to incorporate the use of an evidence-based, EEC approved early literacy model into their practice. Use of evidence-based early literacy curriculum enhances the capacity of CFCE grantees to help parents promote early literacy skills development in their children. By focusing on a small number of effective literacy models, EEC will create more consistency in the strategies that CFCE grantees use to help families cultivate their children's literacy skills before they enter elementary school. The Massachusetts RTTT-ELCG application identifies eleven core strategies and foundational plans to moving towards a unified approach to improving child outcomes, including:

- Development of formal and informal child development programs and opportunities;
- Development of skills, knowledge and abilities to create effective practices by those who engage with children;
- Measuring and creating intentional actions of adults based on evidence based tools which document and benchmark child development to support measured growth; and
- Creating community and family contexts which support child development.

One of the priorities of the FY13 CFCE RFR states that CFCE grantees must "Provide evidence-based early and family literacy programming." In alignment with the core strategies of the RTTT-ELCG, this grant opportunity seeks to enhance existing literacy programming through the use of evidence-based early literacy models by CFCE grantees to help parents promote early literacy skill development in their children. EEC is funding programs that can integrate the use of evidence-based early literacy models into their existing practice and provide ongoing/year round opportunities for parents and children to learn and practice early literacy skills together.

CFCE grantees were eligible to submit proposals to the "Evidence-based Literacy Models" RFR. FY13 CFCE grantees were eligible to submit proposals to implement the following evidence-based literacy models/practices in their communities:

- *Raising A Reader*
- *Every Child Ready to Read @ your Library*
- *CELL model (Center for Early Literacy Learning)*
- *Read and Rise (Scholastic model)*
- *Dialogic and Interactive reading models- using PEER and CROWD sequences*

In response to the competitive RFR, 48 CFCE grantees responded to a variety of questions, including: identifying the model/practices they propose to implement in their communities; the number of children/families that will be served, the cost per child, and how the proposed model/practice will be sustained within the CFCE program after two years of EEC-RTTT funding. In addition, grantees are required to monitor children's participation and progress at two points in time during each year of funding with an evidence-based tool and parental consent.

Up to $400,000 of ELC-RTTT funding per year for at least the first two years was available to support this initiative. Award recommendations included consideration for grantees who are designated Gateway, Home Visiting or Level 4 School Districts. Recommendations have been made and approved and 24 CFCE grantees were awarded Evidence-based Literacy grants.

CFCE Lead Agency	Gateway Community	Home Visiting Community	Level 4 District	Funding Amount	Model
Leominster Public Schools	X			$20,000.00	CELL - dialogic
Concord Children's Center				$30,000.00	Read and Rise dialogic
Community Action Of the Franklin				$30,000.00	Dialogic and interactive reading models PEER and CROWD sequences
Cape Cod Children's Place				$30,000.00	Raising a Reader
Revere Public Schools	X	X		$50,000.00	Raising A Reader
Newton Public Schools				$30,000.00	Raising a Reader; Every Child Ready to Read @ the Library
North Adams Public Schools		X		$50,000.00	Raising a Reader
Sandwich				$18,750.00	CELL, Read and Rise, Dialogic Reading
Winchendon				$10,842.00	Raising a Reader; Imagination
Northampton				$12,970.00	Read and Rise, CELL, Dialogic
Montachusett Opportunity Council (includes Fitchburg)	X	X		$42,798.00	CELL; Raising a Reader; PEER
Whitman-Hanson				$14,640.00	Dialogic
Barnstable Public Schools	X			$11,600.00	CELL
CAPIC (Chelsea)	X	X		$50,000.00	Raising A Reader
Clinton Public Schools				$15,000.00	Dialogic
Springfield Public Schools	X	X	X	$50,000.00	Raising a Reader
Greater Lawrence Community Action, Inc.	X	X	X	$50,000.00	Every Child Ready to Read, CELL and Read and Rise
Worcester	X	X	X	$50,000.00	Raising a Reader; Every Child Ready to Read @ the Library; CELL/dialogic
Fall River Public Schools	X	X	X	$28,650.00	Every child ready to read @ your Library; Dialogic Reading
Lynn Public Schools	X	X	X	$50,000.00	Raising A Reader
Brockton Public Schools	X	X		$50,000.00	Raising a Reader, CELL, Dialogic Reading
Community Action, Inc. (includes Haverhill)	X			$50,000.00	Primarily -Read and Rise; Every child read to read @ your library; CELL;
Oxford (includes Southbridge)		X		$14,230.00	Raising a Reader
Pittsfield	X	X		$42,375.00	Every Child Ready to Read @ your library; Dialogic and Interactive reading.
				$801,855.00	

WGBH Media-Based Literacy Support for Families and Educators

As EEC's media partner, WGBH is employing 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.

WGBH is creating professional development videos to be used by teachers and parents on early literacy, STEM and social-emotional skill development. WGBH has also provided 2 ELA and STEM curriculum units for teachers and a draft of the wireframe for the digital hub. In December 2012, EEC previewed the pilot videos created by WGBH and participated in a conference call with WGBH and United Way to discuss the best way to brand the digital hub so that it is aligned with the Brain Building in Progress communications campaign.

On January 3, WGBH informed EEC that they received the Krueger Family Foundation grant of $75K to purchase books for children and their families.

Adult, Child and Family Literacy Partnership with IBM

EEC has entered into a new 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 and 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.

Six programs have received awards totaling $90,000 from EEC in the first year of funding. These Adult Education programs are Boston Public Schools, Department of Adult Education; Julie's Family Learning Program, South Boston; Mujeres Unidas Avanzando (MUA), Dorchester; Worcester Public Schools, Worcester Adult Learning Center; Holyoke Community College; and Operation Bootstrap in Lynn. First progress reports from programs indicate that some experienced technical difficulties with the IBM software during the first phase of use, but all are prepared to move forward at scale in upcoming months.
The participating adult literacy program sites implemented an early literacy strategy that integrates the new family literacy initiative with their existing adult literacy program, and staff at these programs will complete training in early childhood literacy development to enhance their capacity to support parents and families. Educators were able to create and manage online classrooms for parents and students via the IBM Reading Companion website. Both parents and children have access to and benefit from the software, which tracks the increase in their language and literacy skills over time. The programs worked with EEC's local Coordinated Family and Community Engagement (CFCE) network, and the children's museums, public libraries, and community centers in their area, to inform families of the availability of the new family literacy services, and IBM Reading Companion software, at their sites.

Additionally, through its KidSmart Early Learning Program, IBM donated its Young Explorer Computers to 57 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. The Young Explorer Computers include access to related professional development webinars and technical assistance for early education and care preschool programs participating in the state's Quality Rating and Improvement System (QRIS) at Level 3 or higher that operate on a full-day and full-year basis and serve children with high needs.

Reach Out and Read

Reach Out and Read (ROR) is a national, evidence-based nonprofit organization that promotes early literacy and school readiness in pediatric exam rooms nationwide by giving new books to children and advice to parents about the importance of reading aloud. Developed at the Boston Medical Center, ROR incorporates books and early literacy counseling into an already existing infrastructure: the routine health care visits of young children. Currently, 272 hospitals and clinics in Massachusetts participate in the Reach Out and Read program, serving 200,399 children and families in the Commonwealth.

EEC continues to work in partnership with ROR pediatric practices across the state in order to build awareness about the resources and supports CFCE grantees can provide to all families. Building awareness in the staff that interface with families who receive pediatric care through those practices provides another access point for parents. In addition, EEC will continue to partner with Reach Out and Read in our shared commitment to promoting early and family literacy.

In April 2012, Reach Out and Read offered a conference in Brockton, entitled "The Journey Toward Literacy Begins at Birth…and continues in many languages." This conference provided professionals with an opportunity to enhance their understanding of the building blocks of early literacy for children growing up bilingual. While the target audience for the conference was the Coordinated Family and Community Engagement grantees and Reach Out and Read practitioners, ROR expanded the invitation list to include a wider audience of stakeholders engaged in early education and family support programming. The 150 attendees included representatives from a wide array of programs, including CFCE, public school early childhood coordinators,

representatives from local libraries, staff from the local housing authority, adjunct faculty from a local community college, and representatives from Smart from the Start, Thrive in Five, Healthy Families and Parent Child Home programs.

In December of 2012, Reach Out and Read, in partnership with EEC and the Parent-Child Home Program, offered another high quality, research based training, "Journey to Literacy," conference in Pittsfield. Marilyn Augustyn, MD, Chair of the Department of Developmental and Behavioral Pediatrics at Boston Medical Center provided the keynote speech. Jean Cibrowski Fahey, PhD, provided participants with an overview of early literacy research and the Parent-Child Home Program provided interactive workshops. Five EEC professional development hours were available for attendees.

In 2012, Reach Out and Reach accomplished the following key activities (during the period of January 1 – December 31, 2012):

- ROR served 192,755 children
- ROR raised more than $1.34 M matching dollars
- ROR held two "Journey to Literacy Conferences" for 257 participants, including CFCE grantees, public school early childhood coordinators, representatives from local libraries and housing authorities, college faculty, family child care providers, center based early education and care staff, and representatives from programs and initiatives including, Smart from the Start, Thrive in Five, Healthy Families and the Parent Child Home programs.
- 434 medical providers were trained or retrained in the ROR model
- Initial planning began for Spring 2013 literacy conference in South Eastern MA
- ROR explicitly linked the SF Protective Factors to ROR their literacy conference presentations.
- ROR incorporated the Brain Building in Progress logo into their website
- ROR distributed more than 332,190 books in the Commonwealth
- ROR added 16 new program sites serving 11, 330 children annually

(*See Appendix O for the Reach Out and Read Mid-Year Report that covers July 1 – December 31, 2012, and the statistics on the Parent Child Home Program.*)

Planned for Next Year

Reach Out and Read
As Reach Out and Read (ROR) is a specific model, we would expect to continue to support their statewide implementation of the ROR evidence-based model that promotes early literacy and school readiness in pediatric exam rooms by giving new, developmentally and culturally appropriate children's books to children and advice to parents about the importance of reading aloud.

In addition, we expect ROR to support high needs children (children who have two or more risk factors as defined by EEC), and have a particular focus on services to children and families in Gateway Communities, Home Visiting Communities and communities that include Level 4 schools. Finally, we would continue to expect ROR to offer two opportunities for training in literacy development for early education and care programs, including CFCE grantees.

Read and Rise Training for CFCE grantees
The Read and Rise interactive professional development Train-the Trainers model is designed for training up to 50 CFCE coordinators from February- June 2013. Each workshop session will address specific literacy principles and benchmarks to guide classroom activities and experiences and will build on the commitment and capacity of all families to support optimal development in their children. Each CFCE coordinator that participates in the Train-the-Trainers model will develop a method to include the content of the 'Read and Rise' modules in existing activities, as well as new literacy activities that require repeated engagement with families.

Adult, Child and Family Literacy Partnership with IBM
All grants have been renewed for 2013. Subject to funding availability, additional Adult Education program sites will receive a $15,000 grant from EEC over two to three years to equip their programs with adult literacy tools, including IBM Reading Companion software, to assist families that are working to improve their English language and literacy skills.

Family Support Indicator 7: All families experience seamless transitions throughout their child's early learning and developmental experiences.

Accomplished This Year

Transitions for Families
Supporting coordinated transitions for families in a broad context continued to be a priority for CFCE grantees, Head Start grantees, and public schools in FY2013.

EEC has made on-going efforts this year to expand the understanding and definition of the word "transition" to refer to all transitions children make during their years birth to age eight (e.g. transition from the home into formal early education and care; from a toddler classroom to a preschool classroom; from the school-day to after-school; from a home where one language is spoken to a program where another language is spoke; from preschool to Kindergarten, etc.).

Head Start and Public Schools Regional Meetings
EEC and the Department of Elementary and Secondary Education (ESE) in collaboration with the Head Start State Collaboration Office (HSSCO) conducted a total of 13 regional community meetings during the months of May and June 2011 and October and November 2012 and have scheduled an addition round of four meetings for FY2013. The purpose of these meetings is to bring Head Start and the public schools together to fully realize the benefits possible through implementation of the existing Memorandum of Understanding (MOU) required by the federal Office of Head Start.

As of December 19, 2012, four Head Start and Public Schools MOU Statewide meetings were conducted, one in each of the following regions: Region 1, Region 2, Region 5, and Region 6. A total of **147** participants attended these meetings, as follows: Head Start (45), Public Schools (73), Coordinated Family and Community Engagement (20), and Early Intervention (9), and EEC Staff attended these meetings. See schedule below:

PROGRAM NAME	DATES	REGION
Community Action of Franklin, Hampshire, and North Quabbin in Greenfield	November 30	Region 1Western MA
Worcester Community Action Council in Southbridge	December 4	Region 2 Greater Worcester
Communities United Head Start in Watertown	December 5	Region 6 Greater Boston
Community Team Work in Lowell	December 19	Region 5 Northeast

Through effective implementation of this MOU, the Departments are strengthening collaborative relationships between Head Start and public schools related to early childhood curriculum, assessments, joint professional development and services and to ensure smooth transition for children and families into Kindergarten.

Interagency MOU Development: Early Childhood Special Education Transition
In December 2011, EEC, the Massachusetts Department of Elementary and Secondary Education (ESE), the Massachusetts Executive Office of Health and Human Services (EOHHS), the Massachusetts Department of Public Health (DPH), and the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Region 1 and XII (ACF) finalized the MOU. This MOU was developed to promote coordination and collaboration in the provision of services to eligible infants, toddlers and preschool children with disabilities and their families, as applicable, through Early Intervention and early education and care programs including Head Start, Early Head Start, Migrant and Seasonal Head Start, public school pre-schools, for children with disabilities in the Commonwealth. The MOU has been used as a guide to help strengthening local collaboration for developing regional and/or local agreements, and for strengthening relationships among agencies and programs serving young children, with and without disabilities, and their families, with an emphasis on local collaboration between Early Intervention, Head Start, local school districts, and other community-based early education and care programs.

Planned for Next Year

Transitions for Families
In collaboration with DMH and Jewish Family Services EEC will host the second round of Communities of Practice meetings. "Helping All Parents Be Successful in Early Childhood Transitions". This two and a half-hour presentation will focus on developing skills in working with parents who have mental health, substance abuse, or homeless issues and where cultural and language differences present challenges to the child's successful transition. Through discussion and activities, participants will have

- Increased understanding of parental challenges in connecting with their own child's development
- Learn new ways to support parents with differences to understand their own child's differences and needs

- Learn new ways to establish trusting relationships with parents
- Develop new communication skills in talking to parents about their child's development
- Structure and frequency of parent meetings within program for successful outcomes

Regional Consultation Programs
The Regional Consultation Programs (RCP) support the successful placements of infants and toddlers in Early Intervention (EI) and preschoolers with disabilities (ages 3-5). RCP provide within, community based settings, consultation and technical assistance to families, Early Intervention providers, child care staff, CCR&Rs, and other community partners by creating natural learning environments that enhance the growth and development of children of all abilities.

Early Childhood Special Education Transition Professional Development (Indicator 12)
EEC Staff, DPH Early Intervention staff, and ESE Special Education Planning and Policy Development Office Staff met on October 19, 2012 to discuss Early Childhood Special Education Transition activities for FY13. The agenda included discussion on dissemination plan for the FAQ Transition and planning ideas for the forthcoming Transition Trainings on Indicator 12 that will be offered to Early Intervention programs in ESE-identified Cohort II communities during the Spring of FY13 and updates to the Early Intervention's Connecting the Dots sessions. DPH also offered an update on the ISA with ESE regarding the sharing of potentially eligible children from EI and discussed that EI would like to receive information about children who are eligible and receive services from school districts, which is a requirement under the revised Part C IIDEA regulations.

Head Start and Public School Regional Meetings
The Head Start State Collaboration Office is currently in the process of reviewing the notes and feedback received by the participants in the Head Start and Public School Regional meetings, related to the areas of curriculum and assessment, joint professional development, and transition. The common themes identified will be integrated in the FY13 HSSCO Strategic Plan in supporting the implementation of Head Start and Public Schools MOU. In FY13, the Head Start State Collaboration Office will participate in the roll-out of the Early Childhood Special Education Transition MOU implementation.

Family Support Indicator 8: Families that are limited or non-English speaking have access to information about early education and care and the services available.

Accomplished This Year

In an effort to support English Language Learners, the Department has integrated a series of activities in many of its current initiatives that support English Language Learners in early education and care and out of school time programs such as the following:

Engagement of Immigrant and Refugee Families: Office of Refugees and Immigrants (ORI)
The Office of Refugees and Immigrants (ORI) has agreed to collaborate with EEC to hire a full-time Early Education and Care Liaison to increase awareness of the needs of immigrant and refugee families in the early childhood education community, increase awareness of the early childhood education resources within immigrant and refugee families, as well as increase the safety and supply of quality licensed care in immigrant and refugee communities.

In April 2012, EEC initiated a new interagency service agreement (ISA) with the Office of Refugees and Immigrants (ORI) as a participating State Agency in the Race to the Top-Early Learning Challenge (RTT-ELC) Grant (funding of $344,688.00 over three years). Through this ISA, an ORI/EEC liaison was hired. The ORI/EEC Liaison is responsible for: 1) Increasing awareness of the needs of immigrant and refugee families among the early education community 2) Strengthening the development of licensed early education programming in refugee and immigrant communities; 3) Supporting EEC's work related to Dual Language Learners by informing EEC of relevant policies, effective strategies, national models that support refugees and immigrants and 4) Providing EEC with coordination of outreach and interpreter services.

In November 2012, ORI selected the Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA) as the vendor to conduct EEC and ORI regional trainings for FY13 through FY15. The trainings will cover the following areas: Demographics and Services, Basic Immigration Law, Immigration Issues related to Children; and information on Quality Rating Improvement System (QRIS) and Ages and Stages Questionnaires (ASQ) systems.

In December 2012, the EEC/ORI Liaison met with EEC Regional Directors to discuss strategies to increase the number of quality licensed care in refugee and immigrant communities through: a) developing a region specific work plan to inform EEC regional offices of refugee and immigrant community demographics, assess availability of services in the area offered to refugee and immigrants to connect regional offices to these populations; b) providing information to refugee and immigrants about the value of becoming a licensed Family Child Care (FCC) provider, including information on how to become licensed, and C) creating relationships and maintaining connections with ethnic media outlets for EEC media and outreach campaigns to inform diverse communities of early education and care needs and regulations.

Planned for Next Year

Engagement of Immigrant and Refugee Families: Office of Refugees and Immigrants (ORI)
In FY13, ORI will conduct 5 regional trainings for early education and care partners of the mixed-delivery system and immigrants and refugees providers. The trainings will be conducted by the Massachusetts Immigrant and Refugees Advocacy (MIRA) in partnership with the Multilingual Action Council (MAC) from Aspire at Wheelock College. The regional trainings will be offered to approximately 200 to 250 participants for FY13. The focus of the trainings is to support the development and enhancement of leadership opportunities in immigrant and refugees communities to participate and learn about early childhood within EEC's current system.

- EEC/ORI Liaison will conduct a series of informative presentations for staff from EEC , CFCE grantees, Education Providers Support (EPS) grantees, Head Start, and CCR&Rs, on topics related to services provided by ORI, promising practices for early education and care providers who serve refugee and immigrant children and families, understanding cultural, political, and social context of refugee and immigrant population, and share resources available at ORI.
- EEC/ORI Liaison, in partnership with EEC Regional Directors and staff, will conduct a minimum of 5 to 10 community presentations to inform refugee and immigrants about the value of becoming a licensed Family Child Care Provider or an In Home Relative Care Provider.
- Outreach to local ethnic media to support the *Brain Building in Progress* Campaign and other EEC initiatives that inform diverse communities of the value of early education and care programs and services will be conducted by ORI throughout the year. The target goal is to outreach to two to three ethnic media outlets in Central Mass, Metro-Boston, Northeast, South East and Cape and Western Mass

Family Support Indicator 9: Strong partnerships are established between families (parent/caregiver) and educators to maximize high quality early education and care for all children.

Accomplished This Year

Coordinated Family and Community Engagement (CFCE) Grant *(see Family Indicator #6 for additional information))*

First Annual Massachusetts Fatherhood Leadership Summit
EEC and the Department of Children and Families (DCF) hosted the *Strengthening Families Through Fatherhood Engagement* on October 3, 2012 in Marlborough, Massachusetts. The purpose of this event was to bring together executive level leaders from inside and outside of government with fathers and fatherhood leaders to raise awareness about the research and benefits of engaging father's in their children's lives; identify challenges that fathers face in engaging with their children/families; and develop strategies to support fathers to safely, consistently, and with evidence-based support engage with their children/families.

Planned for Next Year

First Annual Massachusetts Fatherhood Leadership Summit
EEC recognizes that all males who play a significant role in a child's life (including fathers, grandfathers, etc.) are integral in fostering a child's growth across all developmental domains, and supports their success in this role. In the upcoming year, the primary goals for advancing fatherhood leadership will be to review the internal and external opportunities to engage all males who play a significant role in a child's life. To this end, EEC will:

Review Internal Opportunities to Engage All Males Who Play a Significant Role in a Child's Life:
EEC will review its current open competitive and renewal grants to see where there are opportunities for grant recipients to intentionally engage males who play a significant role in a child's life and/or build capacity in the field to work with males who play

a significant role in a child's life. If possible, EEC will incorporate language about engagement and/or building field capacity to work with males who play a significant role in a child's life in the Grant RFRs for FY14. EEC will review the following grants:

- Coordinated Family Community Engagement Grant
- Universal Pre-Kindergarten Grant
- Head Start Grant
- Inclusive Preschool Learning Environments Grant (391) Grant
- Early Childhood Special Education Allocation (262) Grant
- Educator and Provider Support Grant
- Child Care Resource and Referral Agencies

EEC will add a link and page on its website that focuses the roles of males in promoting a child's healthy development, including a list of resources. Additionally, EEC will provide links to other resource guides from outside agencies such as CTF and Head Start.

EEC will conduct a survey of various EEC units in the central and regional offices to determine whether they have direct interactions with males who play a significant role in a child's life. Additionally, this survey will address staff members' perceptions of males who play a significant role in a child's life and how the staff members engage with them on a daily basis. Based on survey results, EEC will provide professional development for staff members on engaging males who play a significant role in a child's life and the males' involvement in the child's education and healthy development.

Review External Opportunities to Engage All Males Who Play a Significant Role in a Child's Life:
EEC will review engagement activities of males who play a significant role in a child's life undertaken by other state agencies and private vendors to: (1) determine whether there are gaps in services for males who play a significant role in a child's life; (2) determine whether there are potential partnership opportunities that EEC can incorporate into its efforts to engage males who play a significant role in a child's life; and (3) determine how resources may be shared/allocated to better serve males who play a significant role in a child's life.

EEC will develop interagency partnerships and agreements that will create cross-training opportunities to engage males who play a significant role in a child's life. EEC will incorporate language into the ISAs that will assure that the fatherhood programs around the state are using the early learning standards as a way to support males who play a significant role in a child's life to know how to support a child's healthy development. EEC will develop a professional development curriculum on early literacy that the fatherhood programs around the state can use.

EEC will conduct a survey of the CFCE grantees to determine how they are intentionally engaging with males who play a significant role in a child's life and to determine what type of training and technical assistance that they require. The long term goal is for EEC to infuse the training opportunities of working with males who play a significant role in a child's life into the EPS professional development delivery system.

Family Support Indicator 10: Parents of children in residential and placement programs are aware of and knowledgeable about appropriate placement and treatment options that are compatible with the needs of their children.

Accomplished This Year

Trainings on Early Education Resources and Service Delivery for Family Shelter Providers
EEC and the Department of Housing and Community Development (DHCD) are creating a more comprehensive early learning and development system for high need families with young children from birth to five years of age, including those that are homeless and those formerly homeless and recently housed. The goal of this is to offer information and training to early education and care providers and DHS contractors who provide shelter and stabilization services to present an enhanced and standardized understanding of the developmental needs and risk factors of young children experiencing homelessness. EEC and DHCD are providing three statewide trainings targeted to shelter supervisors/program directors and early childhood providers. This joint training will help to strengthen the relationship between our sheltering system and the child care provider network to ensure on-going access to the 600 homeless daycare slots that EEC has made available to DHCD. These trainings will ensure that all early education and care providers and family shelter providers are aware of the resources available to homeless children, and that they have the ability to access a standardized screening tool for each child ages 0-5 in their program while expanding the capacity of all

programs to promote the most effective practices that foster child development and learning outcomes. Three trainings across the state were held in October and November 2012.

Reduction of Restraints and Behavior Restrictions
EEC is a member agency in the Massachusetts Interagency Restraint and Seclusion Prevention Initiative. These agencies are committed to serving youth and families in the most respectful manner possible and strive to ensure that treatment and educational settings employ behavior support methods that reflect current knowledge about the development impact of early traumatic experiences. The Departments of early Education and Care, Children and Families, Mental Health, Developmental Services, Youth Services and Elementary and Secondary Education are working in partnership with providers, advocates, educators, schools, families and youth to focus on preventing and reducing the use of behavior restrictions in residential settings that can be re-traumatizing, in particular the use of restraint and seclusion.

Programs contracted by the Department of Youth Services (DYS) are eligible to use restraint methods when necessary to bring their residents under control. Injuries can occur when restraining a resident to the either staff or in some cases the residents themselves. In order to record all of the activities the Residential Facility Physical Restraint Quarterly Data Report is used. The purpose of this project is to make additions and modifications to the current Residential Facility Physical Restraint Quarterly Data Report. The improvements made in 2012 include additional data fields on the types of restraint methods and improved reporting on number of restraints that lead to injury. The improvements to the data report were reviewed and tested by the project sponsors, and were successfully deployed in mid-October.

Planned for Next Year

Reduction of Restraints and Behavior Restrictions
The Goals for 2013 are to:

- Promote collaboration and consistency in treatment approaches between schools and community programs to support successful transitions among settings and increase community tenure for children and youth.
- Increase family and youth involvement in the development of positive behavioral support policies and practices at all levels of the system.
- Decrease the incidents of restraint and seclusion across all settings
- Increase the number of schools and programs engaged in formal organization change efforts aligned with the six core strategies to reduce the use of restraint and seclusion.

In the upcoming year, EEC will implement the Departments' enhanced quarterly restraint reporting form containing new data fields in order to better understand and track frequency of restraints among licensed programs. EEC will further create licensing staff access to Restraint Data Reports to better inform our work and provide vital feedback to programs and the community at large regarding trends in restraint reduction best practices. Finally EEC will utilize EEC Restraint Data Reports to effectuate change on a statewide basis.

Family Support Indicator 11: Parents seeking to adopt are aware of and knowledgeable of available adoption resources and state adoption policies.

Accomplished This Year

New Normal: Supporting Families (adoption, LBGT and dual language learners)
EEC sponsored a family engagement conference for public school teachers / education professionals and early education and care educators working with families dealing with the issues of adoption, non-traditional gender identity and dual language learners. Key speakers were Dr. Joyce Maguire Pavao, speaking about the challenges faced by adoptive families; Kim Westheimer, co-creator of the Welcoming Schools Project, speaking about families dealing with non-traditional gender identity, and Joelle Auguste of Wheelock / Multilingual Action Council, speaking about the challenged faced by dual language learners. The goal was to assist educators in identifying ways that they can alter their curricula, practices and techniques to better support family engagement, school success and healthy child growth and development.

Family Support Indicator 12: Family services are integrated and delivered in a coordinated manner across state agencies.

Accomplished This Year

Interagency Partnerships *(See also Infrastructure Indicator 7)*

Race to the Top- Early Learning Challenge Grant Memorandums of Understanding (MOUs)
The state plans to devote Race to the Top Early Learning Challenge Grant funds to building up the state infrastructure to support interagency collaboration on programs and services for high needs children from birth to age 5. This initiative will include staff training and professional development for workers in the field, support for personnel with expertise in child development and early education, learning collaborative on key issues (e.g. children's mental health), and support for successful programs at participating state agencies. This work has been agreed to across agencies and is outlined in the following MOUs.

- Department of Public Health (DPH): The state will fund DPH over four years to support the hiring of one EEC Clinical Health and one Mental Health Specialist to embed health guidance for families with high-needs children in multiple programmatic systems via staff training, training on medication administration, data sharing and aligning programmatic and staff resources that can benefit young, high needs children.
- Department of Mental Health (DMH): over four years, the state will direct funds to DMH to work with EEC to hire one full-time specialist in early childhood mental health, and one-part-time child psychiatrist. The agencies will collaborate on the *Statewide Community Crisis Intervention Project,* the *Massachusetts Child Psychiatry Access Project,* and establishing links between EEC's CFCE grantees and DMH's *Parent Support Groups* for parents of children with mental illness.
- Office for Refugees and Immigrants: over four years, in a key part of our high quality plan for family engagement, the state will hire an Early Education and Care Liaison and execute plans to increase two-way communication between the early education and care community and programs serving immigrant and refugee families.
- Massachusetts Department of Housing and Community Development (DHCD): DHCD and EEC are collaborating to improve the joint management of early education and care and out-of-school-time programming for homeless families via data sharing and access to EEC's Kinderwait system. 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. DHCD will also embed healthy child growth and development in its services. These efforts will be coordinated by an Early Education and Care Liaison hired by DHCD.
- Massachusetts Department of Children and Families (DCF): The Massachusetts Department of Children and Families (DCF) is collaborating with EEC to embed early childhood developmental knowledge and support throughout DCF. This will be accomplished through policy revisions, development of new practice guidance and technical assistance, and establishment of enhanced procedures for connecting DCF families with young children to needed services and supports. EEC and DCF are continuing to collaborate on integrating services to promote positive educational, developmental and overall outcomes for the Commonwealth's children and families. This includes the goal of maximizing access to Supportive child care for DCF-served children and families. While at any given time about 5,000 DCF-served children and their families receive child care and additional services from Supportive child care providers, many other DCF-served children and their families are on waitlists for Supportive child care – in spite of the fact that anywhere from 3% to 5% of all contracted Supportive child care slots are not being utilized on any given day.

  To help identify the barriers to accessing Supportive child care services, EEC and DCF staff organized and participated in local-level meetings with Supportive child care providers and local DCF child care coordinators. These meetings were held in Springfield on December 5th, in Lowell on Dec. 13, 2012, and in Greenfield on Dec. 20 2012.

  At the December 5th meeting, participants included Commissioner Killins and DCF Commissioner Angelo McClain, Staff from EEC's Springfield and Worcester offices, DCF regional and local office staff, and representatives of 13 Supportive child care providers. The Dec. 13th meeting in Lowell was held Child Development and Education, Inc. (CDE), and included representatives of CDE, Acre Family Day Care, Clarendon Family Day Care, Community Teamwork, Inc., DCF's Lowell Area Office and central office, and EEC's Northeast Regional Office and central office.

  The Dec. 20th meeting in Greenfield was held at the headquarters of Community Action of the Franklin, Hampshire and North Quabbin Regions, and included representatives of Community Action, the Girls Club of Greenfield, Little Tots Day Care, DCF's Greenfield Area Office and central office, and EEC's Western Regional Office and central office.

The top Issues raised in these meetings were as follows:

- The need for additional Supportive slots and increased program capacity,
- DCF access to real-time Supportive slot enrollment and availability data,
- Challenges encountered by Supportive providers in meeting their obligation to provide transportation to DCF-referred children and families,
- Consistency across DCF's Area Offices, providing information about the mixed delivery system to DCF social workers, and the challenges some families face in paying the family fee after transitioning out of Supportive care.

EEC and DCF are developing responses targeting the need for more Supportive slots in some locations, transportation issues, access to real-time Supportive slot enrollment and availability data for DCF staff, and consistency of practice across DCF's Area Offices. EEC and DCF held regional meetings focusing on the EEC-DCF partnership and opportunities to improve access to Supportive child care for DCF-served children and families, in Brockton (DCF's Southern Region, Jan. 28, 2013), Bradford (DCF's Northern Region, Jan. 31) and Boston (DCF's Boston Region, Feb. 6).

- Department of Transitional Assistance (DTA)**:** EEC and DTA met in conjunction with EOHHS to determine where their agencies can realize efficiencies for families who receive TANF funded child care. As a result of these discussions, several initiatives were developed including TANF vouchers will be authorized for six months to prevent disruption in services as families move from welfare to work.

Planned for Next Year

INTERAGENCY PARTNERSHIPS

Department of Children and Families
Two Early Childhood Specialists will be hired by DCF in 2013. In December, the Department of Children and Families (DCF) posted two positions funded by the Race to The Top Early Learning Challenge Grant, to spearhead inter-agency collaborative initiatives: an Early Childhood Policy Analyst position, and an Early Childhood Program Coordinator position. These are two of several positions being hired by partner agencies to help integrate support for healthy child development into services provided to young children and their families. The grant is also funding a total of 11 positions across DCF, the Department of Mental Health, the Department of Public Health, the Department of Housing and Community Development, and the Office for Refugees and Immigrants. Additional next steps this year also include cross-agency participation at each Department's staff meetings.

Department of Housing and Community Development
In 2013, DHCD will hire an Early Education and Care Liaison, to coordinate partnership activities with EEC.DHCD staff and caseworkers at homeless shelters will be trained on the Ages and Stages Questionnaire, and will help families served by DHCD to connect with their local Coordinated Family and Community Engagement grantee to obtain developmental screening for their children and obtain services as needed.

Department of Transitional Assistance (DTA)
DTA has committed to improve access to early education and care programming for DTA-involved families through screening. Additionally, DTA will develop cross-training professional development opportunities about important issues of early education and care.

Three Year Strategic Direction:

Create a workforce system that maintains worker diversity and provides resources, supports, expectations, and core competencies that lead to the outcomes we want for children (2009)

Support development of workforce skills and core competencies to lead to quality outcomes for educators and children (2011 focused strategic direction)

Workforce Indicators of Success:

- ***Workforce Indicator 1: The early education and care workforce has clearly defined education and professional development standards that are understood and embraced by the field.***
- ***Workforce Indicator 2: The early education workforce has access to affordable education and professional development resources that support core competencies.***
- ***Workforce Indicator 3: The early education and care workforce has a well-defined career ladder that adequately and fairly compensates educators as professionals.***
- ***Workforce Indicator 4: Educators are adequately compensated to assure equitable access to high-quality care in all areas of the state, with emphasis on increasing compensation in communities with greatest need.***
- ***Workforce Indicator 5: Early education and care professionals are respected and complete their professional responsibilities with confidence and competence.***
- ***Workforce Indicator 6: The early education and care workforce has broad diversity that allows families and children to feel welcomed and comfortable to address the changing landscape and needs of the families and children.***
- ***Workforce Indicator 7: The early education and care workforce functions collaboratively and effectively among all aspects of the early education and care system.***
- ***Workforce Indicator 8: A Professional Development Registry and Workforce Management System are in place to observe and measure the efficacy of the workforce and measure the impact of the workforce system on child outcomes.***

Previously, much of the emphasis of workforce training centered on competencies related to licensing, including such skills as CPR training and following regulations related to hygiene and attendance. The newer set of skills and competencies are higher-order in nature—including literacy, positive behavior management, fitness and nutrition, and the sciences. With a focus on the adult learning principles of "theory, practice, and reflection," formal training ensures that those who work with children come to understand themselves as serious professionals on a path toward proficiency and career growth.

For the last three years, EEC has submitted the Workforce Development System Building Update as a separate report. In recognition of EEC's integrated infrastructure described in the Strategic Plan developed by EEC's Board this update is now included in EEC's Annual Legislative Report.

Since its inception in 2005, the Board and Department of Early Education and Care have been charged under its enabling statute to develop, implement, and annually report on progress towards a Workforce Development System for the early education and out of school time field. Through this system, the goals of the Board and EEC are to produce positive outcomes for children by supporting the education and professional development of those who work with them directly or indirectly in a variety of roles and settings every day.

Workforce Indicator 1: The early education and care workforce has clearly defined education and professional development standards that are understood and embraced by the field.

Accomplished This Year

Core Competencies

EEC continues to utilize and promote the eight areas of Core Competency issued February 2011. EPS grantees are required to identify the area(s) of core competency addressed in each of the professional development opportunities offered through the grant. The FY2013 EPS Professional Development Course Catalogue included nearly 300 credit-bearing opportunities; each opportunity addresses one or more core competency areas. The following list identifies the number of professional development opportunities by Core Competency area.

Area 1: Understanding the Growth and Development of Children and Youth: 110 (38%)

Area 2: Guiding and Interacting with Children and Youth: 96 (33%)

Area 3: Partnering with Families and Communities: 88 (30%)

Area 4: Health, Safety, and Nutrition: 37 (13%)

Area 5: Learning Environments and Implementing Curriculum: 127 (43%)

Area 6: Observation, assessment, and documentation: 84 (29%)

Area 7: Program planning and development: 81 (28%)

Area 8: Professionalism and leadership: 39 (13%)

EEC's Core Competencies can be accessed at http://www.mass.gov/edu/birth-grade-12/early-education-and-care/workforce-and-professional-development/core-competencies-for-educators.html

EEC also developed an on-line Core Competencies course so that educators can assess their knowledge and skill levels and determine what additional professional development would be most beneficial to them. This free competency-based training is available for self-study, continuing education units (CEUs), or college credits. CEU and college course opportunities are supported through the EPS grantee network. One hundred (100) educators and providers completed this course last year.

The course is available in both English and Spanish at http://www.mass.gov/edu/birth-grade-12/early-education-and-care/workforce-and-professional-development/training-and-orientation-resources/free-competency-based-training-online.html.

Orientation to the Field

A 5 hour pre-service orientation for FCC applicants, which was based on the recommendations of the Workforce Development Task Force, went into effect in August, 2010. A second 5 hour module for FCC educators was developed and implemented in the fall of 2011. This module is intended for new FCC educators after they have 6 months of experience under EEC licensure. Educators will receive .5 Continuing Education Units (CEUs) upon completion of each orientation module. Together these orientation modules will satisfy the required 10 hours of professional development for family child care educators for their first year. Both orientation modules and the supporting materials are available in English, Spanish, and Portuguese. Approximately 478 new, first time licensed Family Child Care educators attended the orientation trainings last year.

EEC developed and posted a new online training that is required for all educators on SIDS Risk Reduction and Transportation Safety. These trainings are available in five languages. Under Transportation Safety, an additional training module is required for drivers and other staff that are responsible for transportation services.

Planned for Next Year

Core Competencies
EEC will continue to provide professional development opportunities through the EPS grantees and Readiness Centers that incorporate EEC's Core Competencies. In addition, Readiness Centers will work with the institutions of higher education to identify if college level early childhood courses are also imbedding EEC Core Competencies.

Orientation to the Field
EEC will be reviewing the content of the 5 hour Family Child Care Orientation modules (1 and 2) to determine what changes, if any, should be made before the renewal of the CEU certification to MAEYC. Training for 14 new trainers to conduct the Family Child Care pre-service orientation was offered on January 23, 2013 at the Worcester Regional Office. EEC will continue to offer FCC orientations throughout the year and throughout the EEC regions in three languages, English, Spanish and Portuguese.

Professional Development System Validation Project
EEC hired the American Institutes for Research (AIR) 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.

Workforce Indicator 2: The early education workforce has access to affordable education and professional development resources that support core competencies.

Accomplished This Year

Early Childhood STEM Special Education: 2-day Summer Institute
EEC conducted a two day training on STEM on July 16th & 17th at Worcester State University. The training engaged participants in understanding the core concepts in STEM education (Science, Technology, Engineering and Math). The training focused on how to make these concepts accessible to students with and without disabilities using universal design for learning (UDL). Each day of the training featured two 45-minute interactive whole-group sessions, two 60-minute hands-on workshops, and one to two hours for participants to work on instructional tools and STEM units for their early childhood settings.

Pre-STEM Meeting and 2012 STEM Summit
For the third year of the STEM initiative, EEC convened a Pre-STEM Workshop for EEC's Educator and Provider Support and Coordinated Community and Family Engagement grantees. The Pre-STEM Workshop was on October 17th in preparation for the annual STEM Summit on October 18, 2012.

One goal of this year's Pre-STEM Workshop and STEM Summit was to develop early childhood education specific guidelines for the MA STEM Plan 2.0 at individual, program, and state level. Both events included a presentation of the draft science standards to be completed in 2013, and demonstrations of hands-on STEM activities for infants and toddlers, preschoolers, and school age children. Each year EEC reports on STEM activities and professional development supported by the Department, this report is shared at the Pre-STEM Workshop and STEM Summit. The report is also available on EEC's website.

Early Childhood Educators (ECE) Scholarship Program
In collaboration with the Department of 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. The intent of the ECE Scholarship is to support individuals currently working in an EEC licensed or license-exempt program that are interested in attaining an associate's or bachelor's degree in early education or a related field.

The ECE Scholarship is supported with state funding, approximately $3.2M. The scholarship has been available since 2006 and has grown in demand each year. To be eligible for the Early Childhood Educators Scholarship, an applicant must:

- Be a permanent legal resident of Massachusetts.

- Be a United States citizen or eligible non-citizen.
- Be eligible under Title IV Regulations and not in default of a state or federal education loan or grant.
- Enroll, as a matriculated student, in an undergraduate degree program (full or part-time) in Early Childhood Education, or a related field (i.e., elementary education, sociology, psychology)
- Be employed, for at least one year, as an educator or provider in an early education and care program or out of school time program that is licensed or authorized by the Massachusetts Department of Early Education and Care (EEC) and continue employment in this field while pursuing the approved course of study
- Have not previously earned a bachelor's degree
- Sign an agreement to continue employment as an early childhood educator or provider in Massachusetts upon completing the degree requirement, or repay funds as defined.[12]

The priority deadline for the 2012-2013 Early Childhood Educators Scholarship was June 1, 2012. OSFA received over 2300 applications; this is an increase of more than 600 applicants from last year. As in years past OSFA processes the applications first and records that meet OSFA's qualifications are sent to EEC to verify employment information. This year EEC will also be responsible for ensuring that recipients are active in the Professional Qualifications Registry. EEC received the first batch of scholarship applications from OSFA on June 26, 2012.

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. ECE Scholarship recipients are eligible to apply for a maximum of 9 credits per semester.

For the spring 2012 semester, all awards were reduced to 6 credits. With funds from the RTT-ELC grant, ECE was able to honor ECE recipients, who were currently working in a program that was participating in Massachusetts' Quality Rating and Improvement System (QRIS) or were willing to participate, full spring, remaining 3 credits, and 3 credits for the summer 2012 semester. Interested ECE recipients were required to complete a brief on-line application for each semester. Program directors were required to submit written confirmation that their program would begin the QRIS process if they had not done so already.

(For additional data on the ECE Scholarship please refer to Appendix H: ECE Scholarship)

Center on Social Emotional Foundation for Early Learning (CSEFEL

FY 2012 marked the third year of the Massachusetts Pyramid Model Partnership with the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). The training and technical assistance partnership with CSEFEL has allowed Massachusetts to roll out the Pyramid Model – a conceptual model of evidence-based practices for promoting young children's social and emotional competence and for preventing and addressing challenging behavior – statewide. As the formal partnership with the national Center comes to an end, the Massachusetts Pyramid Partnership State Leadership Team (SLT) continues to move forward to sustain its efforts in building the capacity of infant and early childhood practitioners and family members to nurture young children's social and emotional development. Since being selected in 2009, Massachusetts has made significant headway in accomplishing the four goals of the partnership:

- An enhanced capacity to adopt the Pyramid Model;
- An increased number of high quality Trainers and Coaches;
- A cadre of local Demonstration Sites; and
- Evaluation of these three outcomes

More than 2000 early childhood practitioners have been trained in the Pyramid Model – including 1800 early childhood educators who participated in the 15 hour *Foundations of the Pyramid Model* training funded through EEC's ARRA funds, in 66 trainings offered around the state. The Pyramid Model SLT continues to provide support and technical assistance to the 97 trainers and 45 coaches trained since 2010, as well as to 3 Demonstration Sites and 5 Implementation Sites, who are working to implement the Pyramid Model into all aspects of their programs. Demonstration and implementation sites are collecting fidelity measures as well as child level measures for long term assessment of change within their programs.

[12] *Scholarship recipients must continue employment in Massachusetts as an educator or provider in the field of early childhood education and care or out of school time for a minimum of six months for each semester of scholarship assistance received, not to exceed two years for an associate's degree or four years for a bachelor's degree.*

In April 2012, the SLT hosted a second training on CSEFEL's Family Modules, including Positive Solutions and the PIWI (Parents Interacting with Infants) modules for 90 mental health consultants, early childhood programs administrators, and family support specialists from around the state. And in June, a Pyramid Model Higher Education Institute introduced 24 faculty from 2 and 4 year institutions to strategies for incorporating information from CSEFEL's Pyramid Model into existing early care and education coursework. These trainings were supported by two federal SAMHSA grants (Project LAUNCH and MYCHILD System of Care grant).

The SLT continues to work with Connected Beginnings in adapting the curricula to increase ease of implementation. In 2012 we adapted both the train the trainer and coaching curricula; the coach training was piloted in the summer and included two communities of practice sessions that brought new Pyramid coaches together with experience coaches

Peer Assistance and Coaching (PAC)
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. Massachusetts PAC is promoting 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. 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 are intended to improve the education, training, and compensation of early childhood educators to 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.

At the first PAC Advisory Panel meeting held in November 2012, the Commissioner addressed the three goals for the PAC project: to increase application of learning to practice, result in a targeted approach to mentoring/consultant teaching that targets the triad of an instructional leader, consulting teacher, and mentee working together, and address the needs of a diverse population. At the second PAC Advisory Panel meeting held on January 14, 2013, the 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.

Planned for Next Year

Early Childhood Educators (ECE) Scholarship Program
EEC will continue to collaborate with OSFA to administer the ECE Scholarship program to best meet the needs of early childhood and out of school time educators. EEC and OSFA anticipate the timeline of the ECE Scholarship for the 2013-2014 academic year to remain the same as in previous years. EEC and OSFA will meet in the beginning of the calendar year to discuss the 2013-2014 application, process, and potential changes to the application and process.

Preschool Science, Technology, Engineering, and Mathematics (STEM) Summit 2013
EEC will continue to participate in the Governor's STEM Advisory Council and specifically to coordinate the early childhood strand at the annual STEM Summit. EEC will continue to provide grantees with a Pre-STEM Workshop to help grantees prepare for the annual summit. EEC will also provide an update to the Department's annual STEM report.

Preschool Science, Technology, Engineering, and Mathematics (STEM) Learning Standards and Guidelines
EEC is currently working on setting up dates to present to the early education and care field in late January and early February 2013 to share and receive feedback from the field on the draft preschool science standards. Information on these meetings will be shared with the field through the Commissioner's email blast, Readiness Centers, Educator and Provider Support (EPS) grantees and through the Coordinated Family and Community Engagement grantees who will share this information with families.

Early Childhood Educators (ECE) Scholarship Program
The Office of Student Financial Assistance in the Department of Higher Education will use remaining RTTT funds that were appropriated in FY12 ($1M total, which will be used over the next three years); for the spring 2013 semester.

EEC will continue to collaborate with OSFA to administer the ECE Scholarship program to best meet the needs of early childhood and out of school time educators. EEC and OSFA anticipate the timeline of the ECE Scholarship for the 2013-2014 academic year to remain the same as in previous years with the applications becoming available in April, with a priority deadline of June 1, 2013. EEC and OSFA will meet in the beginning of the calendar year to discuss the 2013-2014 application, process, and potential changes to the application and process. The 2013-2014 application for the Early Childhood Educators Scholarship program is scheduled to be available on April 1, 2013.

Center on Social Emotional Foundation for Early Learning (CSEFEL)
The CSEFEL train the trainer model will be piloted in the spring of 2013. In the winter of 2013, through Race to the Top funding, EEC will train the CFCEs in the Interacting with Infants (PIWI) module, with summer training on PIWI and Positive Solutions modules in six regions of the state for the Mass Home Visiting Initiative. In the spring of 2013, the SLT will host a Pyramid Model Summit to celebrate the successes of the Pyramid Model Partnership and highlight programs that have been able to incorporate CSEFEL tools and practices to support children's social emotional development.

Peer Assistance and Coaching (PAC)
Using lessons learned from the pilot, Massachusetts will bring the model to scale in four years. The grant includes a 2-year term for Consultant Teachers and the use of CLASS as an assessment measure. Another goal is to create a learning community for Consultant Teachers. EEC will continue to work with the Advisory Panel Members in refining the peer assistance and coaching model for the field of early childhood education in Massachusetts that will continue through June 2013. The next meeting of the PAC Advisory panel will be on March 14th in Milford.

Workforce Indicator 3: The early education and care workforce has a well-defined career ladder that adequately and fairly compensates educators as professionals.

This indicator was further defined in 2011 to include use of assessment/data of Commonwealth ECE workforce by community and alignment of professional development resources to support increased financial support for ECE workforce education (coming from different sources), that would include evidence that the professional knowledge and skills of the workforce are better as measured by specific outcomes.

Workforce Indicator 4: Educators are adequately compensated to assure equitable access to high-quality care in all areas of the state, with emphasis on increasing compensation in communities with greatest need.

This indicator was further defined in 2011 to include implementation of a rate reform and compensation strategy.

Accomplished This Year

EEC Career Ladder for Early Education and Out- of- School Time Educators
The education and skills educators bring to their work has a direct impact on the quality of the overall program. In September 2010, the Bessie Tartt Wilson Initiative for Children (BTWIC) issued 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 Bessie Tartt Wilson Initiative (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 the Bessie Tartt Wilson Initiative for Children (BTWIC) continues to serve as a resource for early childhood and out of school time educators in the mixed delivery system.

Planned for Next Year

EEC Career Ladder for Early Education and Out- of- School Time Educators
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.

Workforce Indicator 5: Early education and care professionals are respected and complete their professional responsibilities with confidence and competence.

Accomplished This Year

Massachusetts Early Education and Care Exceptional Educator and Instructional Leader Award
EEC continues to honor exceptional educators and instructional leaders who have demonstrated quality skills in contributing to the early childhood education and out of school time field. EEC, in collaboration with regional grantees who provide professional development, mental health consultation, and family support services to EEC's mixed delivery system, honored the contributions of outstanding educators and instructional leaders in each of its 6 regions. In 2012 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. The award recipients were as follows:

Western Massachusetts:

Laurie Smith is an exceptional educator who works in a family childcare program. She has been a Family Child Care Educator since 1997. Currently, Ms. Smith is enrolled at UMass/ Amherst and will receive her BA degree in the spring of 2013. Ms. Smith is interested in advocacy and leadership and through this interest she enrolled in a course at Wheelock College called "Leadership in Early Education and Care". Ms. Smith also created the Family Child Care Association which provides supports for fellow family child care educators.

Shad Hanrahan is an exceptional instructional leader who supports center-based and out of school time programs. Mr. Hanrahan provides leadership to his staff and promotes guidance around best practices and promotion of quality services for children and families. Mr. Hanrahan is an effective communicator and he provides opportunities for his staff to engage in professional development. Mr. Hanrahan works with community organizations and is currently collaborating with Chicopee community schools providing a weekend recreational program for many of the homeless children being served by the Chicopee School system.

Central Massachusetts:

Denny Acero is an exceptional educator who works in a family child care program. She has received her CDA. Ms. Acero is dedicated to supporting children and families and continues to increase her knowledge and skills by regularly participating in professional development opportunities. Ms. Acero is an active member of the National Association for Family Child Care.

Northeast Massachusetts:

Lisa Jones-Melo is an exceptional instructional leader who works in a center-based program. She provides support to her teachers and views herself as a coach, taking opportunities to point out teachable moments. Ms. Jones-Melo shares resources with her staff to keep them up to date on the most current research in the early childhood field. She also continues to improve her skills by participating in training opportunities to strengthen her coaching techniques. Ms. Jones-Melo is currently a Literacy Coach and Mentor within multiple preschool classrooms.

Denise O'Neil is an exceptional educator who also works at a center-based program. Ms. O'Neil is a dedicated educator and has been described as self sufficient and willing to look for opportunities to increase her learning. She takes the initiative to learn new techniques and uses multiple styles of teaching to support children. Ms. O'Neil works well with families and provides opportunities for them to learn and participate in classroom activities to support continuity between home and school. Recently she worked with Loews store and received materials to support activities where she included parents in the experience.

Sheila Costa is an exceptional educator who works at a family child care program. Ms. Costa has applied for and received grants to support her childcare and she regularly seeks to increase her skills and knowledge through professional development opportunities to support high quality services for children and families. Ms. Costa received her Associate's Degree with Honors in Early Education and Care from North Shore Community College in May 2012. In the fall she will matriculate at Gordon College and has been honored with one of their highest merit-based awards, the Presidential Scholarship. Ms. Costa will pursue a Bachelor's degree and intends to double major in Early Childhood Education and Arts. Ms. Costa was awarded a QRIS grant to support quality in her program. An interest of Ms. Costa's is literature and one of her goals of furthering her education is to write and illustrate via pictures and books.

Deniece Rodriguez is an exceptional instructional leader who works at an afterschool program. She is supportive to her staff and generously shares her knowledge on topics that will support staff around good practices for children. Ms. Rodriguez enrolled in a degree program at Springfield College and has completed classes in early childhood; she continues to take classes to increase her knowledge in the early childhood field. Ms. Rodriguez has encouraged a staff member to volunteer his time as a cheerleading coach. She sees this as an important role for staff to form working partnerships between school, families and various local organizations to increase their understanding of supporting children within the context of a larger community. Ms. Rodriguez stated that her program was the first to pilot the "Creative Minds" curriculum which is a curriculum that supports art and is effective in reaching young people at risk of failure by providing tools to explore and interpret their experiences.

Southeast Massachusetts, Cape Cod and Islands:

Suzanne Brzezinski is an exceptional educator who works at a center-based program. She has been employed at her program for over 10 years. Ms. Brzezinski works closely with her administration to align her experiences gained from professional development opportunities to provide consistent and quality services for children. She works with a wide range of age levels from preschool, kindergarten and elementary programs and is also certified by the Department of Elementary and Secondary Education. Ms. Brzezinski holds a Master's degree which she obtained while working at her current program. She is completing a post graduate program from UMass/Boston to obtain her special education certification. Ms. Brzezinski is certified in "Open Circle", "The Skillful Teacher", and "Wilson Reading", to enhance her teaching skills. Through her connection with P.A.C.E. organization she runs the "Family Fun Day", at a vocational school.

Patricia Plummer-Wilson is an exceptional instructional leader who works at a center-based program. She provides training opportunities for staff to increase and expand educator development. Ms. Plummer-Wilson has established planning time for educators across age levels to come together as teams to learn from each other and improve existing programs for children. She regularly seeks out professional development opportunities to stay current with the latest research to ensure her staff continues to provide quality opportunities for children. Ms. Plummer-Wilson supports collaboration with community partners such as early intervention, Department of Children and Families, public schools and Community Care Services and others to provide a wealth of resources for children and families. Her agency also hosted classes from Massasoit Community College and Fisher College on site. In addition, her agency has also piloted a worksite practicum. Her agency is also participating in "Raising a Reader Program", which includes a lending library for families and a series of parent trainings.

Julie Vareika is an exceptional instructional leader who works at a center-based program. She continues to attend professional development opportunities to provide support to her staff and share the latest research to support high quality services for children. Ms. Vareika works closely with her educators to move them along a path to build their skills and competencies through completing professional development plans. Ms. Vareika's agency has partnered with two colleges (University of Massachusetts and Providence College) who have supported staff to attend college courses in education at reduced cost.

Metro Boston

Tracey Nardone is an exceptional instructional leader who for 20 years has been the director at a center-based program. Ms. Nardone promotes team building and describes herself as a hands-on director. She believes in keeping current with the latest research to better support learning for children. Ms. Nardone also challenges her staff to continue to build their own knowledge by introducing current events related to children to spark conversations and engage educators to improve their own practices. Ms. Nardone supports her staff by allowing them opportunities to participate in site visits with a different early childhood programs to see other practices.

Andrea Urbano is an exceptional instructional leader who also works at a center-based program. She has been employed at her program for 3 years and has cultivated a cohesive environment by aligning three centers with the program's mission and vision, focusing on children's individual social, emotional and educational development as the important values required to support children's needs. Ms. Urbano encourages her staff to problem solve situations to further develop their own thinking and abilities to support the needs of children in their classrooms. She keeps current with the latest research and professional development opportunities to support her staff and encourages them to build and enhance their own learning. Ms. Urbano participated in the Center for Social Emotional Foundations for Early Learning (CSEFEL) training which supports children's social-emotional development and she implemented this approach into every classroom.

Doris Spoor is an exceptional educator who works at a family child care program. She earned her CDA from Urban College and then went on to receive her Associates Degree in 2010 by attending school at night. Ms. Spoor continues to expand her knowledge and growth in the early childhood field by pursuing professional development opportunities. She works closely with families, providing take-home activities for them to reinforce the continuity between school and home. Ms. Spoor is a member of many networks in her community which she feels supports her learning and ability to provide resources to families. Ms. Spoor has been trained and certified in the Ages and Stages Questionnaire Screening, which is a tool to support professionals around supporting families and children's in their developmental and social-emotional needs.

Planned for Next Year

Massachusetts Early Education and Care Exceptional Educator and Instructional Leader Award
EEC is pleased to offer for a second year the opportunity to honor exceptional educators and instructional leaders who have demonstrated quality skills in contributing to the early childhood education and out of school time field. EEC will issue up to 10 awards in each of the 5 regions. Award recipients will be honored at gatherings across the state. Applications are due to the regional Educator and Provider Support Grantee on March 1, 2013. There are two separate awards one can be nominated for:

1. Exceptional Educator award- this award is for educators who are in a classroom.
2. Exceptional Instructional Leader award- this award is for instructional leaders who provide support to staff, the field and observe classroom practices of staff (i.e. supervisors, lead teacher etc).

Workforce Indicator 6: The early education and care workforce has broad diversity that allows families and children to feel welcomed and comfortable to address the changing landscape and needs of the families and children. See Quality Indicator 3: Programs seeking to improve their quality have access to a range of resources and supports.

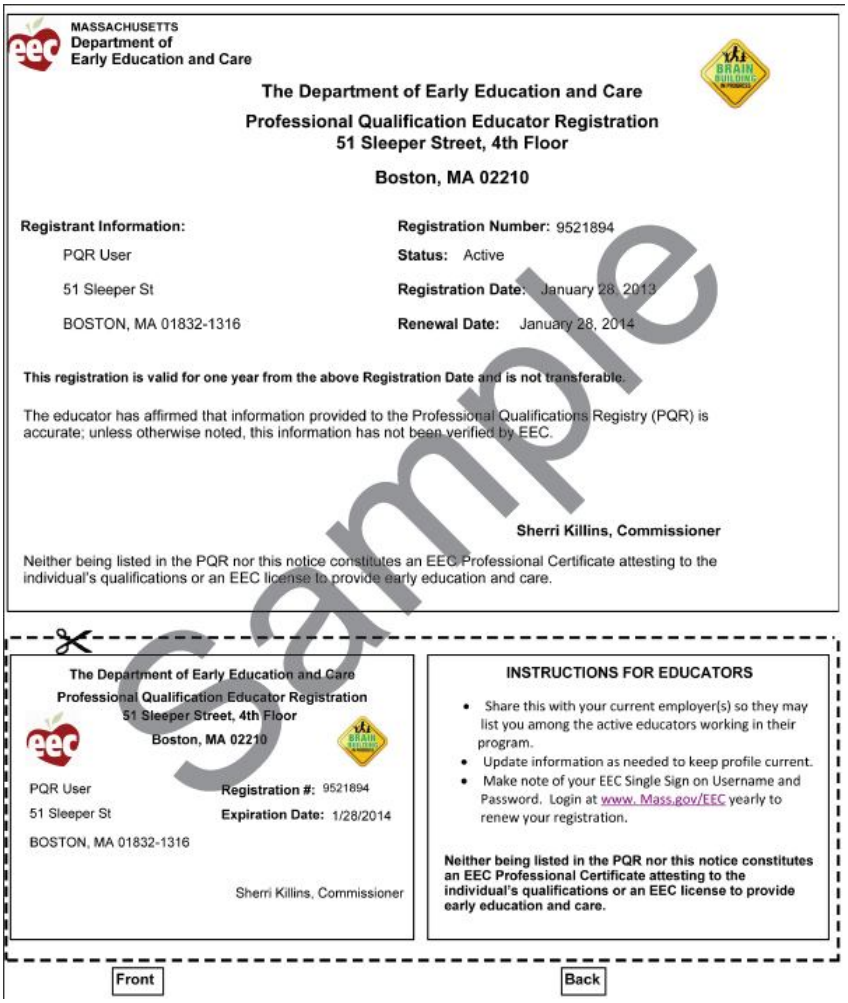
Workforce Indicator 7: The early education and care workforce functions collaboratively and effectively among all aspects of the early education and care system. See Quality Indicator 10: Identify ways to quantify progress, particularly in the context of the whole child agenda.

Workforce Indicator 8: A Professional Development Registry and Workforce Management System are in place to observe and measure the efficacy of the workforce and measure the impact of the workforce system on child outcomes.

Accomplished This Year

Professional Qualifications Registry (PQ Registry)

All educators, and Educator's Assistants, who currently work in a Department of Early Education and Care (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 to comply with licensing regulations.[13]* 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 will help EEC's workforce development system 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 (PQ Registry) went live on June 18, 2010, over 67,531 educator records have been added to the Registry (Data as of January 1, 2013 -- see Appendix L: PQR Data) Access to the Professional Qualifications Registry is online through the following website: https://www.eec.state.ma.us/PQRegistry/. Instructions on how to register are listed on this webpage. 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. To see a sample registration card, visit: http://www.eec.state.ma.us/docs1/PQRCard.pdf 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.



MASSACHUSETTS
Department of
Early Education and Care

The Department of Early Education and Care
Professional Qualification Educator Registration
51 Sleeper Street, 4th Floor
Boston, MA 02210

Registrant Information:
PQR User
51 Sleeper St
BOSTON, MA 01832-1316

Registration Number: 9521894
Status: Active
Registration Date: January 28, 2013
Renewal Date: January 28, 2014

This registration is valid for one year from the above Registration Date and is not transferable.

The educator has affirmed that information provided to the Professional Qualifications Registry (PQR) is accurate; unless otherwise noted, this information has not been verified by EEC.

Sherri Killins, Commissioner

Neither being listed in the PQR nor this notice constitutes an EEC Professional Certificate attesting to the individual's qualifications or an EEC license to provide early education and care.

Sample

The Department of Early Education and Care
Professional Qualification Educator Registration
51 Sleeper Street, 4th Floor
Boston, MA 02210

PQR User
51 Sleeper St
BOSTON, MA 01832-1316

Registration #: 9521894
Expiration Date: 1/28/2014

Sherri Killins, Commissioner

INSTRUCTIONS FOR EDUCATORS

- Share this with your current employer(s) so they may list you among the active educators working in their program.
- Update information as needed to keep profile current.
- Make note of your EEC Single Sign on Username and Password. Login at www. Mass.gov/EEC yearly to renew your registration.

Neither being listed in the PQR nor this notice constitutes an EEC Professional Certificate attesting to the individual's qualifications or an EEC license to provide early education and care.

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[13] *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.*

Educator Certifications
EEC received 6395 applications for certification between January 1, 2012 and January 1, 2013. EEC processed a total of 5063 (79%) applications during this period. The median time to process an application is currently 12 days. The certification unit continues prioritizing teacher applications and those that affect licensing activities or applicant employment. The Professional Certification unit will be down by 1 staff member at least until the middle of January. There were 408 pending application as of January 1, 2013 and some of these applications may be duplicates.

Professional Development Calendar
EEC's On-line Professional Development Calendar allows educators to search for trainings by geography, training category, credit type, age group, type of setting, position level, and level of experience and education. All entities receiving professional development funds from EEC must list their professional development opportunities on the calendar. The calendar collects data on opportunities offered throughout the state, allowing EEC to identify and respond to gaps in professional development as well as demographics on the educators accessing professional development.

EPS Professional Development Catalogue
An important adjunct to the PD Calendar is a listing of all the professional development opportunities that the Educator and Provider Support (EPS) grantees will offer in FY 2013. This resource is a compilation of over 300 professional development opportunities that are funded through EEC's EPS grant. This catalogue helps educators plan their professional growth for the entire academic year.

This catalogue only includes grant funded coursework and is not a complete catalogue of all professional development opportunities happening statewide for early education and out of school time educators and providers; additional opportunities may be found in EEC's Online Professional Development Calendar.

The intent of the EPS Professional Development Catalogue is to serve as a resource for early education and out of school time educators and providers to help map out and plan in advance professional development that best meets individual needs and interests. For support in determining what opportunities are best for individual educators as they develop their individual professional development plans, educators are encouraged to contact the EPS grantee in their area. EPS grantee contact information is included in the catalogue and may also be found on EEC's website at Educator and Provider Support Grant.

The opportunities included in the catalogue are aligned with EEC's Licensing Regulations, MA Curriculum Frameworks, EEC's Guidelines for Preschool Learning Experiences, and MA Early Learning Guidelines for Infants and Toddlers, and support the MA Quality Rating and Improvement System (QRIS). Courses within this catalogue are intended to support the professional development of educators and providers at all levels. Additional resources to support professional and workforce development include EEC's Early Education and Out of School Time Career Ladder.

Planned for Next Year

Professional Qualifications Registry (PQR)
EEC is reviewing the required fields in the Professional Qualifications Registry to ensure that the data needed to support decision making and policy are reliable and complete.

Professional Development Data Management System: *Professional Development Calendar*
The on-line calendar will continue to be developed and expanded. A near term priority is developing the data reporting capacity of the calendar so the information it collects can be more readily accessed.

Goals for Increasing Qualifications and Competencies from FY12
EEC has worked to increase the qualifications of educators by identifying the competencies they should be able to demonstrate and by QRIS standards that require higher staff qualifications to achieve higher program quality ratings. Although the "floor" established by EEC's regulations compares well with the requirements of other states, EEC is beginning to dialogue about whether that regulatory baseline should be raised, what the likely effects might be, and how that might be accomplished. EEC's goal in the state's Early Learning Challenge Grant application is to improve the education, training, and compensation of early childhood educators to promote effective practice with EEC's workforce core competencies, increase retention, and strengthen adult-child interactions, especially among high needs children. To measure the increase in qualifications, EEC has proposed ambitious benchmarks:

B-396

- Increase access to practice-based trainings and support through the six EPS grant regions across the state and state Readiness Centers.
- Increase to 58 (from 26) the number of IHEs aligned with EEC's workforce core competencies, including 100% of public IHEs and 9 private institutions, over the four-year grant period.
- Increase to 1,341 (from 1,017) the number of early childhood educators credentialed by an aligned IHE, an 8% increase in each year of the grant.
- Increase the number of early childhood educators achieving professional credentials at each level of the higher education system, including:
  - CDA/EEC Certificates to 4,571 (from 4,001);
  - Associate degrees to 2,320 (from 1,020)
  - Bachelor's degrees to 1,357 (from 557)
  - Post graduate degrees to 303 (from 103)

Three Year Strategic Direction:

Create and implement an external and internal communications strategy that advocates for and conveys the value of early education and care to all stakeholders and the general public (2009)

Provide leadership by: a) implementing an external communication strategy that conveys the value of early education and care to all stakeholders and the general public and b) advocating for the infrastructure to support and achieve our vision (2011 focused strategic direction).

Communication Indicators of Success:

- ***Communication Indicator 1: The public understands and values the purpose of EEC. This indicator was further defined in 2011 to include: continuous improvement of public understanding of the Department's work, with a special focus on public officials; and inspiring and leading recognition that it will take a whole community effort to close the proficiency/achievement gap.***
- ***Communication Indicator 2: Families of all languages understand the services and resources offered by EEC.***
- ***Communication Indicator 3: All stakeholders in the field and consumers are aware of EEC initiatives, policies and procedures and have access to information to facilitate advocacy.***
- ***Communication Indicator 4: State and local leaders understand how EEC initiatives serve and benefit their communities.***
- ***Communication Indicator 5: EEC is fully aware of and responds to the type, style and nature of the information needed by external stakeholders and consumers.***
- ***Communication Indicator 6: All EEC staff members are knowledgeable of agency initiatives, operations, key staff functions, and the agency's community partners.***
- ***Communication Indicator 7: EEC is known among major press outlets and institutions of higher education as the authoritative resource on early education and care issues in the state and for leading developments in the field.***
- ***Communication Indicator 8: EEC is known as a national education leader, at the forefront of Universal Pre-Kindergarten and unrivaled in the development of quality standards for all early education and care programs.***

This strategic direction supports the creation and implementation of an external and internal communications strategy that advocates for and conveys the value of early education and care to stakeholders, consumers and the general public while positioning EEC as a national education leader. This communications effort will take into account the multiple on-going community-level efforts across the state and will aim to serve as an overarching infrastructure with which local efforts can align and connect.

All communications efforts are listed below, and not segregated by Indicator of Success due to the overlapping nature of the work.

Broadly and strategically communicating with the early education and care field as well as EEC's stakeholders continues to be a priority for the Department, as information exchange is critical to effective systems delivery and improvement. In 2012 EEC had a visible presence at external events, meetings, and program and grant sites across the state. EEC also continued to engage with various partners and constituencies at the EEC Board, Committee and Advisory Council meetings, as well as meetings with providers and trainings for business users. Additionally, EEC partnered with multiple state agencies to strengthen and integrate service delivery for families and children. EEC continued to leverage its relationships with early education partners to disseminate information broadly, by collaborating on briefings and events such as the Brain Building in Progress week, and using external vehicles to share updates/announcements. EEC's own systems have a wide reach, with an email listserv for announcements that contains over 15,000 subscribers.

Accomplished This Year

Communication with State and Local Leaders

The Commissioner and EEC staff held regular meetings across the state to keep stakeholders informed of the work of EEC. On a quarterly basis, Regional Provider and stakeholder meetings are held across the state. EEC met regularly with the Provider Working Team (PWT), which is a collective meeting of early education providers and systems representatives and EEC legal, fiscal and procurement staff to address current issues such as financial assistance policy, access, and other items of timely importance. The PWT membership includes representatives from the Massachusetts Association of Day Care Agencies (MADCA). Commissioner Killins also participated in MADCA Board meetings and their annual membership meeting at the State House. Commissioner Killins also maintained communications with early education campaign leaders including Early Education for All, and United Way of Massachusetts Bay and Merrimack Valley. Additionally, the Child Care Resource and Referral agencies met regularly with EEC staff members to review policy and receive updates.

An EEC staff member has been dedicated to responding to legislative inquires in a timely manner and on a regular basis important agency events and accomplishments are submitted to the Secretariat's Office to be included in information that is shared with the Governor's Office.

Legislative Briefings and Events- 2012 Highlights

(For a full listing of meetings/events see Appendix N: Communications Projects)

2/22: Wheelock legislative informational session on advancing early childhood education in MA (State House) – Commissioner Killins provided a briefing on EEC's accomplishments in FY11 and priorities for FY12.

2/23: Ways and Means budget hearing – Commissioner Killins provided a briefing on EEC's accomplishments in FY11 and priorities for FY12, that included fully implementing QRIS and the Early Childhood Information System (ECIS), evaluating and measuring child growth, and de-coupling access to services from parental work status

3/1: EEC Advisory/Legislative subgroup – EEC conducted a briefing at the state house on the Massachusetts Kindergarten Entry Assessment pilot; Sen. Clark and Chair Peisch attended

4/26: Brain Building in Progress day at the State House – EEC partnered with lead agencies the United Way of Massachusetts Bay and Merrimack Valley, and Early Education for All to host a Brain Building in Progress day at the State House, as part of the Governor's declaration of Brain Building in Progress week in the Commonwealth during the national Week of the Young Child. This event was intended to raise legislative awareness of the importance and value of early education and care among young children and towards the future prosperity of the Commonwealth. Participating legislators and state leaders engaged with children from the Associated Early Education and Care program, by reading and interacting with them in a positive, meaningful way. Attendees included Lt. Governor Tim Murray, Education Secretary Paul Reville, EEC Board Chair JD Chesloff, Senator Katherine Clark, Representative Alice Peisch, Representative Alice Wolf, Representative Paul Brodeur, Representative Elizabeth Poirier, Representative Geraldine Creedon, Representative Geoffrey Diehl, and staff from the offices of Senator DiDominico, Rep. Khan, and Rep. Galvin.

6/7: EEC Advisory Council/ Legislators subgroup meeting -- EEC conducted a briefing at the state house on the Peer Assistance and Coaching project

9-14-2012: Worcester Area Association for the Education of Young Children (WAAEYC) Annual Legislative Breakfast – Commissioner Killins briefed the Worcester area legislative delegation and early education and care providers on the state's Brain Building in Progress communications initiative and why quality matters in early education and care

12/13: EEC Advisory Council legislative subgroup meeting – EEC conducted a briefing at the state house on the FY14 budget and Standards Alignment

EEC Advisory Council
EEC's Advisory Council has continued to meet in its entirety four times a year annually. Expertise groups also 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 met:

a. Agencies with Vendor/Contract Relationship;

b. Legislators;

c. Business/Civic;

d. Higher Education;

e. State Associations; and

f. K-12 Linkages.

Based upon feedback from the committee members, starting in FY 12, Advisory meeting topics were reduced to allow in-depth discussion on one or two key issues. Subcommittee meetings were also combined in groups of two to allow for discussion across groups. All members are invited to attend all subcommittee meetings.

Topics for FY 13 have included: Rate Reform/Cost of Preparation, Alignment of the STEM standards, Aligning Universal Pre-Kindergarten (UPK) with Quality Rating Improvement System (QRIS), Peer Assistance and Coaching (PAC) Project, Child Care Resource & Referral Agencies (CCR&Rs), Race to the Top Early Learning Challenge Grant Initiatives and Strategic Plan Review.

(For full schedule of meetings/topics see Appendix O: Communications Project Details)

Staff Development
EEC staff members continue to be able to attend agency sponsored conferences as requested as a professional learning opportunity, to network with EEC community partners and to keep up-to-date the latest information.

In 2012, EEC staff members attended and helped to facilitate the following trainings on Brazelton Touchpoints, CFCE Post Partum, STEM Summit, Early Literacy Panel Discussion and Resource Fair, Children's Trust Fund's 'View from All Sides' conference, the New Normal School Family Engagement conference and Developmental Needs and Risk Factors of Young Children Experiencing Homelessness.

The Commissioner holds regular all staff conference calls with EEC staff members, staff members are sent routine agency updates through the Commissioner's list serve and routine staff unit meetings are held. EEC staff members are also invited to attend and participate in EEC Board meetings, EEC Board Committee meetings, EEC Advisory Council and agency partnership councils and meetings throughout the year.

Planned for Next Year

***Brain Building in Progress* Public Awareness Campaign**
In 2012, EEC accelerated the work of the Brain Building in Progress through funding from the Race to the Top – Early Learning Challenge, by formally extending our partnership with United Way of Massachusetts Bay and Merrimack Valley to further expand the Brain Building in Progress communications initiative. This acceleration will increase interagency and public understanding of the role of early education and care in Massachusetts and the Readiness System that the Commonwealth is building. United Way will work statewide will advance the *Brain Building in Progress* communications initiative, which aims to raise parents', families', and the public's understanding of the importance of a child's earliest years, the value of early education and care, and the definition of program quality through the Massachusetts Quality Rating and Improvement System (QRIS).

The second phase of this work supports EEC in collaborating with key partners and leveraging collective resources to continue moving the *Brain Building in Progress* communications initiative forward in support of EEC's system building efforts including the QRIS, Educator/Provider Supports, Family and Community Engagement Networks, and the Massachusetts Early Learning and

Development Assessment System including the state's early learning and development standards. EEC's intent to utilize the *Brain Building in Progress* initiative to advance public understanding of high quality early education and care, and to have this effort:

- target multiple audiences for direct consumer education and communication
- include the role of families (and partnerships with families) in the development of children
- align with the EEC strategic plan, the Governor's Readiness Action Agenda report, and the recommendations of the Birth to School Age Task Force
- align with other agency efforts and initiatives, and state government strategies for young children and their families across multiple agencies
- connect to public schools, and local towns and cities

The first wave of the campaign created research-based messaging that explained how young brains are built, the importance of brain building and why investing in it is key to the future prosperity of everyone in Massachusetts. The next phase of messaging builds upon this foundation to create action points that promote and highlight brain building interactions and environments. The execution stage will visually show or demonstrate brain building interactions and environments in a way that reinforces the importance of quality. United Way is in the process of finalizing the key messages and preparing the first set for distribution as collateral material. On December 14th, United Way convened the full Action Planning Team with 93 participants. At the meeting, Commissioner Killins communicated her vision for the second phase of the campaign; United Way outlined the APT tasks, conducted an activity to assess participants' knowledge of Brain Building in Progress, and obtained feedback on the key messages and proposed dissemination. United Way has drafted a BBIP newsletter, which will include the timeline for launching the messages. United Way also hosted a Brain Building Zone at the Lowell Family Fair on December 11th.

Legislative Briefings
Commissioner Killins is committed to working with partners in the Legislature to provide information about early education and care and to work collaboratively toward achieving the Department's mission.

EEC Advisory Council
EEC will continue to meet with the Advisory Council to engage stakeholders in the agency's work.

Public Comment at Monthly Board Meetings
EEC will continue to make 30 minutes available at each monthly EEC Board meeting for public input and has scheduled 3 of the 2013 Board meetings in various locations throughout Massachusetts including higher education institutions and museums.

Three Year Strategic Direction:

Build the internal infrastructure to support achieving the vision (2009).

Establish a comprehensive approach with state agencies, other external stakeholders, and the local community in support of positive growth and development for children and families (2011 focused strategic direction)

Quality Indicators of Success:

- ***Infrastructure Indicator 1: With user input and involvement, EEC has transformed the existing technology infrastructure into a state-of-the-art, unified and comprehensive system.***
- ***Infrastructure Indicator 2: The operational roles of EEC's community partners have been clearly defined, aligned to support the agency's vision and accepted by stakeholders.***
- ***Infrastructure Indicator 3: EEC regions have the staff, resources and stakeholder partnerships required to achieve the breadth of the agency's readiness vision.***
- ***Infrastructure Indicator 4: EEC continues to implement policy initiatives that are backed up by research, developed through stakeholder collaboration, and coordinated with agency operations.***
- ***Infrastructure Indicator 5: All EEC staff, community partners and families have comprehensive information about educators and early education and care programs.***
- ***Infrastructure Indicator 6: EEC staff is diverse, knowledgeable and adequately trained to perform assigned functions and to understand the operations of the agency and its community partners in the field.***
- ***Infrastructure Indicator 7: EEC has developed active relationships with other state agencies, community partners, public schools and other stakeholder organizations to meet its mission.***

EEC's investments in 2012 continued to recognize the critical importance of building an infrastructure to both support the long-term sustainability of investments for children and families, and to be ready and able to accelerate the work as new resources become available. EEC's mission is to provide a seamless system of high-quality early education and care and strengthen families' ability to support children's learning and development, that ultimately leads to their positive outcomes and a prosperous future for the Commonwealth. To do this, EEC must have the systems in place that includes data tracking and sharing, building staff capacity, and community partnerships.

Infrastructure Indicator 1: With user input and involvement, EEC has transformed the existing technology infrastructure into a state-of-the-art, unified and comprehensive system.

Accomplished This Year

Implementing the Early Childhood Information System (ECIS)

The design and vision of creating the ECIS is to provide the data necessary to plan for, supply, and evaluate necessary supports and services for young children and their families across the Commonwealth. The Massachusetts ECIS will include improvements in the department's child, program, and workforce data, as well as ensure solid linkages with K-12, higher education, and other state and local agencies serving young children. Below is the table of ECIS child-level reports available on the EEC intranet at http://eec-sps-prd-001/general-reports/rttt-reports/SitePages/Home.aspx:

Report Title	Description	Timeframe	Limitations
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	Report provides a count of all children from 2006 onwards by their secondary language and depicts the trend over time. *Note: The data on second language is not considered reliable given data quality issues.*	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 Regions for prior 12 months	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 in terms of language.

Data Visualizations – Web-based Analysis and Visual Environment (WEAVE)
The Department of Early Education and Care recently launched its data visualization project on the EEC website. The data visualizations are a culmination of our shared effort over the past 6 months across projects to support child and family outcomes, including the Early Childhood Information System and the State Advisory Council on Early Education and Care. The data visualizations demonstrate key Massachusetts demographics including the location of licensed early education and care, public PreK and Head Start programs across the state, the most at-risk communities in terms of child and maternal health, the location of children that attend early education and care programs through EEC subsidies, and the locations of other informal supports such as museums/libraries, zoos, and parks across the state. The images were created using the Web-based Analysis and Visualization Environment (**WEAVE**) open source software. EEC developed a test site which displays a number of interactive visualizations using WEAVE and the WEAVE software was uploaded to EEC's Web server to get the full interactive visualizations functioning in January 2013.

The visualizations show snapshot in time data; The maps not only serve as resources for parents, families, programs, legislators, policymakers and the general public on information about communities and the availability of services, but they will also help inform the Department on funding and strategic investment decisions. To access the data visualization website click here: http://www.eec.state.ma.us/Datavisualization/Firstpage.aspx or you can go to the Department of Early Education and Care's front page on the website and click Data Visualization under Key Resources**.**

Longitudinal Data Systems Grant
EEC is involved in four project charters that comprise the Longitudinal Data System, a grant that was received by the Department of Elementary and Secondary Education, the Early Warning Indicator Charter, the P-20 Data Charter, the Early Identification of Educators and the Data Quality Charter.

The focus of the Early Warning Indicator Project was to identify children who were at risk of failing off track through a number of researched risk factors that included parent income, attendance at programs, and parent's level of education to determine what educational supports were needed so these children would be successful in school and proficient in reading and mathematics by grade 3.

As EEC created the model of risk indicator, it was discovered that due to the EEC data limitations which include the sample size of children that EEC could provide to test the model, it was determined that the data would be statistically skewed in the model.

At the time of this project, EEC collected data on approximately 5% of all children in the population. These children represent those who are identified in the EEC billing system as receiving subsidized care and therefore are known as possibly having at least 1 of the risk factors, parent income. To understand if the model is accurate, a larger percentage of the child population ages 0-5 were needed to test the model.

The focus of the Data Quality Charter was to audit the quality of data entered into EEC applications and to develop training curriculum that was customized for EEC to improve the data quality. Beginning in January of 2012, EEC initiated its data quality campaign. A pilot monitoring tools was developed that included Core Data Elements used by the Common Educational Data Standards. Thirteen data audits were conducted using this tool that monitored what source documents programs are using to enter their data on children and how complete the data entry was as it compared to information that is pulled from EEC's ECCMIS and CCMIS. The main goal of the data audits were to determine if the providers' data practices ensure quality data entered into EEC financial system.

This information was also used to inform the development of the Data Quality Curriculum Course, which is in three modules; Establishing a Culture of Data Quality, Improving Data Quality, and Collecting and Managing Quality Data. This curriculum was designed to educate providers on the importance of quality data and their part in assuring quality data in EEC applications. The providers who participated in the initial pilot audits were invited to participate in the data quality curriculum course and provide their feedback to make final adjustments to the curriculum.

During the late summer and early fall of 2012, EEC visited an additional 22 providers, including all the CCRR and large Family Child Care Systems, to conduct a data quality auditing visit using the established monitoring tool developed earlier in the year. From 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 Statewide Unique Identifier assignment (SASID) and ensure that child level data that will be used within our Early Childhood Information System is accurate.

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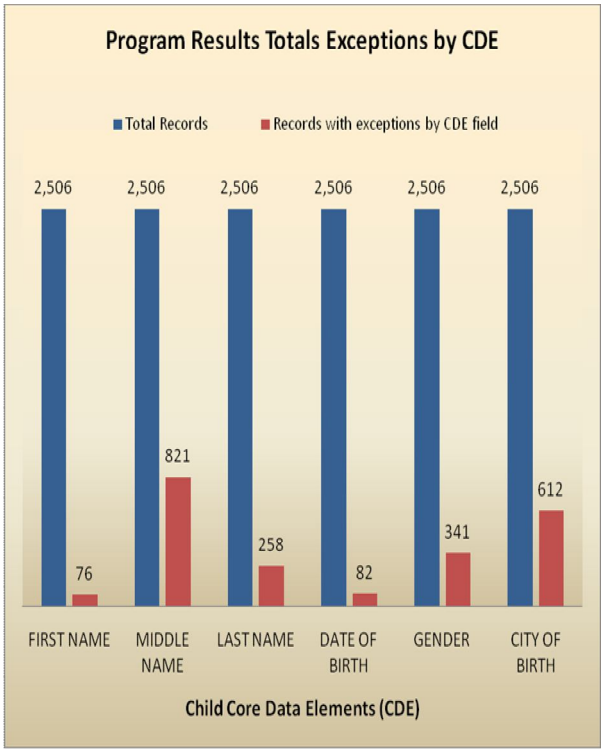
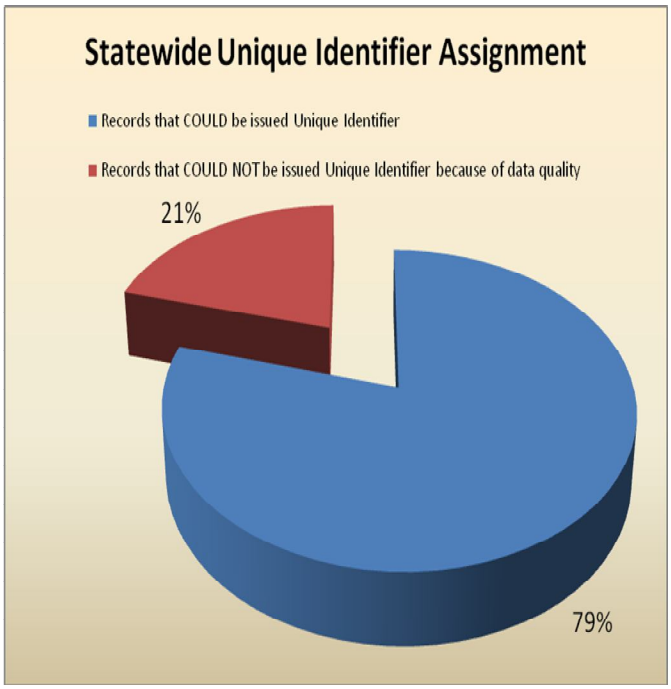
Of the 2573 record selected , 2506 records were reviewed when the programs were visited. The most common error in data was the middle name on the children's record that had been entered into EEC's finiancial billing systems (CCMIS or eCCMIS).

In conclusion, 79% of the 2506 records reviewed at the program level could be assigned a unique idenitifier or SASID for the child.





Planned for Next Year

Data Visualizations -WEAVE
EEC is moving forward and coordinating with UMass Lowell to ensure all web images are adaptable and ADA compliant and data secure and to make them customizable before June 30, 2013.

Infrastructure Indicator 2: The operational roles of EEC's community partners have been clearly defined, aligned to support the agency's vision and accepted by stakeholders.

Accomplished This Year

Stakeholder Involvement
Many stakeholders are involved with the work of EEC and the Massachusetts Early Learning Plan. In addition to the EEC Board (also known as the State Advisory Council/SAC), the EEC Advisory Council, is another vehicle for stakeholders to be involved. The EEC Advisory Council includes members which represent a reasonable geographic balance and reflect the diversity of the Commonwealth in race, ethnicity, gender and sexual orientation. All members have a special expertise or interest in high quality early childhood education and care and represent a mix of representatives of the early childhood community, the civic, labor, and business communities, academics, parents, teachers, social service providers, and health care providers. The Advisory Council reviews and offers comments on any rules or regulations before promulgation by the EEC Board, and may, from time to time, make recommendations to the Board that it considers appropriate for changes and improvements in early education and care programs and services. The Advisory Council meets four times a year. Three expertise groups, Business/Civic and Contract Relationship, K-12 and Higher Education, and State Associations and Legislators, also meet between each full Advisory meeting.

In order to benefit from the expertise that exists in our field and to promote investment in this work, EEC has required that each Massachusetts Early Learning Plan initiative be guided by an advisory from early education and related professions. The Massachusetts Early Learning Plan Advisory Committees Include:

- Research to Validate Core Competencies – Advisory Committee is statewide and consists of reps from higher ed, researchers, educators, directors, parent, and foundations
- Higher Education for English Language Learners - Large advisory from higher education defines broad direction; small executive group addresses implementation decisions
- Post Masters Certificate – Large advisory from higher education defines broad direction; small executive group addresses implementation decisions
- Peer Assistance and Coaching – Advisory panel established to provide input on the formative and summative evaluation process of the model, and selection process for consultant teachers and mentees.
- Communications Strategy and Messaging – Study Circles from the initial Communications project attended a brainstorming session on expanding the work and can apply to participate on the ELC Advisory Committee; invitations also extended to EEC's listserv.
- Using Media-Based Resources for Early Learning in ELA and STEM – Small group of content experts in various areas and age groups. Larger group of educators and parents who will review the draft products.

Infrastructure Indicator 3: EEC regions have the staff, resources and stakeholder partnerships required to achieve the breadth of the agency's readiness vision.
This indicator was further defined in 2011 to include attracting resources (either in-kind or funds), to support achieving the vision and work.

Accomplished This Year

Implementation of the *From Birth to School Readiness: Massachusetts Early Learning Plan*
The Race to the Top – Early Learning Challenge grant has allowed Massachusetts to continue strengthening our current system of early education and care and allow many initiatives to go to scale. The work associated with the RTT-ELC is woven into the body of this Report, as it reflects strengthening and advancements of the current work in progress. Specific projects will be carried out by both public and private sector partners and will result in full implementation of the Massachusetts Early Learning Plan. The projects are either direct community investments or are statewide infrastructure investments with secondary gains for communities. Projects can be categorized within the following categories:

- Tiered Quality, Rating, and Improvement System (QRIS): Universal Participation and Quality Improvement
- Measuring Growth through the Massachusetts Early Learning and Development Assessment System (MELD) from Birth to Grade Three
- Universal Engagement of Families and the Public Using Evidence-Based Practice
- Sustaining Program Effects in the Early Elementary Grades
- Standards: Validation and Alignment
- Ensuring Competency through Workforce Knowledge, Skills and Practice-Based Support
- Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment
- Implementing the Early Childhood Information System (ECIS)
- Pre-K to Grade Three Alignment for Educational Success

Engaging the Private Sector Support
Massachusetts has made progress in engaging the 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
- Business Partnership with Early Education
- IBM

WGBH: 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. Good progress has been made in 2012 as the curriculum units, professional development modules and digital hub are nearly complete and will be ready for use in spring 2013. 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: 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. *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. EEC and United Way partnered with representatives from state government, foundations, advocacy organizations, child care programs, and early intervention to develop a common message for engaging communities across the state.

Boston Children's Museum- Museums and Library Project: EEC and the Boston Children's Museum (BCM) is 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: 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.

Business Partnership with Early Education: In fall 2012, EEC attended a roundtable on business partnership investment early education as a foundation for the nation's economic success. Rob Dugger, Advisory Board Co-Chair for Ready Nation, spoke to local business leaders and early education advocates at the meeting. The Economic Development Council of Western Massachusetts, the Chicopee, Holyoke and Springfield Chambers of Commerce and the Regional Employment Board of Hampden County sponsored the event. Dugger gave a national overview on the importance of investments in young children and its impact on building a sustainable national economy. EEC's involvement with the business partnership investment in early education started in 2011 where EEC was part of the landmark 2011 National Business Summit on Early Childhood Investment. The summit drew attendees from 34 states to Boston for in depth discussion on innovative solutions and contributions businesses can make to support high quality early education.

Adult, Child and Family Literacy Partnership with IBM: EEC has entered into a new 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 and 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. Up to twenty Adult Education program sites will receive a $15,000 grant from EEC over three years to equip their programs with adult literacy tools, including IBM Reading Companion software, to assist families that are working to improve their English language and literacy skills. Additionally, through its KidSmart Early Learning Program, IBM is also donating its Young Explorer Computers to 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.

Infrastructure Indicator 4: EEC continues to implement policy initiatives that are backed up by research, developed through stakeholder collaboration, and coordinated with agency operations.

Accomplished This Year

Integrating Research into Practice

EEC continues to remain focused and committed to integrating research into practice with stakeholder collaboration and throughout this annual report, these projects have been described in further detail. Current research studies that have looked at early education and care policies and practices include:

1. QRIS Validation Study- UMDI
2. Maternal, Infant, and Early Childhood Home Visiting (MIECHV)Evaluation
3. Literacy/Social-Emotional/Numeracy
4. Common Metric Study
5. Professional Development System Study
6. Massachusetts Alignment Study- Teacher's College at Columbia University
7. English Language Development Standards- WIDA- Univ. of Wisconsin

Planned for Next Year

QRIS Validation Study
Beginning in the fall of 2013 and continuing until Fall 2015, based on refinements to the instruments, sampling and protocols from the Pilot Study, EEC will initiate a full-scale data collection of a representative sample of providers, rooms/classrooms, and children/parents to address all research questions. This process will begin in July 2013 with the refinement of study measures and protocols and the finalizing of the QRIS Program Manager (QPM) database that will be used for sample selection.

The "at scale" data collection sample will occur in 3 stages. The stages include selecting providers out of an eligible list of providers participating in QRIS, selection of classrooms within the chosen providers, and selection of specific children within those classrooms. Measurements include interview as well as self administered surveys and externally conducted surveys and assessments on the program as well as on a sample of children.

Common Metric
Depending on the results of Phase 1 of the Common Metric project, Phase 2 would entail developing a common set of items with a common metric that could be employed in a longitudinal study of children's development across time. The specific plan for this phase will be determined by the results of Phase 1 which is currently being conducted.

Literacy/Numeracy/Social Emotional and Digital Strategies
American Institute for Research will be conducting the analysis of the data collection in the Spring of 2013. Preliminary research finding for each of the 4 studies (literacy, numeracy, social emotional and digital strategies) will be submitted to EEC in August 2013. Final reports will be submitted in November 2013 for the social emotional and digital strategies projects. For the literacy and numeracy projects, wave 2 of data collection will occur in winter and spring 2014 with data analysis being conducted in June and July 2014. Final reports for these projects are due in September 2014.

Infrastructure Indicator 5: All EEC staff, community partners and families have comprehensive information about educators and early education and care programs. See Quality Indicator 4: Parents understand and use information about quality to make informed decisions about early education and care programs. ? See also Communications section

Infrastructure Indicator 6: EEC staff is diverse, knowledgeable and adequately trained to perform assigned functions and to understand the operations of the agency and its community partners in the field.

Accomplished This Year

Staff Professional Development Opportunities
EEC staff members continue to be able to attend agency sponsored conferences as requested as a professional learning opportunity, to network with EEC community partners and to keep up-to-date with the latest information. In addition, other professional development opportunities to attend local, statewide or national conferences are intentionally distributed to EEC staff. Several of the 2012 conferences that EEC staff has attended included: Strengthening Families National Summit, Office of Head Start, BUILD, Zero to Three**,** Council of Chief State School Officers (CCSSO) , and Race-to-the-Top/Early Learning Challenge Grant Annual Conference.

Planned for Next Year

Staff Professional Development Opportunities
EEC will continue to diversify the staff attending and presenting at professional conferences and trainings throughout the state, regional and national conferences.

Infrastructure Indicator 7: EEC has developed active relationships with other state agencies, community partners, public schools and other stakeholder organizations to meet its mission.

This indicator was further defined in 2011 to include:
Creating a clear/specific alignment of the work of the Departments Early Education and Care, Elementary and Secondary Education and Higher Education to improve the preparation of the EEC workforce;
Continuing to develop legislative relationships at the state and federal levels;
Developing an inter-agency agenda and an implementation plan for that agenda which supports positive development for each child;
Implementing ECIS and Unique Child Identifier.

Accomplished This Year

State Agency Partnerships

The **Department of Early Education and Care (EEC)** is working with its state agency partners and in the private sector to implement the state's six high quality plans for: Early Learning and Development Standards, Comprehensive Assessment Systems, Family and Community Engagement, Workforce Development, Kindergarten Entry Assessment, and Early Learning Data Systems.

Executive Office of Education (EOE) is supporting, implementing and/or developing: the Massachusetts Early Learning Guidelines for Infant and Toddler and the Massachusetts Curriculum Frameworks (Pre-K Common Core); Massachusetts licensing regulations; the state's Tiered QRIS; workforce development strategies; the Early Childhood Education Transfer Compact; data sharing through the Early Childhood Information System and the Statewide Longitudinal Data System; and screening and formative assessment tools, including the development of a comprehensive kindergarten entry assessment system.

The **Department of Higher Education (DHE)** is working with EEC on professional development, including the Educator Provider Support (EPS) grantees bolstering the Early Childhood Education Scholarships; fine-tuning the Early Educator Transfer Compact; and coordinating the role of IHEs as managers of the Readiness Centers. EEC transferred $40,000 to DHE to enable the agency to hire a half-time manager for FY 12 with lead responsibilities in these areas.

The **Department of Elementary and Secondary Education (ESE)** is working with EEC on aligning and implementing all pre-K activities, curriculum, standards, assessments and professional development activities with the K-12 system. The two agencies will also continue to collaborate on key activities that include programs for children with special needs; growing the Wrap-Around Zones; setting up a joint data collection system; collaborating on Head Start and public school pre-K programs, and serving children receiving funds through Title I, IDEA, and state-funded pre-school programs.

The **Head Start State Collaboration Office (HSSCO)** is working to encourage full participation by individual Head Start programs in the state's high-quality plans, including: shared training across CCDBG and Head Start; linking infant and toddler and preschool standards to practice; conducting screenings and formative assessments on enrolled children; engaging parents and the larger early education and care community, including joint enrollment in childcare and head start when possible; supporting workforce development opportunities for employed educators; reporting data into the ECIS; and strengthening existing partnerships with public schools.

The **Children's Trust Fund (CTF)** is collaborating with EEC in four main areas: 1) using resources from CTF's recent Maternal, Infant, and Early Childhood Home Visiting (MIECHV) grant to advance the Reform Plan. The grant supports expansion of the CTF Healthy Families home-visiting program to all 17 of the state's high need communities; 2) continuing to work with DPH and EEC to embed key components of its Strengthening Families self-assessment model in the operation of state services; 3) joint professional development between CTF and EEC; 4) local-level coordination between family support programming offered by CTF and EEC; and 5) data sharing with the ECIS.

The **Office of Refugees and Immigrants (ORI)** hired staff to work at ORI on the local and state-wide levels to: increase awareness in the early childhood education community of the needs of immigrant and refugee families and increase awareness of immigrant and refugee families of the early childhood education options available to them (by training CFCE grantees, child care resource and referral agencies, staff of the state's MASS 211, and early education and ORI provider agencies on how best to communicate this information to the families).

Department of Mental Health (DMH) is working with EEC on the Statewide Community Crisis Intervention Project (which helps families in the aftermath of crises) and on the Massachusetts Child Psychiatry Access Project–teams of regional mental health consultants who work with primary care physicians and others to improve children's access to treatment for mental health disorders. DMH will also establish linkages between EEC's CFCE grantees and DMH's Parent Support Groups for parents of children with mental illness; and through the Children's Behavioral Health Initiative, DMH will train EEC providers on programs available for the MassHealth (Medicaid) population, such as eligibility for a mental health screening at an annual well-child visit.

Department of Transitional Assistance (DTA) is working with EEC to help families move toward financial independence by continuing to determine eligibility for state supported voucher child care and referrals to early education programs; providing training to DTA employees and program participants on the use of screening tools ASQ and ASQ-SE; committing to sharing data through the ECIS; and coordinating with the DPH and other agencies to refer children who are involved with DTA to additional supports if the child does not meet the eligibility criteria for Early Intervention services.

Help Me Grow: The University of Connecticut Health Center has awarded a grant to EEC to replicate the Help Me Grow model in Massachusetts. Help Me Grow is a prevention program designed to identify children at risk for developmental or behavioral problems and to connect these children to existing community resources. Families, health care providers and other community based providers can call an informational phone line to receive assistance with any concerns about a child's development or behavior.

In 2012, EEC partnered with the Department of Public Health (DPH) and the United Way of Massachusetts Bay and Merrimack Valley. EEC worked to define their Help Me Grow system model as a "universal referral system that works to supports parents understanding of their child's growth and development and assists with connecting children identified at-risk of a developmental delay with community based services." The four (4) key components of the Massachusetts Help Me Grow model are 1)Parent Outreach and Child Growth and Development Education, 2) Child Health Care Provider and Community Outreach, 3) Statewide Telephone Access Point, and 4) System Data Collection. EEC, DPH and United Way have collaborated to form a working group that continues to evaluate the project's progress, and to inform their continuous quality improvement plan and best practices to support families and the Commonwealth's youngest children.

Fireman Foundation: EEC, and staff from the Department of Transitional Assistance and the Department of Housing and Community Development (DHCD), are working with the Fireman Foundation on their Secure Jobs Fund (SJF) initiative. SJF supports three grantees across the state to help recently-homeless families participating in DHCD's HomeBASE program move towards self-sufficiency through employment and child care supports. EEC is supporting the SJF grantees to help participating families connect with their local Coordinated Family and Community Engagement network for developmental child screenings, in order to help parents acquire and act on information about their child's development, and to facilitate measurement of the impact of program participation on child well-being. This initiative supports EEC's efforts to provide a child focus lens on state agency services for families and to broaden the focus of early education beyond workforce support to promoting overall child development needs for long-term outcome success.

APPENDICES

Appendix A: Legislative Reporting Requirements

Annual Legislative Report Language:

- (g) The board shall submit an annual report to the secretary of education, the secretary of administration and finance, and the clerks of the House of Representatives and senate, who shall forward the same to the joint committee on education, describing its progress in achieving the goals and implementing the programs authorized in this chapter. The report shall evaluate the progress made toward universal early education and care for preschool-aged children and toward reducing expulsion rates through developmentally appropriate prevention and intervention services.
- The department shall include an annual report on behavioral health indicators that includes estimates of the annual rates of preschool suspensions and expulsions, the types and prevalence of behavioral health needs of children served by the department, the racial and ethnic background of the children with identified behavioral health needs, the existing capacity to provide behavioral health services, and an analysis of the best intervention and prevention practices, including strategies to improve the delivery of comprehensive services and to improve collaboration between and among early education and care and human services providers. The report and any recommendations for legislative or regulatory changes shall be submitted by February 15th to the secretary of health and human services, the secretary of administration and finance, the children's behavioral health advisory council, the child advocate, and the general court by filing it with the house committee on ways and means, the senate committee on ways and means, the joint committee on education, the joint committee on mental health and substance abuse, the joint committee on children, families and persons with disabilities, the clerk of the house and the clerk of the senate.

G.L.c. 15D, Sec. 10:

- The board shall include in its annual report rules and regulations promulgated by the board relative to the use of civil fines and sanctions, the types of sanctions, and the amount of those fines.

G.L.c. 15D, Sec. 13(d):

- The department of early education and care, with the approval of the board and in consultation with the state advisory committee on early education and care established in section 3A, shall study and present any additional recommendations on the programmatic, financing, and phase-in options for the development and universal implementation of the Massachusetts universal pre-kindergarten program. This study shall include an estimate of the need for full-day, full-year care that meets the needs of parents who work full-time and shall include the number of pre-school aged children in the commonwealth who may be at risk due to family poverty, TAFDC status, special needs, or other risk factors.
- The department shall include its findings and recommendations, and any updates of its findings, in the annual report required under section 3.

Effective: November 18, 2008
Massachusetts General Laws Annotated Currentness
Part I. Administration of the Government (Ch. 1-182)
Title II. Executive and Administrative Officers of the Commonwealth (Ch. 6-28A)
Chapter 15D. Department of Early Education and Care (Refs & Annos)
Workforce System Update Legislative Report Language:

§ 5. Workforce development system; implementation plan
The board shall develop and annually update an implementation plan for a workforce development system designed to support the education, training and compensation of the early education and care workforce, including all center, FCC, infant, toddler, preschool and school-age providers. The board shall solicit input from organizations and agencies that represent a diverse spectrum of expertise, knowledge and understanding of broader workforce development issues and of the professional development needs of the early childhood and care workforce. In order to inform the plan, the board shall conduct:
(1) an inventory and assessment of the current resources and strategies available for workforce and professional development in the commonwealth, including but not limited to Head Start trainings, community-based trainings, higher education programs, child care resource and referral agency trainings, state and federally funded workforce development trainings/programs, public school system trainings/credentialing, and other trainings that address the

needs of those who work with children and make recommendations for coordinating the use of those existing resources and strategies;
(2) analyses using current data on the status of the early education and care workforce, including work experience, certifications, education, training opportunities, salaries, benefits and workplace standards; and
(3) an assessment of the workforce capacity necessary to meet the state's early education and care needs in the future.

In the development of the plan, the board shall consider:
(1) core competencies, a common and shared body of knowledge, for all those working in the early education and care fields;
(2) streamlined and coordinated state certification, credentialing, and licensing within the early education and care fields including teacher and provider certification and licensing, the child development associate, public school teacher certification, and other program standards as appropriate for director, teacher and provider credentialing requirements;
(3) a mandatory and regularly updated professional development and qualification registry;
(4) agreements among IHEs for an articulated system of education, training, and professional development in early education and care;
(5) approval of early education and care training programs and academic coursework, incentives for associates and bachelors programs to meet best practices and to modify curricula to reflect current child development research, and certification of trainers and teachers;
(6) coordination of existing workforce resources among public agencies, including establishing regional workforce support resources in coordination with child care resource and referral agencies;
(7) a range of professional development and educational opportunities that provide appropriate coursework and degree pathways for FCC as well as center-based providers at all levels of the career ladder that are available in locations, days, and times that are accessible;
(8) credit for prior learning experiences, development of equivalencies to 2 and 4 year degrees, and the inclusion of strategies for multiple pathways for entry into the field of early education and care;
(9) recruitment and retention of individuals into the early education and care workforce who reflect the ethnic, racial, linguistic, and cultural diversity of Massachusetts families based on the current census data;
(10) incentives and supports for early education and care professionals to seek additional training and education, such as scholarships, stipends, loan forgiveness connected to a term of service in the field, career counseling and mentoring, release time and substitutes;
(11) guidelines for a career ladder or career lattice representing salaries and benefits that suitably compensate professionals for increases in educational attainment and with incentives for advancement, including a salary enhancement program;
(12) public and private resources to support the workforce development system;
(13) a data collection and evaluation system to determine whether the workforce and professional development activities established pursuant to this chapter are achieving recruitment, retention and quality of the workforce goals;
(14) ways to recognize and honor advancement in educational attainment among early educational and care professionals;
(15) professional development opportunities that are provided in languages other than English, and incorporation of these opportunities into any broader, articulated system that is developed; and
(16) alignment of the core competencies, course offerings and other professional development opportunities, where appropriate, with the program quality standards established under section 11.
(17) training to identify and address infant toddler and early childhood behavioral health needs.

CREDIT(S)
Added by St.2004, c. 205, § 1, eff. Mar. 1, 2005. Amended by St.2008, c. 215, § 35, eff. July 31, 2008; St.2008, c. 321, § 5, eff. Nov. 18, 2008.
HISTORICAL AND STATUTORY NOTES
2009 Electronic Update; 2004 Legislation; St.2004, c. 205, § 1, an emergency act, was approved July 23, 2004, and by § 2 made effective Mar. 1, 2005.; 2008 Legislation; St.2008, c. 215, § 35, an emergency act, approved July 31, 2008, effective July 31, 2008, in the second paragraph, in cl. (13), deleted “and” from the end; in cl. (14), substituted “advancement” for “advancements” and added “; and” to the end; and added cls. (15) and (16).
St.2008, c. 321, § 5, approved Aug. 20, 2008, effective Nov. 18, 2008, added cl. (17).
(c) 2009 Thomson Reuters.

Link to last year’s report: http://www.mass.gov/edu/docs/eec/fy12-legis-rpt/fy12-legis-rpt.pdf

Appendix B: EEC Board Members

EEC's Board members are as follows:

Jondavid "J.D." Chesloff, Chairperson
Executive Director, Massachusetts Business Roundtable
Appointed as business representative with demonstrated commitment in education

Matthew Malone, Ph.D.
Secretary, Executive Office of Education

Chi-Cheng Huang, M.D., Vice Chairperson
Lahey Medical Center
Appointed as a parent of a child receiving early education and care services

John Polanowicz (Designee: Marilyn Anderson Chase)
Secretary, Executive Office of Health and Human Services

Elizabeth Childs, M.D., M.P.A.
Appointed as psychologist recognized for research in field of educational psychology

Joni Block
Grant Specialist, Brockton Public Schools
Appointed as an early education and care teacher

Sharon Scott-Chandler, Esq.
Executive Vice President, Action for Boston Community Development
Appointed as early education and care provider with management & administrative experience

Mary Walachy
Executive Director of the Irene E. & George A. Davis Foundation; At-large Representative

Joan Wasser Gish, Esq.
Principal at Policy Progress; At-large Representative

Eleonora Villegas-Reimers, Ph.D.
Chair of Elementary Education Department and Associate Professor at Wheelock College
Appointed as an expert in evaluation & assessment of pre-schools

Cheryl A. Stanley, Ed.D
Dean of Education, Westfield State University; At-large Representative

In July 2012, Mary Walachy filled the At-Large Representative seat vacated by Sharon Scott-Chandler. Ms. Scott-Chandler replaced Mary Pat Mesmer as the Early Education and Care Provider with Management and Administrative Experience.

In December 2012, Joni Block replaced Carol Craig O'Brien as the Early Education and Care Teacher.

In January 2013, Dr. Matthew Malone replaced Paul Reville as the Secretary of Education.

In January 2013, John Polanowicz replaced JudyAnn Bigby, M.D. as the Secretary of Health and Human Services.

Appendix C: Summary of Race to the Top- Early Learning Challenge (RTT-ELC) Grant

Appendix C: Summary of RTT-ELC Grant

Project	Program	Total Amount Budgeted	Total Amount Spent	Total Amount Encumbered	Amount Committed	Remaining Uncommitted Balance
1	Systems Infrastructure	4,301,489	$ 406,326.33	$ 26,171	$ 432,498	$ 3,868,991
2	Tiered Quality, Rating, and Improvement System (QRIS): Universal participation and Quality Improvement	$ 11,963,290	$ 781,201.21	$ 8,789,991	$ 9,571,193	$ 2,392,098
3	Measuring Growth Through the Massachusetts Early Learning and Development Assessment System (MELD) from Birth to Grade Three	5,018,072	$ 576,165.90	$ 586,513.62	$ 1,162,680	$ 3,855,392
4	Family Engagement Evidence Based Practice	$ 2,819,851	$ 42,260.96	$ 825,350	$ 867,611	$ 1,952,240
5	Sustaining Program Effects in the Early Elementary Grades	6,775,000	$ 73,878.81	$ 1,691,462	$ 1,765,341	$ 5,009,659
6	Standards: Validation and Alignment	$ 3,005,288	$ 442,730.42	$ 257,870	$ 700,601	$ 2,304,687
7	Interagency Partnerships	5,453,702	$ 130,949.79	$ 254,245	$ 385,195	$ 5,068,507
8	Ensuring Competency through Workforce Knowledge, Skills, and Practice-Based Support	$ 6,124,222	$ 256,573.15	$ 2,447,286.85	$ 2,703,860	$ 3,420,362
9	Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment	724,996	$ 157,659.41	$ 63,314	$ 220,973	$ 504,022
10	Implementing the Early Childhood Information System	$ 1,213,783	$ 5,647.36	$ 222,020	$ 227,668	$ 986,116
11	Pre-K to Grade Three Alignment for Educational Success: Communications	500,000	$ -	$ 375,000	$ 375,000	$ 125,000
12	Pre-K to Grade Three Alignment for Educational Success: Content Based Media Partnership	$ 2,100,306	$ -	$ 2,100,306	$ 2,100,306	$ 0
		$ 50,000,000	**$ 2,873,393**	**$ 17,639,531**	**$ 20,512,925**	**$ 29,487,075**

Appendix D: EEC Budget: FY2013 Appropriation

EEC Budget :FY 2013 Appropriation

Line Item	Descriptor	FY13 Total Available*
3000-1000	Administration	$ 12,112,954
3000-2000	Access Management	$ 5,933,862
3000-3050	Supportive	$ 77,330,875
3000-4050	TANF Related Child Care	$ 125,495,740
3000-4060	Income Eligible Child Care	$ 231,870,452
3000-5000	Grants to Head Start	$ 8,000,000
3000-5075	Universal Pre-Kindergarten	$ 7,432,383
3000-6075	Early Childhood Mental Health Consultation Services	$ 750,000
3000-7050	Services for Infant and Parents/Quality	$ 18,164,890
3000-7070	Reach Out and Read	$ 750,000

***Post 9C reductions**

Appendix E: Licensing Activity 2012

New Licensing Enforcement Actions	# in 2009	# in 2010	# in 2011	1/12 – 3/12	4/12 – 6/12	7/12 – 9/12	10/12	11/12	12/12
Sanctions	7	6	10	1	0	3	0	0	1
Acknowledgment of Vol. Surrender	2	3	1	0	4	2	2	2	3
Revocation (license and TQ)	10	5	9	1	1	12	1	0	2
Cease and Desist	9	8	12	0	3	0	2	3	1
C&D w/ Civ. Injunc.	0	1	2	0	0	0	0	0	0
C&D w/ Crim. Pen.	0	0	0	0	0	0	0	0	0
Refusal to Renew/Issue	4	1	5	0	0	0	1	1	1
Emergency Suspension	6	3	7	0	0	7	1	0	0
Legal Agreement	1	2	3	0	2	0	0	1	1
Legal Consult	1	2	1	0	0	0	1	1	0
Appeal of CORI/DCF denial	3	1	2	0	0	0	0	0	0
Enforcement Mtg.	2	0	1	0	0	1	1	1	0
Fine	1	0	1	0	0	0	1	0	0
Correction Order	0	0	2	0	0	0	0	0	0
TOTAL:	**46**	**32**	**56**	**2**	**10**	**25**	**10**	**9**	**9**

**NOTE: Many licensing legal referrals require multiple actions (i.e. emergency suspension/revocation, sanctions and fine, etc.)*

Commissioner's Monthly Report for Field Operations

	August FY 2013	September FY 2013	October FY 2013	November FY 2013	December FY 2013	January FY 2013
Total Number of Programs	**10,953**	**10,902**	**10,895**	**10,837**	**10,799**	**10,759**
Central MA	2,042	2,027	2,034	2,019	2,015	2,009
Metro Boston	2,371	2,370	2,366	2,366	2,367	2,367
Northeast MA	2,885	2,866	2,853	2,829	2,815	2,806
Southeast and Cape MA	1,838	1,827	1,829	1,811	1,806	1,796
Western MA	1,817	2,370	1,813	1,812	1,796	1,781
Total Licensed Capacity	**235,611**	**235,662**	**235,741**	**235,319**	**234,959**	**234,523**
Family Child Care	55,854	55,627	55,650	55,374	55,261	55,106
Small Group and School Age	175	191	217	250	240	239
Large Group and School Age	172,396	172,738	172,828	172,697	172,474	172,186
Residential and Placement Child Care	7,186	7,106	7,046	6,998	6,984	6,992
Total Licenses Issued	**436**	**355**	**393**	**363**	**353**	**311**
New	80	60	74	48	38	40
Renewal	300	257	272	284	280	241
Reopen	15	8	272	284	10	9
Moves	41	30	32	22	25	21
Close Programs	**122**	**127**	**99**	**117**	**98**	**102**
New Applications Received	**128**	**97**	**84**	**59**	**52**	**57**
Complaints						
Total # of open complaints on the 1st day of the month	392	433	390	403	380	370
Number of new complaints received during the month	266	213	247	195	170	206
Number of open complaints on the 1st day of the month with interim report done	25	22	30	30	43	46
Number of closed complaints during the month	225	256	234	217	172	239
Total Number of Visits	**465**	**400**	**433**	**340**	**283**	**367**
Central MA	71	69	81	70	68	74
Metro Boston	97	69	97	65	62	74
Northeast MA	150	145	143	116	83	118
Southeast and Cape MA	66	69	57	43	38	68
Western MA	81	48	55	46	32	33

Appendix F: Mental Health Consultation Services Grant Information

Mid-year Data Comparison:
(July to December)
FY2012 Mental Health Consultation Grant & FY2013 Mental Health Interim Grant

A. Contextual Information			
Fiscal Year	**Grant Funds**	**Number of Grantees**	**Coverage Area**
2012	1,250,001	7[14]	Statewide (regional grantees)
2013	1,250,000	6	Statewide (regional grantees)

B. Children Referred, Receiving Services, and Waiting for Services					
Fiscal Year	**New Children Referred for Services**	**New Children Receiving Services**	**New Children Referred but Not Receiving Services**	**Number of Children Continuing to Receive Services**	**Total Number of Children Served**
2012	448	371	109[15]	854	1,225
2013	573	499	55	734	1,250

C. Classrooms Served, Children Impacted, and Number of Consultation Hours Received			
Fiscal Year	**Number of Classrooms/Homes Receiving Consultation**	**Estimated Number of Children in Classrooms/Homes**	**Number of Consultation Hours Received**
2012	664	8,496	4,669
2013	673	10,694	6,120

D. Children Who Received On-site Consultation: Emotional/Behavioral Issues Identified
From mid-year FY12 to mid-year FY13 the top five emotional/behavioral issues identified in children receiving on-site consultation is as follows. (January 1, 2012 - December 31, 2012
Aggression (biting, hitting, etc.--peers and adults)
Peer relations/social skills (difficulty taking turns, sharing, negotiating, social bullying)
Oppositional (defiant, disobedient)
Over activity/Impulsivity (restless, uncontrolled)
Attention (inability to focus, follow directions)

[14] In FY12 Two grantees conducted services in Region 1 during the first two quarters of FY 12.

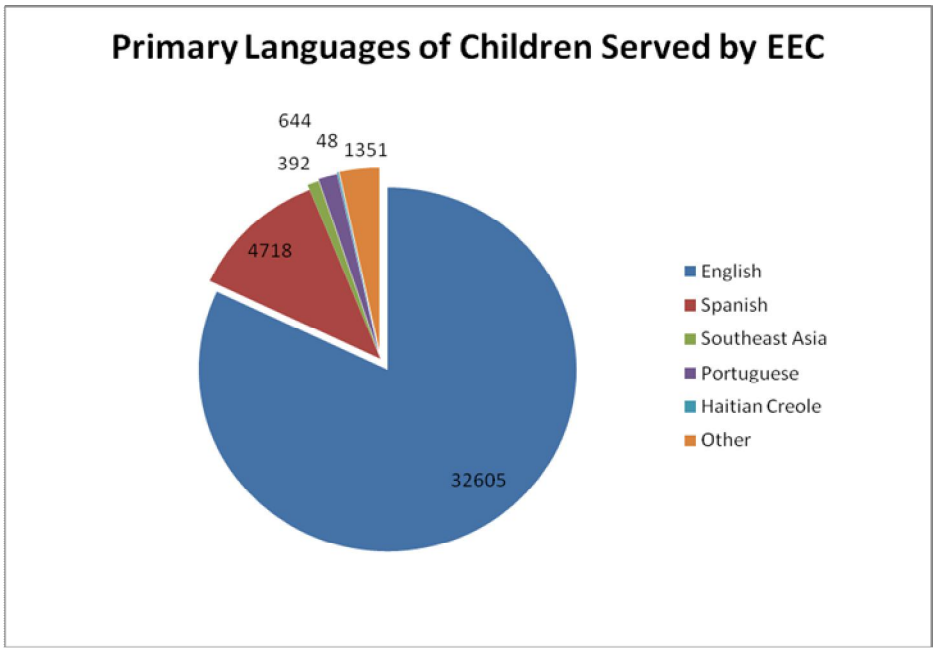
[15] [2] Children referred but not receiving services are children whose services are in process and will be served within two weeks (delay in service may be due to appointment scheduling, paperwork completion, etc.). FY12 grantees are also asked to report children on their agency's waiting list for grant services. Data collected in November and December, 2011 showed 25 children waiting more than two weeks to receive services.

Appendix G: Languages Spoken of Children Receiving EEC Financial Assistance

EEC serves thousands of children whose primary language is not English. Please see the break down below.

(Data as of January 22, 2013)

Language	Number of Children
American Sign Language User	3
Amharic	3
Arabic	55
Armenian	8
Cantonese	15
Chinese	363
Croatian	18
English	**32605**
French	187
German	0
Haitian Creole	48
Italian	2
Japanese	0
Laotian	3
Polish	3
Portuguese	644
Russian	27
Serbian-Cyrillic	0
Slovenian	4
Spanish	**4718**
Tagalog	1
Vietnamese	11
Other non specified	1040
Grand Total	**39758**



Appendix H: Early Childhood Educators (ECE) Scholarship Program Demographics

Early Childhood Educators (ECE) Scholarship Program Demographics

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. EEC approved records include 365 students from Eastern Nazarene College. The degree program at Eastern Nazarene College is currently under investigation with the Department of Higher Education, OSFA has held payments to Eastern Nazarene College during this investigation.

EEC denies educators if their application does not meet the employment qualifications of the program. The ECE Scholarship requires applicants to be working in an EEC licensed or license-exempt program as an educator or a provider.

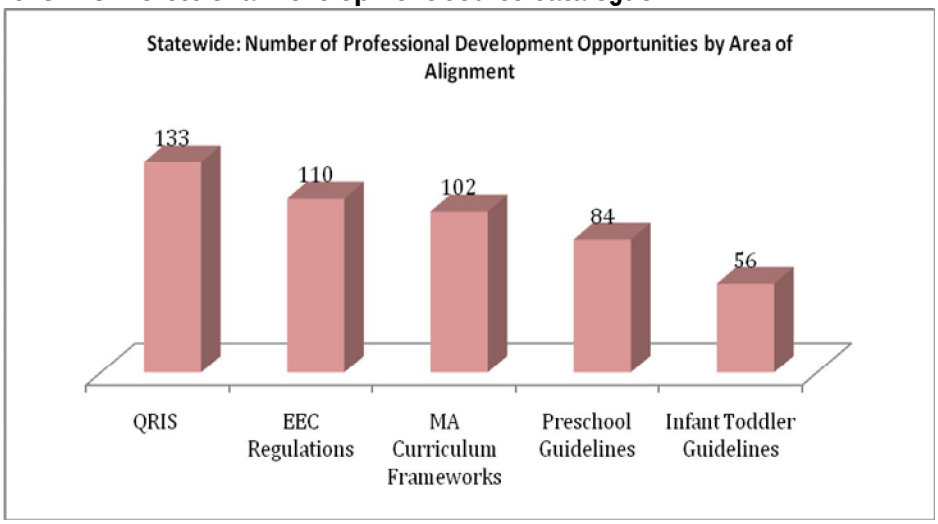
The demand for the ECE Scholarship has grown with each year. In FY2012 EEC utilized $1M from the Race To The Top Early Learning Challenge Grant to support a deficiency in scholarship funds for the Spring and Summer 2012 semesters.

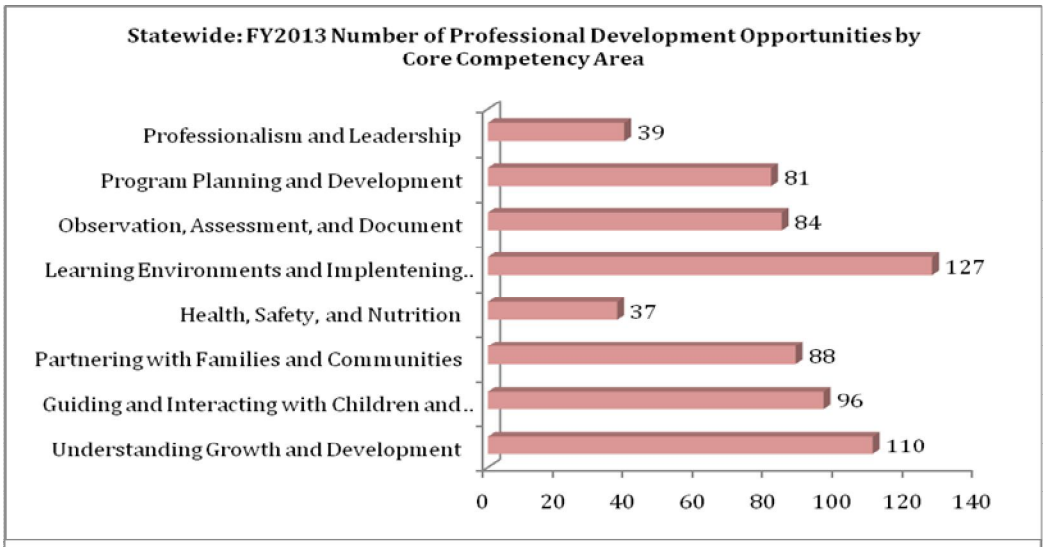
Fiscal Year	Appropriation	ECE Scholarship Applicants	MA IHEs
2013	$3.2M	1,190 applicants approved by EEC	33% attending public institution 63% attending private institution 4% institution not indicated on EEC file
2012	$3.2M	1,004 applicants approved by EEC	59% attending public institution 41% attending private institution
2011	$3.2M	860 applicants approved by EEC	59% attending public institution 41% attending private institution
2010	$3.2M	857 applicants approved by EEC	58% attending public institution 42% attending private institution
2009	$4M	1018 applicants approved by EEC 907 scholarship recipients	57% attending public institution 43% attending private institution
2008	$4M	980 applicants approved by EEC 814 scholarship recipients	54% attending public institution 46% attending private institution
2007	$4M	743 applicants approved by EEC 671 scholarship recipients	55% attending public institution 45% attending private institution
2006	$1M	614 applicants approved by EEC 372 scholarship recipients	59% attending public institution 41% attending private institution

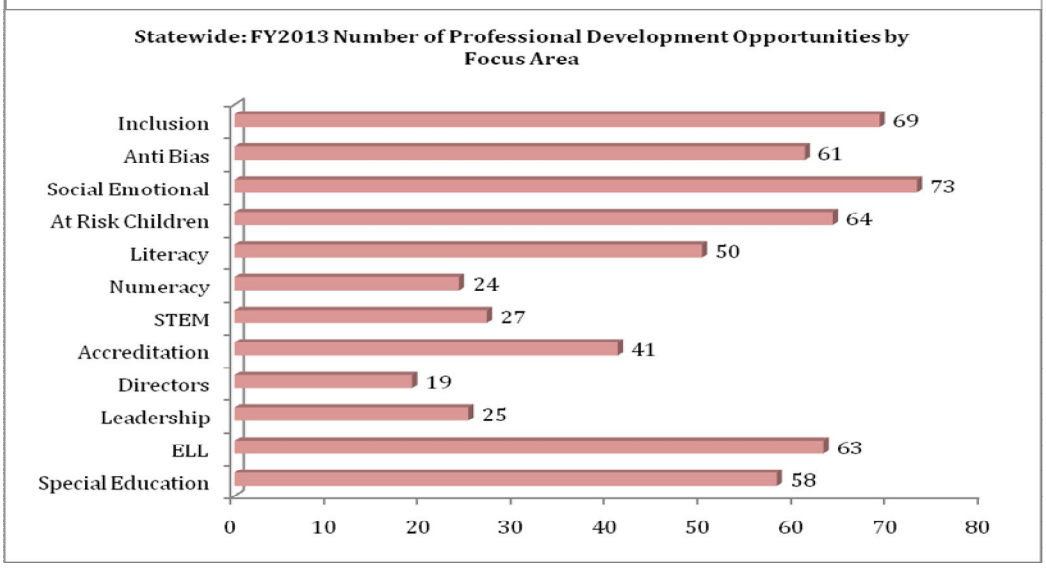
Appendix I: Professional Development Opportunities

FY2013 EPS Professional Development Course Catalogue

This data is from EEC's Educator and Provider Support grantees who are required to provide for-credit professional development opportunities across the state. The EPS grantees will be supporting nearly 300 continuing education or college courses between July 1, 2012 and June 30, 2013. The charts are a breakdown of the professional development opportunities provided through the EPS grant.





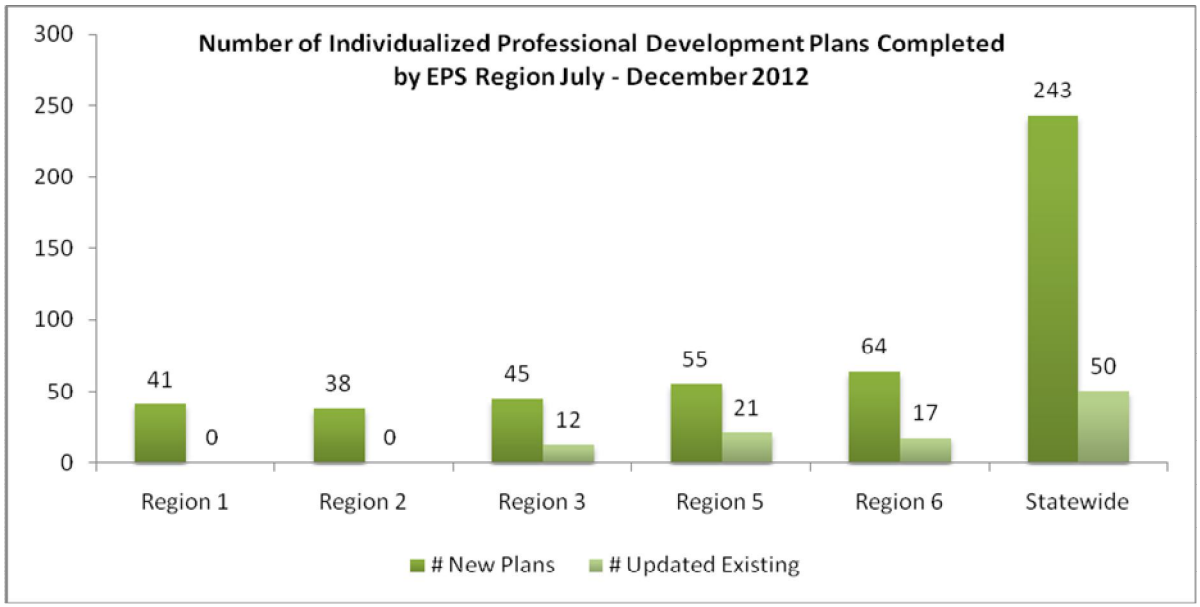


Appendix J: FY2013 Educator and Provider Support Grant

FY2013 Educator and Provider Support Grant
Monthly Data Report: Statewide Aggregate July – December 2012

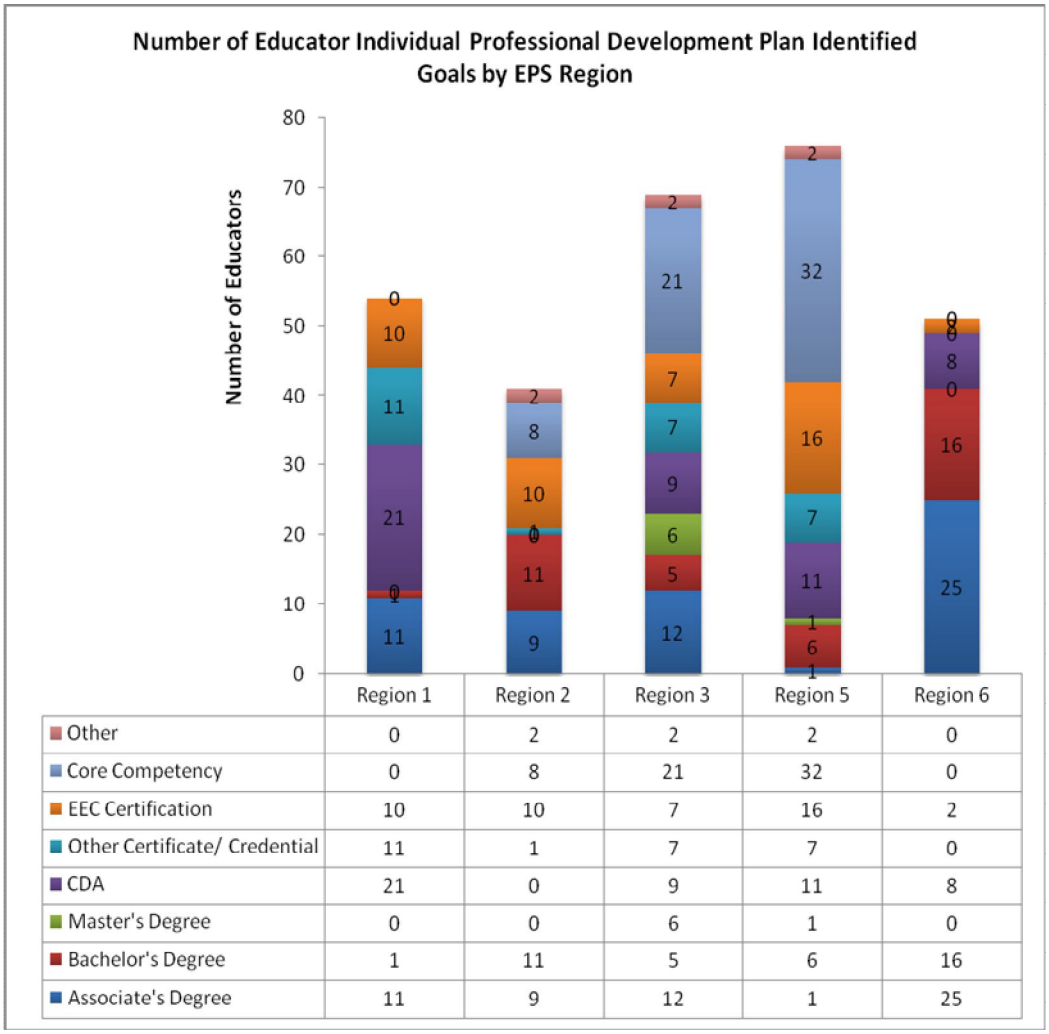
- The unduplicated number of **educators** who ***completed*** an individual professional development plan for the first time or updated an existing plan.

	Number of Educators
Completed **NEW** IPDP	654
Updated **EXISTING** IPDP	263
TOTAL	**917**



- Professional development goal(s) identified by educators included above. Educators may have more than one goal and be included in more than one category.

Professional Development Goal	# of Educators	% of Educators
Degree Attainment Total:	**464**	**51%**
Associates Degree	260	28%
Bachelors Degree	185	20%
Masters Degree	19	2%
Credential/Certificate Attainment Total: (college level)	**122**	**13%**
Child Development Associate (CDA)	92	10%
Infant/Toddler Certificate	8	1%
School Age Certificate	13	1%
Administrator Certificate	6	1%
Other Certificate	3	0%
EEC Certification Total:	**227**	**25%**
Teacher Certification	58	6%
Lead Teacher Certification	122	**13%**
Director I Certification	33	4%
Director II Certification	14	**2%**
Specific Core Competency Area:	**174**	19%
Other Goal:	**26**	**3%**
TOTAL	**1,013**	



The number of educators who have **met a professional development goal** between July and December 2012; the chart below includes all educators who have completed an IPDP over the life of the EPS grant, FY2010 – FY2013.

Professional Development Goal MET	# of Educators
Degree Attainment Total:	**13**
Associates Degree	7
Bachelors Degree	6
Masters Degree	0
Credential/Certificate Attainment Total: (i.e. college level certificate)	**29**
Child Development Associate (CDA)	29
Infant/Toddler Certificate	0
School Age Certificate	0
Administrator Certificate	0
Other Certificate	0
EEC Certification Total:	**71**
Teacher Certification	53
Lead Teacher Certification	17
Director I Certification	0
Director II Certification	1
Specific Core Competency Area:	**18**
Other Goal:	**78**
TOTAL	**209**

- The number of professional development opportunities funded by the EPS grant in part or full from July 2012 through December 2012 and **the number of educators whom completed each**.

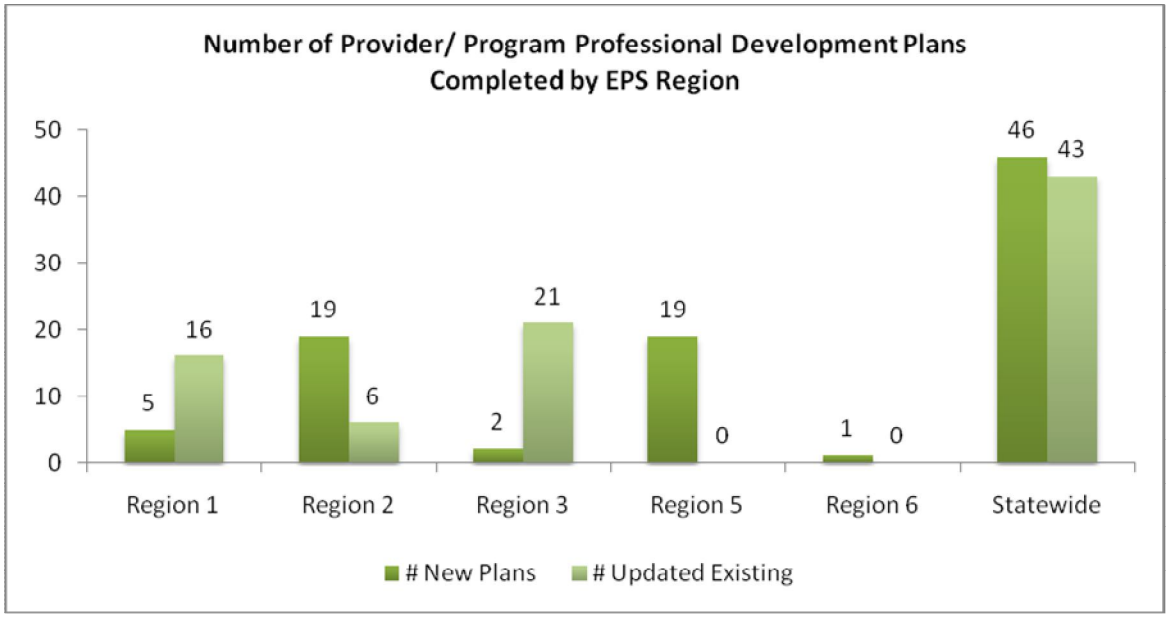
Professional Development Opportunity	# of Opportunities	# of Educators Completed
Individual College Course	53	109
Cohort College Course	29	475
CEU Course	67	1,089
Developmental/ College Prep/ ABE/ESOL Coursework	5	104
Information Sessions (i.e. QRIS, Professional Qualifications Registry, or Accreditation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

- EEC developed online courses offered through the Educator and Provider Support 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

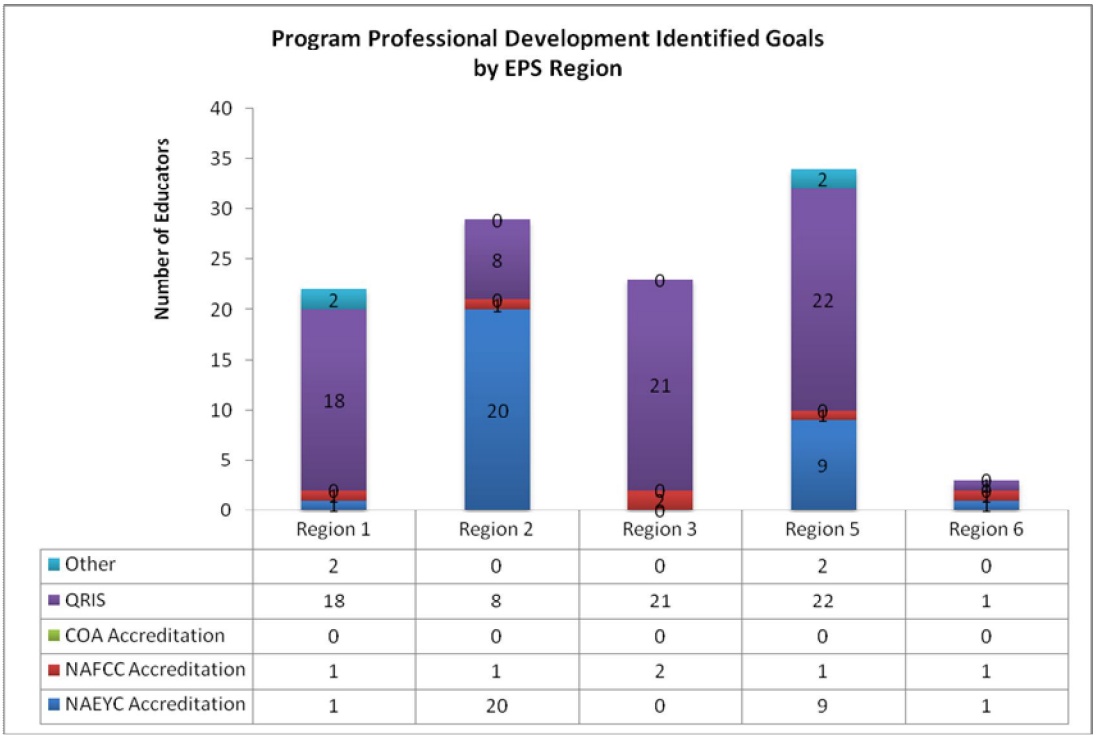
- The unduplicated number of **providers/ programs** that **completed** a professional development plan for the first time or updated an existing plan.

	# of Providers/ Programs
Completed **NEW** Plan	126
Updated **EXISTING** Plan	167
TOTAL	**293**



- Professional development ***goal(s) identified*** by providers/ programs included above. Providers may have more than one goal and be included in more than one category.

Professional Development Goal	# of Providers/ Programs	% of Providers/ Programs
Accreditation Goal Total	**90**	**31%**
NAEYC Total	69	77%
NAFCC Total	21	23%
COA Total	0	0%
QRIS Goal Total	**214**	**73%**
1. Level One	23	11%
2. Level Two	137	**64%**
3. Level Three	49	23%
4. Level Four	5	2%
Other Goal	**12**	**4%**
TOTAL	**316**	



- The number of outreach activities conducted by the EPS Partnership to educators and providers/ programs by activity type.

Outreach Activity Type	# of Activities	% of Activities
E-mail/electronic communication for outreach purposes	4110	60%
Informational sessions	52	1%
Mailings	170	2%
Newsletters	78	1%
Phone calls for outreach purposes	1047	15%
Presentation at Meetings	112	2%
Other outreach activities	1295	19%
TOTAL	6864	

- The # of providers/ programs ***who completed professional development*** supported by the EPS grant by opportunity type.

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

- The total number of educators and providers/programs that received coaching and mentoring support services through the grant from July – December 2012 and the specific coaching and mentoring support services that they have participated in, educators and providers may participate in more than one coaching and mentoring opportunity.

	Total Served
Number of Educators	2008
Number of Providers/ Programs	936

Coaching and Mentoring Activities	# of Educators	% of Educators	# of Providers/ Programs	% of Providers/ Programs
Individual One on One Coaching and Mentoring	344	17%	200	21%
Academic Advising	653	33%	38	4%
Career Counseling	511	25%	48	5%
CDA Advising	256	13%	57	6%
Group Coaching and Mentoring	929	46%	603	64%
PDP Implementation and Monitoring	469	23%	159	17%
Accreditation Consultation	280	14%	272	29%
QRIS Consultation and Support	143	7%	415	44%
Professional Qualifications Registry Supports	85	4%	29	3%
Other Coaching and Mentoring Support Services	168	8%	14	1%

- The number of providers/ programs who have **met a professional development goal** from July to December 2012; the chart below includes all providers/ programs who have completed a professional development goal over the life of the EPS grant, FY2010 – FY2013.

Professional Development Goal	**# of Providers/ Programs**
Accreditation Goal Total	**209**
NAEYC Total	162
1. Enrollment/ Self Study	27
2. Application/ Self-Assessment	15
3. Candidacy	32
4. Meeting Program Standards	21
5. Accreditation/ Reaccreditation	67
NAFCC Total	47
1. Enrollment/ Self-Study	28
2. Application	7
3. Observation	2
4. Decision	8
5. Renewal	2
COA Total	0
1. Application/ Financial Agreement	0
2. Intake	0
3. Self Study	0
4. Site Visit	0
5. Pre-Commission Review	0
6. Accreditation Commission	0
7. Final Accreditation Report	0
8. Accreditation/ Renewal	0
QRIS Goal Total	**129**
1. Level One	54
2. Level Two	69
3. Level Three	6
4. Level Four	0
Other Goal	**0**

Educator/Provider Support: Professional Development Goal Attainment by Educators

Monthly Report Question	January - June 2012	July - December 2012	2012 Total
1.A. Number of Educators that Completed IPDP	996	917	1913
1.B. PD Goal: Degree Attainment Total	430	464	894
1.B. PD Goal: Associates Degree	220	260	480
1.B. PD Goal: Bachelors Degree	156	185	341
1.B. PD Goal: Masters Degree	46	19	65
1.B. PD Goal: Certificate/ Credential Total	199	122	321
1.B. PD Goal: CDA	177	92	269
1.B. PD Goal: Infant/Toddler Certificate	5	8	13
1.B. PD Goal: School Age Certificate	12	13	25
1.B. PD Goal: Administrator Certificate	1	6	7
1.B. PD Goal: Other Certificate	5	3	8
1.B. PD Goal: EEC Certification Total	205	227	432
1.B. PD Goal: Teacher Certification	59	58	117
1.B. PD Goal: Lead Teacher Certification	110	122	232
1.B. PD Goal: Director I Certification	44	33	77
1.B. PD Goal: Director II Certification	5	14	19
1.B. PD Goal: Specific Core Competency Area	285	174	459
1.B. PD Goal: Other	39	26	65
1.B. PD GOAL CHECK	1158		1158
1.C. PD Goal MET: Degree Attainment Total	45	13	58
1.C. PD Goal MET: Associates Degree	42	7	49
1.C. PD Goal MET: Bachelors Degree	3	6	9
1.C. PD Goal MET: Masters Degree	2	0	2
1.C. PD Goal MET: Certificate/ Credential Total	28	29	57
1.C. PD Goal MET: CDA	36	29	65
1.C. PD Goal MET: Infant/Toddler Certificate	0	0	0
1.C. PD Goal MET: School Age Certificate	0	0	0
1.C. PD Goal MET: Administrator Certificate	0	0	0
1.C. PD Goal MET: Other Certificate	1	0	1
1.C. PD Goal MET: EEC Certification Total	35	71	106
1.C. PD Goal MET: Teacher Certification	9	53	62
1.C. PD Goal MET: Lead Teacher Certification	25	17	42
1.C. PD Goal MET: Director I Certification	3	0	3
1.C. PD Goal MET: Director II Certification	0	1	1
1.C. PD Goal MET: Specific Core Competency Area	24	18	42
1.C. PD Goal MET: Other	46	78	124
2. PD Opportunity: Cohort College Course	69	29	98
2. PD Opportunity: Individual College Course	128	53	181
2. PD Opportunity: CEU Course	99	67	166
2. PD Opportunity: Developmental Course	15	5	20
2. PD Opportunity: Information Session	137	36	173
2. PD Opportunity: Other	48	16	64
2. PD Opportunity: Total Opportunities	494		494
3. Number of Educators: Individual College Course	276	109	385
3. Number of Educators: Cohort College Course	768	475	1243
3. Number of Educators: CEU Course	2159	1089	3248
3. Number of Educators: Coaching & Mentoring Services	650	104	754
3. Number of Educators: Other	392	359	751
3. Number of Educators: Total	4245	128	4373
4.A. Number of Providers that Completed a Plan	255	293	548
4.B. PD Goal: Considering Accreditation	36	N/A	36
4.B. PD Goal: Accreditation	167	90	257
4.B. PD Goal: NAEYC Accreditation	70	69	139
4.B. PD Goal: NAEYC Accreditation: Enrollment	16	N/A	16
4.B. PD Goal: NAEYC Accreditation: Application	9	N/A	9
4.B. PD Goal: NAEYC Accreditation: Candidacy	2	N/A	2
4.B. PD Goal: NAEYC Accreditation: Meeting Standards	17	N/A	17
4.B. PD Goal: NAEYC Accreditation: Reaccreditation	44	N/A	44
4.B. PD Goal: NAFCC Accreditation	96	21	117
4.B. PD Goal: NAFCC Accreditation: Enrollment	100	N/A	100
4.B. PD Goal: NAFCC Accreditation: Application	0	N/A	0
4.B. PD Goal: NAFCC Accreditation: Observation	1	N/A	1
4.B. PD Goal: NAFCC Accreditation: Decision	0	N/A	0
4.B. PD Goal: NAFCC Accreditation: Renewal	1	N/A	1

Monthly Report Question	January - June 2012	July - December 2012	2012 Total
4.B. PD Goal: COA Accreditation	3	0	3
4.B. PD Goal: COA Accreditation: Application	1	N/A	1
4.B. PD Goal: COA Accreditation: Intake	0	N/A	0
4.B. PD Goal: COA Accreditation: Self-Study	0	N/A	0
4.B. PD Goal: COA Accreditation: Site Visit	0	N/A	0
4.B. PD Goal: COA Accreditation: Pre-Commission Review	0	N/A	0
4.B. PD Goal: COA Accreditation: Accreditation Commission	0	N/A	0
4.B. PD Goal: COA Accreditation: Final Report	2	N/A	2
4.B. PD Goal: COA Accreditation: Renewal	0	N/A	0
4.B. PD Goal: Considering QRIS	13	N/A	13
4.B. PD Goal: QRIS	130	214	344
4.B. PD Goal: QRIS: Level 1: Awareness	66	23	89
4.B. PD Goal: QRIS: Level 2: Emerging Practice	68	137	205
4.B. PD Goal: QRIS: Level 3: Focused Development	18	49	67
4.B. PD Goal: QRIS: Level 4: Full Integration	1	5	6
4.B. PD Goal: QRIS: Level 5: Best Practice	0	N/A	0
4.B. PD Goal: Other	13	12	25
4.C. PD Goal MET: Considering Accreditation	39	N/A	39
4.C. PD Goal MET: Accreditation	198	209	407
4.C. PD Goal MET: NAEYC Accreditation	115	162	277
4.C. PD Goal MET: NAEYC Accreditation: Enrollment	27	27	54
4.C. PD Goal MET: NAEYC Accreditation: Application	34	15	49
4.C. PD Goal MET: NAEYC Accreditation: Candidacy	18	32	50
4.C. PD Goal MET: NAEYC Accreditation: Meeting Standards	29	21	50
4.C. PD Goal MET: NAEYC Accreditation: Reaccreditation	51	67	118
4.C. PD Goal MET: NAFCC Accreditation	83	47	130
4.C. PD Goal MET: NAFCC Accreditation: Enrollment	69	28	97
4.C. PD Goal MET: NAFCC Accreditation: Application	5	7	12
4.C. PD Goal MET: NAFCC Accreditation: Observation	9	2	11
4.C. PD Goal MET: NAFCC Accreditation: Decision	12	8	20
4.C. PD Goal MET: NAFCC Accreditation: Renewal	5	2	7
4.C. PD Goal MET: COA Accreditation	0	0	0
4.C. PD Goal MET: COA Accreditation: Application	0	0	0
4.C. PD Goal MET: COA Accreditation: Intake	0	0	0
4.C. PD Goal MET: COA Accreditation: Self-Study	0	0	0
4.C. PD Goal MET: COA Accreditation: Site Visit	0	0	0
4.C. PD Goal MET: COA Accreditation: Pre-Commission Review	0	0	0
4.C. PD Goal MET: COA Accreditation: Accreditation Commission	0	0	0
4.C. PD Goal MET: COA Accreditation: Final Report	0	0	0
4.C. PD Goal MET: COA Accreditation: Renewal	0	0	0
4.C. PD Goal MET: Considering QRIS	4	N/A	4
4.C. PD Goal MET: QRIS	98	129	227
4.C. PD Goal MET: QRIS: Level 1: Awareness	62	54	116
4.C. PD Goal MET: QRIS: Level 2: Emerging Practice	30	69	99
4.C. PD Goal MET: QRIS: Level 3: Focused Development	8	6	14
4.C. PD Goal MET: QRIS: Level 4: Full Integration	1	0	1
4.C. PD Goal MET: QRIS: Level 5: Best Practice	0	0	0
4.C. PD Goal MET: Other	2	0	2
5. Number of Providers: Accreditation Activities	161	185	346
5. Number of Providers: QRIS Activities	726	460	1186
5. Number of Providers: Coaching & Mentoring Services	502	N/A	502
5. Number of Providers: Other Opportunities	128	165	293
5. Number of Providers: Total	1517		1517
6. Accreditation Fees: NAEYC: EPS Grant	37	18	55
6. Accreditation Fees: NAEYC: CCQ Amendment	50	2	52
6. Accreditation Fees: NAEYC: Total	87	20	107
6. Accreditation Fees: NAFCC: EPS Grant	3	4	7
6. Accreditation Fees: NAFCC: CCQ Amendment	28	4	32
6. Accreditation Fees: NAFCC: Total	31	8	39
6. Accreditation Fees: COA: EPS Grant	0	0	0
6. Accreditation Fees: COA: CCQ Amendment	0	0	0
7. Number of Educators: CDA Initial: EPS Grant	23	6	29
7. Number of Educators: CDA Initial: CCQ Amendment	55	13	68
7. Number of Educators: CDA Initial: Total	78	19	97
7. Number of Educators: CDA 2nd Setting: CCQ Amendment	2	0	2

Monthly Report Question	January - June 2012	July - December 2012	2012 Total
7. Number of Educators: CDA 2nd Setting: Total	2	0	2
7. Number of Educators: CDA Renewal: EPS Grant	6	0	6
7. Number of Educators: CDA Renewal: CCQ Amendment	10	9	19
7. Number of Educators: CDA Renewal: Total	16	9	25
8. MOUs: Number of Providers	31	58	89
8. MOUs: Number of Educators	294	297	591
9. Assessed for Coaching & Mentoring Needs: Educators	878	N/A	878
9. Assessed for Coaching & Mentoring Needs: Providers	510	N/A	510
9. Received Coaching & Mentoring Services: Educators	1838	2008	3846
9. Received Coaching & Mentoring Services: Providers	992	936	1928
10. Coaching & Mentoring: Educators: Individual	1074	344	1418
10. Coaching & Mentoring: Educators: Academic Advising	1163	653	1816
10. Coaching & Mentoring: Educators: Career Counseling	705	511	1216
10. Coaching & Mentoring: Educators: CDA Advising	320	256	576
10. Coaching & Mentoring: Educators: Group Coaching & Mentoring	1240	929	2169
10. Coaching & Mentoring: Educators: Plan Implementation & Monitoring	688	469	1157
10. Coaching & Mentoring: Educators: Accreditation Consultation	982	280	1262
10. Coaching & Mentoring: Educators: QRIS Consultation & Support	803	143	946
10. Coaching & Mentoring: Educators: PQR Supports	160	85	245
10. Coaching & Mentoring: Educators: Other Support Services	402	168	570
10. Coaching & Mentoring: Providers: Individual	547	200	747
10. Coaching & Mentoring: Providers: Academic Advising	512	38	550
10. Coaching & Mentoring: Providers: Career Counseling	223	48	271
10. Coaching & Mentoring: Providers: CDA Advising	79	57	136
10. Coaching & Mentoring: Providers: Group Coaching & Mentoring	798	603	1401
10. Coaching & Mentoring: Providers: Plan Implementation & Monitoring	233	159	392
10. Coaching & Mentoring: Providers: Accreditation Consultation	453	272	725
10. Coaching & Mentoring: Providers: QRIS Consultation & Support	736	415	1151
10. Coaching & Mentoring: Providers: PQR Supports	99	29	128
10. Coaching & Mentoring: Providers: Other Support Services	177	14	191
11. Outreach: Number of Activities: Newsletter	116	78	194
11. Outreach: Number of Activities: Mailing	129	170	299
11. Outreach: Number of Activities: E-Mail	5880	4110	9990
11. Outreach: Number of Activities: Informational Sessions	163	52	215
11. Outreach: Number of Activities: Presentation at Meetings	192	112	304
11. Outreach: Number of Activities: Other	1719	1295	3014
11. Outreach: Number of Activities: Total	7771	5817	13588
12. EEC Courses: Core Competencies: CEU Offerrings	4	1	5
12. EEC Courses: Core Competencies: CEU Educators	70	9	79
12. EEC Courses: Core Competencies: College Course Offerrings	1	0	1
12. EEC Courses: Core Competencies: College Course Educators	5	0	5
12. EEC Courses: Infant/Toddler Guidelines: CEU Offerrings	4	1	5
12. EEC Courses: Infant/Toddler Guidelines: CEU Educators	60	14	74
12. EEC Courses: Preschool Guidelines: CEU Offerrings	5	6	11
12. EEC Courses: Preschool Guidelines: CEU Educators	106	160	266

Appendix K: Post Master's Certificate in Early Education Research, Policy, and Practice

EEC is delivering an innovative 12-credit post master's certificate program that advances research, policy, leadership, and data-driven practice in early education and care. The program is comprised of four courses: Leadership and Change; Advanced Child Development and Early Learning; Early Childhood Policy; and Translating Research into Practice. This program will be delivered to three cohorts of 15 early educators from across the state between 2012-2015. 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: UMass Amherst, UMass Lowell, Salem State University, and Elms College. 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. The data included in the preceding charts is of the applicants whose applications were ultimately eligible for review and those that were ultimately selected to participate.

	Cohort 1: Eligible Applicants		Cohort 1: Selected Applicants	
Applicants By EEC Region	# 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%
Total	50	100%	15	100%

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

	Cohort 1: Eligible Applicants		Cohort 1: Selected Applicants	
By Race	# 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%
Total	50	100%	15	100%

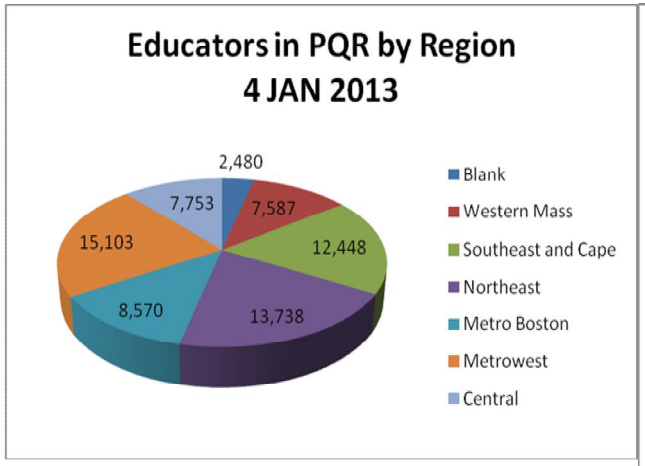
	Cohort 1: Eligible Applicants		Cohort 1: Selected Applicants	
By Program Type	# of Applicants	% of Applicants	# of Applicants	% of Applicants
After School	2	4%	1	7%
Early Intervention	3	6%	1	7%
Family Child Care	5	10%	2	13%
Group Child Care	27	54%	6	40%
Head Start	3	6%	2	13%
Public School	10	20%	3	20%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

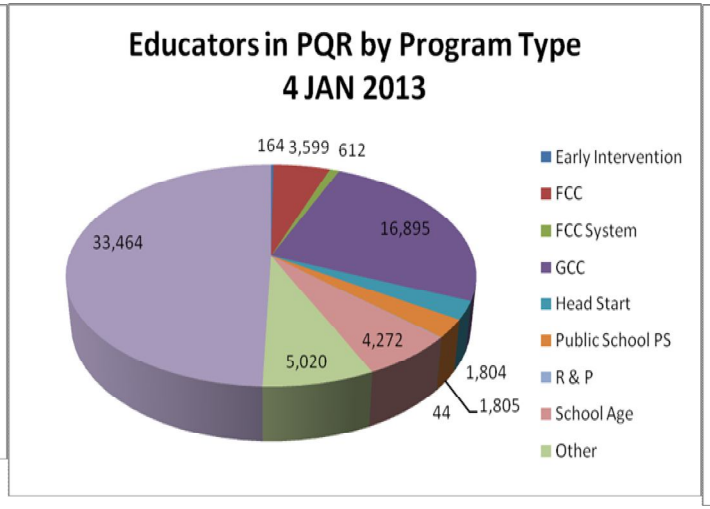
Appendix L: Professional Qualifications Registry Data

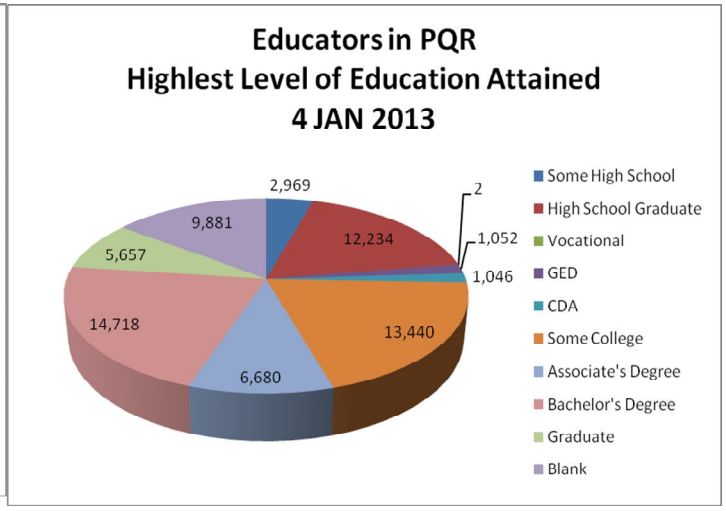
PQR (January 2013)

PQR Status by EEC Region Report (1/2/2013)

	Active	Expired	Pending: Registration not Finished	Pending: Staff Listed by Administrator	Total
Central MA	4845	1684	317	864	**7710**
Metro	8567	3594	638	2144	**14943**
Metro Boston	4967	2214	411	944	**8536**
Northeast	8129	3202	608	1660	**13599**
Southeast and Cape	7542	2789	486	1555	**12372**
Western MA	4495	1537	286	1153	**7471**
Outside MA or ZIP Error	1005	422	112	1415	**2954**
Total	**39550**	**15442**	**2858**	**9735**	**67585**



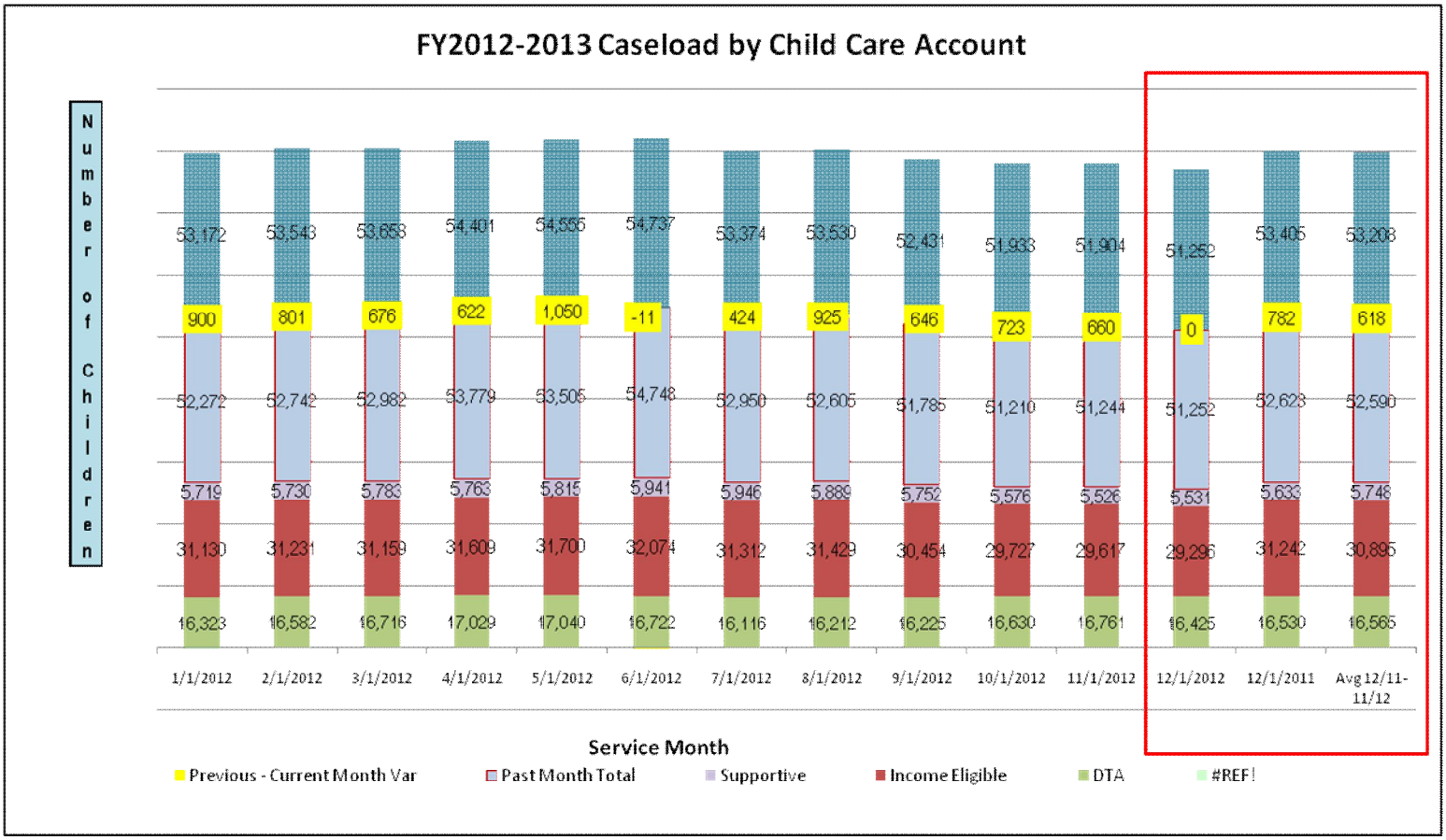




Appendix M: Family Support, Access, and Affordability Project Details

I. **Increasing Access to Early Childhood Services to Families Seeking Financial Assistance**
Caseload by age group, program setting and child care account:

FY2012-2013 Caseload by Child Care Account



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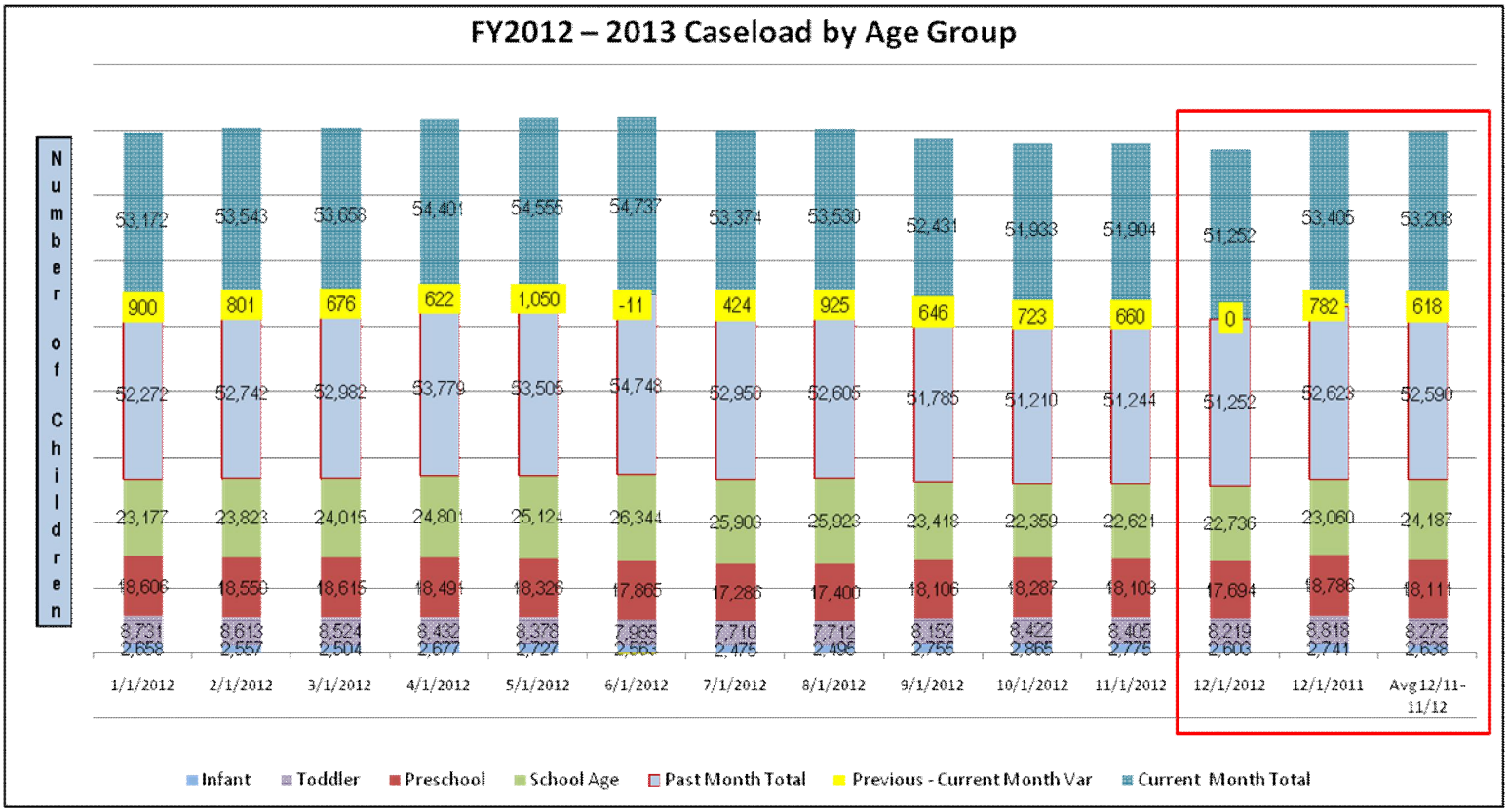
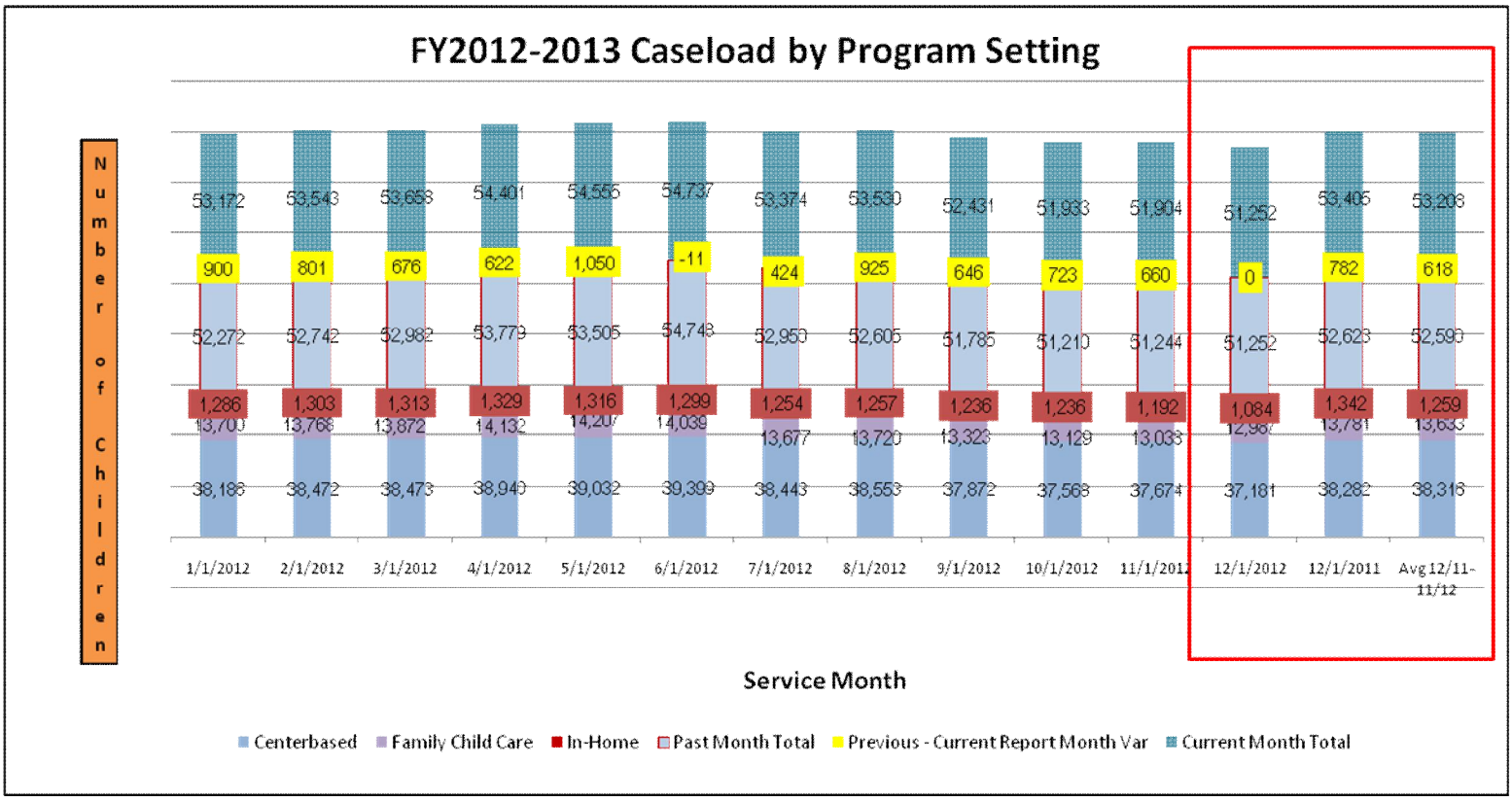
FY2012-2013 Caseload by Age Group



FY2012-2013 Caseload by Program Setting



Appendix N: Communications Project Details

Legislative Briefings

2/22: Wheelock legislative informational session on advancing early childhood education in MA (State House) – Commissioner Killins provided a briefing on EEC's accomplishments in FY11 and priorities for FY12.

2/23: Ways and Means budget hearing – Commissioner Killins provided a briefing on EEC's accomplishments in FY11 and priorities for FY12, that included fully implementing QRIS and the Early Childhood Information System (ECIS), evaluating and measuring child growth, and de-coupling access to services from parental work status

3/1: EEC Advisory/Legislative subgroup – EEC conducted a briefing at the state house on the Massachusetts Kindergarten Entry Assessment pilot; Sen. Clark and Chair Peisch attended

4/26: Brain Building in Progress day at the State House – EEC partnered with lead agencies the United Way of Massachusetts Bay and Merrimack Valley, and Early Education for All to host a Brain Building in Progress day at the State House, as part of the Governor's declaration of Brain Building in Progress week in the Commonwealth during the national Week of the Young Child. This event was intended to raise legislative awareness of the importance and value of early education and care among young children and towards the future prosperity of the Commonwealth. Participating legislators and state leaders engaged with children from the Associated Early Education and Care program, by reading and interacting with them in a positive, meaningful way. Attendees included Lt. Governor Tim Murray, Education Secretary Paul Reville, EEC Board Chair JD Chesloff, Senator Katherine Clark, Representative Alice Peisch, Representative Alice Wolf, Representative Paul Brodeur, Representative Elizabeth Poirier, Representative Geraldine Creedon, Representative Geoffrey Diehl, and staff from the offices of Senator DiDominico, Rep. Khan, and Rep. Galvin.

6/7: EEC Advisory Council/ Legislators subgroup meeting -- EEC conducted a briefing at the state house on the Peer Assistance and Coaching project

9-14-2012: Worcester Area Association for the Education of Young Children (WAAEYC) Annual Legislative Breakfast – Commissioner Killins briefed the Worcester area legislative delegation and early education and care providers on the state's Brain Building in Progress communications initiative and why quality matters in early education and care

12/13: EEC Advisory Council legislative subgroup meeting – EEC conducted a briefing at the state house on the FY14 budget and Standards Alignment

Legislative Meetings/Events

1/17/12: Early Learning Challenge celebration at State House

1/30: Rep. Wolf and Cambridge Mayor's Commission on Early Childhood

1/31: Speaker DeLeo, Rep. Durant

2/10: Chair Peisch

2/14: MADCA Annual Advocacy Day at State House

2/21: Meeting with Senator Sonia Chang-Diaz, Chair, Senate Committee on Education

2/22: Wheelock legislative informational session on advancing early childhood education in MA (State House)

2/23: Ways and Means budget hearing

2/27: Rep. Lewis re: afterschool program accessibility issue

2/28: Speaker Pro Tempore Haddad re: ELC and budget

2/28: Senate President Murray re: ELC and funding plans

3/1: EEC Advisory – Legislative subgroup (Sen. Clark and Chair Peisch attended)

3/7: Chairman Stephen Brewer

3/16: Barre Public Schools Visit with Senator Brewer, Quabbin Superintendent, and Quabbin School Committee Members

4/3: Rep. Linda Dorcena-Forry

4/19: Rep. Peisch, Sen. Chang-Diaz, Sen. Tarr

4/26: Brain Building in Progress day at the State House

5/14: Early Learning Challenge State Agency Retreat (Speaker Pro Tempore Patricia Haddad, and Rep Alice Peisch – House Chair, Joint Committee on Education, attended)

6/7: EEC Advisory Council – State Associations and Legislators subgroup meeting at the State House

6/13: Monthly meeting with Chair Alice Peisch (Carmel Sullivan, General Counsel, attended)

8/13: Commissioner Killins met with Representative Alice Peisch

9/6: Meeting with SEIU 509 on Card Authorization

9/12: Commissioner Killins met with Senator Sonia Chang-Diaz and Representative Alice Peisch

9-14-2012: Commissioner Killins on Brain Building in Progress, Why Quality Counts at the WAAEYC Annual Legislative Breakfast

9/26: EEC met with Representative Lewis about program accessibility

9/28: EEC Advisory Council meeting (Sen. Clark's office and Education Committee staff attended)

10/15: Commissioner Killins met with Representative Alice Peisch

10-17: Presented at Representative's Sannicandro's Early Literacy Event at the Pittaway School in Ashland.

10/24: RTTT-ELC Fall Retreat, Chair Peisch participated

11/2: "Wee Read PJ Night" at the Berkshire Museum in Pittsfield with Rep. Farley Bouvier, Sen. Downing

12/13: EEC Advisory Council legislative subgroup meeting, State House

1/9: Post Partum Depression Commission meeting (Rep. Ellen Story)

1/10: Rep. Alice Peisch, House Chair, Joint Committee on Education

Other Legislative Events Held

Wheelock College Legislative Information Sessions

A series of legislative informational sessions on policy topics connected to issues that impact the lives of children and families in the Commonwealth are being held at the State House in support by Wheelock College Government and External Affairs Department in partnership with Representative Kay Khan, House Chair, Joint Committee on Children, Families and Persons with Disabilities. On February 22, 2012, Wheelock College and EEC held a session on "Advancing Early Childhood Education in Massachusetts". At this session, Commissioner Killins discussed the state's plans for supporting improved child outcomes and educator practice through screening, assessment and the Quality Rating and Improvement System (QRIS). Approximately 20 legislative staff attended the session, including staff from the Education Committee.

Massachusetts Reading Conference

At the 43rd annual Massachusetts Reading Association Conference held in Sturbridge, MA, Commissioner Killins was the key note speaker at the Legislative breakfast to an audience of reading educators and those interested in all aspects of teaching and learning . Commissioner Killins' introduction by Evelyn Wall from the MRA's Governmental Relations Board was met with applause in relation to her role in securing the Race to the Top's Early Learning Challenge Grant. After the Legislative breakfast and before the Conference keynote speaker in the Grand Ballroom, Cynthia Rizzo from the MRA's Governmental Relation Board introduced Commissioner Killins to the conference participants as the winner of the 2012 MRA Reading Advocate Award Recipient. Ms. Rizzo highlighted the Commissioner's accomplishments at the Department of Early Education and Care and its impact on the lives of children in the Commonwealth. She also presented the Commissioner with a plaque commemorating the award.

Early Learning Challenge Grant - Interagency Planning Retreat

On May 14, 2012, to advance strong partnerships across these multiple domains, EEC, as lead agent for the Commonwealth's Race to the Top – Early Learning Challenge (RTTT-ELC) grant, hosted a one day retreat for participating state agencies on "Fulfilling the Promise: Building Strong Inter-Agency Partnerships for the Success of Young Children." This retreat served to engage state leadership and initiate planning and a decision-making process for action. Delegations from 16 state agencies attended with over 55 leaders participating, including legislative representatives, the Secretary of Education, Executive Directors, and Commissioners as well as top key managers whose roles are central to the implementation of the state's Early Learning Plan. Substantive source materials including a summary of the grant, research on brain and child development, effective education and care system building and collaboration were provided to retreat participants. The retreat was the first in what will be a series of RTTT-ELCG planning events to build upon existing and reinforce new inter-agency partnerships needed to ensure Massachusetts meets grant performance goals.

Patrick-Murray Administration Proclaims November to be Family Literacy Month

The Patrick-Murray Administration has proclaimed November 2012 to be the Commonwealth's 16th annual Family Literacy Month in recognition of the pivotal role that parents and family members play in the educational success of their children. In celebration of Family Literacy Month, communities across the state will host activities throughout November in support of literacy, lifelong learning, and family-well being. Education Secretary Paul Reville and Deputy Education Commissioner Alan Ingram kicked off the activities by joining legislative leaders and local officials to visit the Intergenerational Literacy Program at the John Silber Early Learning Center in Chelsea on November 1. Commissioner Killins participated in the Berkshire County's family literacy pajama night at the Berkshire Museum in Pittsfield on November 2. The "WeeRead Pajama Party" was held from 6:00 to 9:00 p.m. at the Berkshire Museum and promoted community and family engagement in early literacy development. Participants included Pittsfield Mayor Dan Bianchi, Rep. Farley Bouvier, Sen. Downing, and Police Chief Mike Wynn.

Other Communications:

Media Articles

2/21 – "Looking ahead, preschools add tech to the curriculum" Boston Globe (Michael Farrell, reporter)

2/21 – Touch 106.1 FM interview highlighting Early Education and Care in the Commonwealth and diversity in the Commonwealth

2/23 – WWLP/Ch.22 Springfield "Dunbar center partners with YMCA" (Elysia Rodriguez, reporter)

2/28 – "Murray visits Salem Community Child Care Program" Boston Globe (Justin Rice, reporter)

3/1 – "Massachusetts awards over $950,000 to Educational Assessment Program." Northeast public radio (Lucas Willard)

3/1 – "Sparking a child's interest in science and technology" Boston Globe Editorial (JD Chesloff, author)

3/7 – "Early childhood education program approved." Berkshire Eagle (Jenn Smith, reporter)

3/20 – "Day care service model at risk" (Op-Ed) Worcester Telegram

3/30 – "Early Ed and Care Commissioner Killins visits Quabbin District" The Gardner News

4/25 - Program instills in tots a love of books – Berkshire Eagle (Jenn Smith)

5/17 – Boston Globe OpEd: The Economic Case for Early Education by Senator Katherine Clark

5/18 - Boston Globe OpEd: Massachusetts is the education state, for now By Jim Squires

5/29 - BAM Radio discussion on "But I Don't Know Anything About STEM" (Commissioner Killins participated); Interview is live on BAM and featured on the Educators Channel: http://www.bamradionetwork.com/index.php?Itemid=65&id=35&layout=blog&option=com_content&view=category

6/15 – Boston Globe: In Mass., signs of employment growth, Child care business bounces back as parents return to work

6/21 - Chicopee Register- Arbors Kids executive director Shad Hanrahan receives Exceptional Leader state award

6/21: "Fight Summer Brain Drain" – NECN Morning Show (Commissioner Killins was interviewed on the importance of Summer Learning Opportunities)

8/20: "Reprogramming children's brains for school after spending a long summer away from the classroom" (NECN Morning Show interview segment)

Bloomberg EDU radio interview on the importance of early education and care, posted online at http://www.bloomberg.com/radio/

Press Releases

4/26 – Press Release on Brain Building in Progress/Week of the Young Child

5/7 – Press Release on Museum/Library partnership with Boston Children's Museum

6/5 -- Patrick-Murray Administration Announces Early Education and Care Exceptional Educator and Instructional Leader Awards

8/1: Press Release: "Patrick-Murray Administration Offers New Tools to Support Children and Families in Early Literacy Development"

9/14: Press Release "GOVERNOR PATRICK SIGNS LEGISLATION GIVING FAMILY CHILD CARE PROVIDERS RESOURCES TO DELIVER HIGH QUALITY EDUCATIONAL OPPORTUNITIES FOR OUR YOUNGEST CITIZENS"

9/26: GOVERNOR PATRICK SIGNS LEGISLATION TO HELP CLOSE ACHIEVEMENT GAPS IN READING AND GET ALL STUDENTS TO PROFICIENCY BY GRADE 3

10/3: PATRICK-MURRAY ADMINISTRATION HOSTS FIRST ANNUAL FATHERHOOD LEADERSHIP SUMMIT

10/10: Patrick-Murray Administration Announces Public/Private Partnership to Support Early Literacy Programs for Families

10/12: Patrick-Murray Administration Awards $1 Million in Grants to Strengthen Coordination Between Pre-K Through 3rd Grade Education and Improve Child and Family Outcomes

10/31: Patrick-Murray Administration Proclaims November to be Family Literacy Month

Regional Provider Meetings

Regional Provider meetings were held during the month of April. Topics on the agenda included the Race to the Top Grant, EEC Transportation policy and training, EEC grants and Playground Safety Training. The trainings were held:

Western Massachusetts Office: April 19, 2012:

Central Massachusetts Office: April 26, 2012:

Northeast Office: April 25, 2012:

Southeast and Cape Office: April 24, 2012:

Metro Boston April 26, 2012:

EEC Board Meetings: The EEC monthly board meetings are held both in the EEC Central Office as well as various locations across the state including Westfield State University (March 13, 2012), Bristol Community College (May 8, 2012), and in Worcester (December 11, 2012). Agendas and meeting dates for these meetings can be found at: http://www.mass.gov/edu/government/departments-and-boards/board-of-early-education-and-care/eec-board-meetings/archived-eec-board-meeting-materials/

Committees of the Board of Early Education and Care: (Planning & Evaluation Committee, Policy & Research Committee and Fiscal Committee; and former Committees: Policy & Fiscal Committee, Research & Communications Committee and Ad Hoc Committee on Board Operations). Agendas and meeting dates for these meetings can be found at: http://www.mass.gov/edu/government/departments-and-boards/board-of-early-education-and-care/

Advisory Council Meetings: Meeting dates for these meetings can be found at: http://www.mass.gov/edu/researchers/early-education-and-care/early-education-task-force-and-presentations/eec-advisory-council/fy2012-advisory-council-meeting-dates.html

MEETING DATE	EXPERTISE GROUP(S)	Meeting Topic(s)
Friday, January 13, 2012 10:00am-1:00pm	**Full Advisory Council**	• UPK Alignment with QRIS • Rate Reform/Cost of Preparation
Friday, February 17, 2012 10:00am-11:30am	K-12 & Higher Education	• Massachusetts Kindergarten Entry Assessment (MKEA) Pilot
Thursday, March 1, 2012 10:00am-11:30am	State Associations & Legislators	• Massachusetts Kindergarten Entry Assessment (MKEA) Pilot
Friday, March 30, 2012 10:00am-11:30am	Business/Civic & Contract Relationship	• Massachusetts Kindergarten Entry Assessment (MKEA) Pilot • Transportation Working Group's Recommendations to the EEC Board
Friday, April 20, 2012 10:00am-1:00pm	**Full Advisory Council**	• Updates: QRIS Process and QRIS Framework • Transportation Working Group • Peer Assistance and Coaching (PAC)
Friday, May 11, 2012 10:00am-11:30am	K-12 & Higher Education	• Peer Assistance and Coaching (PAC)
Thursday, June 7, 2012 10:00am-11:30am	State Associations & Legislators	• Peer Assistance and Coaching (PAC)
Friday, June 15, 2012 10:00am-11:30am	Business/Civic & Contract Relationship	• Peer Assistance and Coaching (PAC)
Friday, June 29, 2012 10:00am-1:00pm	**Full Advisory Council**	• Child Care Resource & Referral Agencies (CCR&Rs) • EEC's Strategic Plan Review
Friday, September 28, 2012 10:00am-1:00pm	**Full Advisory Council**	• Quality Rating and Improvement System (QRIS) Validation Study • Rate Reform
Friday, November 16, 2012 10:00am-11:30am	Business/Civic & Contract Relationship	• FY14 Budget • Standards Alignment: Next Steps and Input Including STEM • Building an Infrastructure for Quality: Bond Bill Proposal
Friday, December 7, 2012 10:00am-11:30am	K-12 & Higher Education	• FY14 Budget • Standards Alignment: Next Steps and Input Including STEM • Building an Infrastructure for Quality: Bond Bill Proposal
Thursday, December 13, 2012 10:00am-11:30am	State Associations & Legislators	• FY14 Budget • Standards Alignment: Next Steps and Input Including STEM
Friday, January 18, 2013 10:00am-1:00pm	**Full Advisory Council**	• Governor's Education Investment Plan • Building an Infrastructure for Quality: Bond Bill Proposal • EEC's Strategic Plan: Update and Input

Appendix O: Reach Out and Read MidYear Report; Parent-Child Home Program Statistics

Parent-Child Home Program Status Statistics 2011-2012

876 Children Served

	Completion %	Attrition %
Program Completion rate	76.995%	23.005%

Verbal Interaction Stimulus Materials (VISMs)

	Average # of Books		Average # of Toys		Average # of Activities	
	Offered	Received	Offered	Received	Offered	Received
Program 1	12.09	10.46	10.76	9.25	10.45	9.5
Program 2	12.86	12.3	10.64	10.09	10.62	9.46

Total # of books received	7075
Total # of toys received	5980
Total # of activities received	5829

Primary Language Spoken in Child's Household	**Percent**
African	1.88%
Arabic	1.51%
Cambodian	1.88%
Cape Verdean Creole	0.25%
Chinese	1.01%
English	47.74%
Farsi	0.13%
French	0.25%
Haitian-Creole	3.14%
Indian	0.13%
Italian	0.25%
Multilingual	0.25%
Other	8.92%
Portuguese	2.39%
Russian	0.50%
Spanish	27.89%
Tagalog	0.75%
Vietnamese	1.13%

Child's Native Language	**Percent**
African	1.88%
Arabic	1.51%
Cambodian	1.88%
Cape Verdean Creole	0.25%
Chinese	1.01%
English	46.23%
Farsi	0.13%
French	0.25%
Haitian-Creole	3.39%
Indian	0.50%
Italian	0.13%
Other	8.92%
Portuguese	2.39%
Russian	0.50%
Spanish	29.15%
Tagalog	0.75%
Vietnamese	1.13%

Child's Race/Ethnicity	Percent
American-Indian or Alaskan Native	0.13%
Asian, Non-Hispanic	10.93%
Bi-Racial or Multi-Racial	8.54%
Black/African American, Non-Hispanic	13.57%
Spanish/Hispanic/Latino of any race	35.05%
White, Non-Hispanic (Includes European, Middle Eastern, & North African origins)	31.78%

Family or Program Child Receiving Government Aid	Percent
None	0.38%
Child care subsidy	4.27%
Food stamps	36.56%
Medical	46.11%
None	10.43%
Other	3.64%
Public housing/Section 8	16.96%
Social Security (SSI, SSD)	7.66%
TANF	10.43%
Unemployment	0.75%
WIC	49.87%

Currently Receiving Other Early Childhood and Education Services	Percent
Center-based child care	4.15%
Early Head Start	1.76%
Family child care	4.52%
Head Start	1.51%
None	51.76%
Other	5.90%
Private pre-school	0.50%
Public pre-school	0.75%
Relative care	2.64%

Family Income Distribution*	Percent
Under $10,000	29.02%
$10,001-$20,000	31.41%
$20,001-$30,000	15.96%
$30,001-$40,000	9.17%
More than $40,000	14.45%

** Reporting of annual earned incomes*

Race/Ethnicity	Percent
American-Indian or Alaskan Native	0.27%
Asian, Non-Hispanic	11.54%
Bi-Racial or Multi-Racial	1.51%
Black/African American, Non-Hispanic	13.58%
Spanish/Hispanic/Latino of any race	35.40%
White, Non-Hispanic (Includes European, Middle Eastern, & North African origins)	37.62%

Relation to Child	Percent
Father	23.34%
Foster Parent	0.27%
Grandfather	0.09%
Grandmother	1.42%
Mother	74.00%
Other	0.89%

Child's Gender	Percent
Female	47.49%
Male	52.51%

Age	Percent
21-25	9.05%
26-30	21.38%
31-39	44.63%
40-49	19.88%
50-59	2.40%
60+	1.42%
Under 21	1.24%

Marital Status	Percent
Common-law Marriage	3.28%
Married	54.21%
Never Married	34.34%
Separated/Divorced	7.36%
Widowed	0.35%

Parental Self-Identification	Percent
As a Single Parent	36.38%
As a Teen Parent	8.70%

High School Graduate Prior to Entering The Program	Percent
Yes	73.47%
No	26.53%

Level of Schooling Completed in U.S.	Percent
College +	4.44%
Four-year college degree	4.44%
HS + some college or trade school	14.02%
HS Graduate or some equivalent	14.29%
Less than 3rd grade	0.44%
Less than 9th grade	1.69%
Received GED	5.41%
Some HS, didn't finish	7.99%
Two-year college degree	4.17%

Level of Schooling Completed outside U.S.	Percent
College +	4.53%
Four-year college degree	3.99%
HS + some college or trade school	5.15%
HS Graduate or some equivalent	17.92%
Less than 3rd grade	2.40%
Less than 9th grade	9.49%
Received GED	0.18%
Some HS, didn't finish	7.36%
Two-year college degree	2.04%

Employment Information	Percent
Full-time	27.77%
Not currently employed	55.55%
Part-time	16.68%

Reach Out and Read – FY13 Mid-Year Report (July 1 – December 31, 2012)

Required Services Updates

- Implementation of ROR's evidence-based model that recognizes parents are their child's first teacher and promotes early literacy and school readiness in pediatric exam rooms by giving new, developmentally and culturally appropriate children's books to children and advice to parents about the importance of reading aloud.
  - **Please provide data about the number of parents and children served from July 1 – December 31st. I know you presented information to the Board about ROR in the high needs communities. While all of your utilization numbers are important, highlighting the work of ROR in those high needs communities will be helpful in this report as well.**

    191,000 individual children were served by Reach Out and Read practices during the July 1, December 31 2012 period. 126,000 of these were in high needs communities.

  - **Please share any outcomes during this period related to the families who participated in ROR.**

    Reach Out and Read research demonstrates increased reading aloud and increased appreciation of this activity in families that participate in Reach Out and Read; however, specific family outcomes are not available within the scope of our program.

- Planning and implementation of two regional events to build on the foundation of the FY12ROR/EEC "Journey to Literacy" conferences;
  Please provide attendance numbers, a description of participants and evaluation results from the December 2012 conference. Please provide an update on planning for your second conference in FY13.

  The fourth Journey to Literacy Conference was held in Pittsfield on December 1, with approximately 95 registered attendees, primarily early childcare providers from the Berkshire County area, but including participants from Springfield and even the Cape. A copy of the Agenda is attached. Evaluation responses were overwhelmingly positive, with several participants expressing appreciation for Commissioner Killins' attendance.

  We are considering locations for a late Spring conference in South Eastern MA.

- Matching of not less than $1 in private or corporate contributions for every $1 in state grant funding that supports the ROR program;
  Please provide status of matching dollars.

  Reach Out and Read has raised more than $600,000 to date toward our match.

- Through parental consent, providing families with an opportunity to be entered into the early childhood information system, which will help link early childhood information with children's success in learning through third grade and provide families with opportunities and resources to help their children grow up healthy and learning;
  Please provide an update on use of the parental consent form. Include information about opportunities and barriers related to this requirement.

  The Reach Out and Read Massachusetts Coordinators do not engage with participating Reach Out and Read medical providers about their specific clinical practices other than in relation to their implementation of Reach Out and Read; thus there is no opportunity for Coordinators to use the parental consent form.

- Intentional collaboration with local Coordinated Family and Community Engagement grantees to develop a more integrated approach to supporting children and families at the local level, which includes

collaboratively educating families about the importance of a medical home and an appropriate schedule of care for their children.

Connection with the CFCE grantees has been made primarily through the Journey to Literacy Conferences, through which grantees were made aware of Reach Out and Read's services and the participating practices in their areas. Our Regional Coordinators frequently overlap with CFCE grantees through their participation in community groups such as the New Bedford Early Literacy Consortium, the Cape Cod Early Literacy Consortium, the Pittsfield Promise, and Reading Success by 4th Grade.

- Promotion of the Strengthening Families Protective Factors, which are parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and healthy social and emotional development in children. By building these protective factors in families, ROR will support family stabilization and optimal child development, which link to school readiness and school success.

How are the Strengthening Families Protective Factors embedded in ROR?

The Protective Factors are explicitly included in the presentation on the Reach Out and Read model given at the Journey to Literacy Conferences. They are also implicitly incorporated in the anticipatory guidance about sharing books with children that is given to parents by healthcare providers. For example, the elements of reciprocity and joint attention that are hallmarks of a strong parent-child relationship are components of reading aloud; attention to the developmental stages in a child's literacy development increases a parent's knowledge of child development.

Reach Out and Read grantee is required to incorporate the approved tagline for the *Brain Building in Progress* communications initiative on appropriate marketing and communications materials and resources that are funded in whole or part through this grant. These materials and resources may include, but are not limited to, the following: marketing products (e.g., flyers, brochures, pamphlets); professional development products printed by the grantee (e.g., books/booklets, guides, course readers); websites; and other products as determined by EEC.

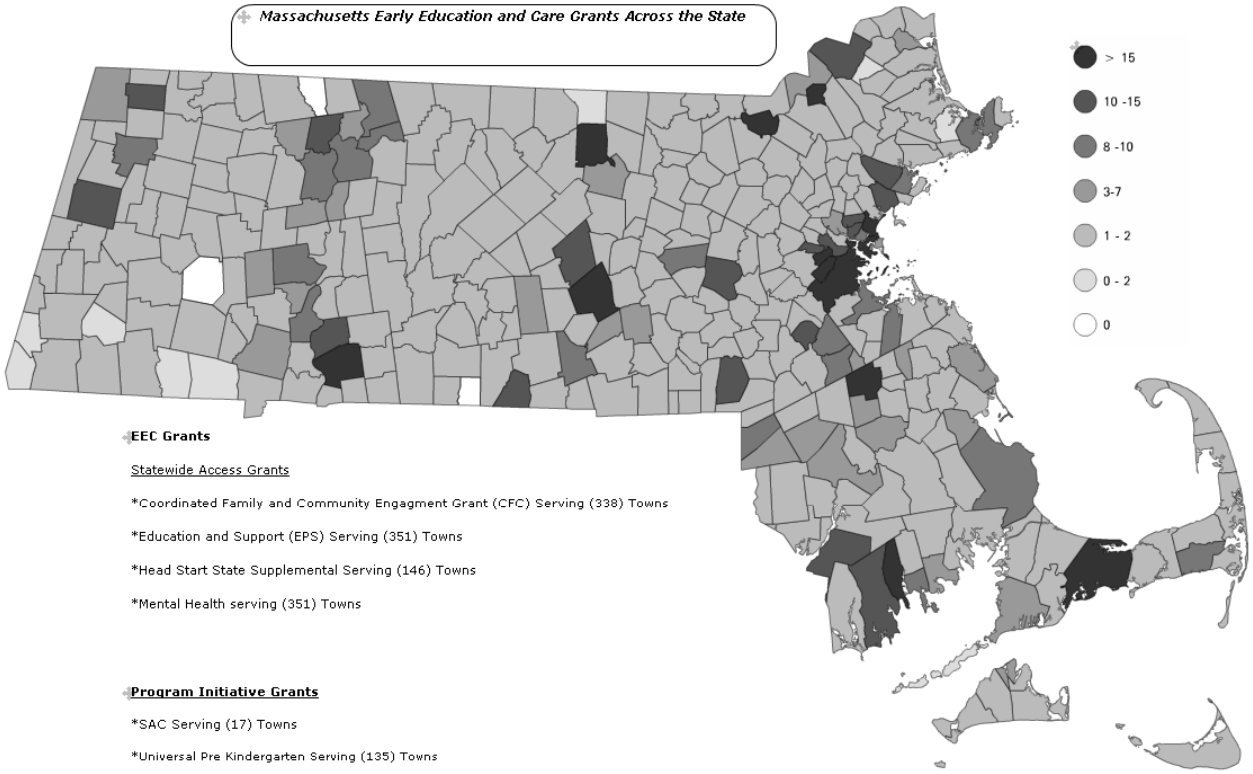
Please provide some examples of how this tagline or the Brain Building in Progress has been incorporated into your communications and products.

*The Brain Building In Progress logo was incorporated into the website (**http://www.eventbrite.com/event/4333981054**) and printed materials for the Journey to Literacy Conference).*

Please list the progress year to date of the ROR FY '13 activities below.

A. ***FY '13 Expansion Goal:*** *Since July 1, 2012 we have brought on 12 new program sites serving approximately 8000 children annually. Eleven other program sites are in the training phase of the application process.*
B. ***FY'13 Training Goal:*** *Between July 1 and December 31, 2012, 187 providers were trained or re-trained through Reach Out and Read's Online CME Course.*
C. ***FY '13 Quality Assurance Goal:*** *In the period from July 1, 2012 through December 31, 2012, 44 formal quality assurance visits were made. These statistics do not include the many additional informal program site support contacts made during this time period.*
D. ***FY '13 Book Goal:*** *We have distributed more than 230,000 books in the Commonwealth as of January 15, 2013.*

Appendix P: EEC Investments by City/Town



EEC Grants

Statewide Access Grants

*Coordinated Family and Community Engagment Grant (CFC) Serving (338) Towns

*Education and Support (EPS) Serving (351) Towns

*Head Start State Supplemental Serving (146) Towns

*Mental Health serving (351) Towns

Program Initiative Grants

*SAC Serving (17) Towns

*Universal Pre Kindergarten Serving (135) Towns

*Quality Rating Impovement System Improvement Serving (217) Towns

Entitlement Grants

*Early Childhood Special Education Allocation (ECSE) Serving (308) Towns

*Inclusive Preschool Learning Enviroments (IPLE) Serving (241) Towns

APPENDIX Q: Summary of Board Votes and Discussion February 2012 – December 2012

DATE	POLICY ISSUE	VOTE	SUMMARY OF DISCUSSION AND VOTE TAKEN
February 14, 2012	Annual Report to the Legislature – Vote	X	Commissioner Killins presented the Board with an overview of the Legislative Report, which represents a compilation of the multiple reporting requirements imposed by both EEC's statute (G.L. c. 15D) and budgetary line item language. She then highlighted some of the key initiatives advanced in FY2012, including: • Child Care Resource and Referral (CCR&R) Reform • Redefining Universal Pre-Kindergarten (UPK) • Race to the Top – Early Learning Challenge • Comprehensive Child Data System • Early Childhood Information System (ECIS): Access to Parental Consent Forms at a Variety of Access Points • Alignment of Quality with a Rate Reform Initiative Board members noted that the Report provides a good summary of the Department's work. **On a motion duly made and seconded, it was: *VOTED that the Board of Early Education and Care approve the Annual Legislative Report for Fiscal Year 2012, as presented and included in the Board materials of February 14, 2012, and authorizes the Department to submit the Annual Legislative Report on its behalf.*** *The motion passed unanimously.*
	FY13 Universal Pre-Kindergarten (UPK) Grant – Discussion and Possible Vote	X	Jay Swanson, EEC Policy Analyst, presented the Board with a summary of the proposed changes to the UPK program for FY2013. He highlighted the three policy objectives: (1) further alignment of UPK with the Quality Rating and Improvement System (QRIS); (2) increase access to UPK Funds; and (3) increase the number of programs participating in UPK. Mr. Swanson reviewed the proposed criteria for the UPK grant and then addressed a two-tiered approach for allocating the FY13 funds. The first round will be limited to existing UPK providers, while a second round will focus on "new" programs that meet the policy objectives of the FY13 grant. In determining program fund allocations, EEC is proposing a new funding formula whereby funding will be limited up to a maximum of 5 "high needs children" per classroom. Based on the number of existing UPK classrooms, EEC estimates that the Department can provide funds to existing programs to serve approximately 1,833 children, which equals $3,009 per child, per classroom. In Round Two, EEC anticipates that there will be funds to serve over 160 children in "new" UPK classrooms. Board members asked for clarification of some of the proposed criteria, such as the program match requirement, whether programs with more than one classroom may receive UPK funds for each classroom or are programs capped at serving 5 high needs children, and how the Department determined funding of five children per classroom. Commissioner Killins responded that the program match will be flexible as programs piece together funds to serve high needs children; the match could be in-kind funds, sliding fee scale, or a professional development relationship, not just cash. She confirmed that the grants are classroom based, not program based; therefore, programs may apply for UPK funding for as many classes as they have. Board Member Scott-Chandler stated that she supports alignment with QRIS, however, she is challenged by the notion of "competitive salary" as we are not competitive in the field. She opined that we are trying to fit this into a box and the field is not ready. Board Member Childs commented that there may be other ways to think about measuring the relative success of programs, such as staff satisfaction and staff retention. Board Member Craig O'Brien suggested that the compensation issue is better suited for the Department to address as opposed to the Board. Board Member Villegas-Reimers added that the Advisory Council desired flexibility in this area. Board Member Villegas-Reimers suggested amendments to the UPK criteria as follows:

DATE	POLICY ISSUE	VOTE	SUMMARY OF DISCUSSION AND VOTE TAKEN
			• A program must be at Level 3 in QRIS and 75% of teachers must have Bachelor's degrees; • A program must demonstrate the practice of salary enhancement with UPK funds over the past two years; • Teacher(s) with an early childhood or related Bachelor's degree(s), must teach in the preschool classroom; • These teacher(s) must have at least a two year tenure at the program; and • The program must demonstrate that the new funding formula is insufficient to meet the salary of the Bachelor's teacher(s) and that 100% of the new formula will be dedicated to teachers' salaries but will not exceed the program's original grant. Board Member Childs expressed her concern by including a salary or compensation requirement, EEC is taking on a role that should be delegated to the programs. Commissioner Killins responded that this amendment could target programs demonstrating salary enhancement over the past two years. If a program can demonstrate that it has used UPK funding for educator stipends or other salary enhancement, it will not be harmed. Board Member Scott-Chandler recommended removing compensation from the proposed UPK objectives until the Department and the Board figured it out. Board Member Craig O'Brien pointed out that grantees have been warned for years that changes to the UPK grant were coming. This program was not intended to cover salary adjustments. Commissioner Killins pointed out that the BAS and PAS tools, required at Level 3 of QRIS, address salary and compensation and that an above average score on the BAS/PAS could substitute for the proposed requirement. Board Member Villegas-Reimers asked whether this would be just for FY2013. Commissioner Killins replied that it could be implemented this year and the Department can learn from it to inform future years. Board Member Washer Gish recommended that the Board "keep it simple", noting that all the points made today are important and that she supports where the Commissioner is leading as it closely aligns UPK to QRIS requirements. She concluded that the Board needs to make sure is the criteria are clear and understandable for EEC and the field. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve the Department's guidelines and policy objectives for the use of Universal Pre-Kindergarten grants in Fiscal Year 2013 as described in the February 14, 2012 Board presentation. The guideline and policy objective that UPK programs "provide competitive compensation packages for lead teachers" is deleted. The motion is amended to allow existing UPK grantees with established UPK classrooms to apply for level funding in FY2013, to be applied to existing educators' compensation only. This exemption is for FY2013 only. In order to be eligible:** • **A program must be a QRIS Level 3 program and 75% of their teachers must have Bachelor's degrees;** • **A program must demonstrate the practice of salary enhancement with UPK funds over the past two years;** • **The Bachelor's teacher(s), with the early childhood or related degree, must teach in the preschool classroom;** • **The teacher(s) implicated must have at least a two year tenure at the program; and** • **The program will be required to demonstrate that the new funding formula is insufficient to meet the salary of the Bachelor's teacher(s) and that 100 % of the new formula must be dedicated to teachers' salaries.** The motion passed by a majority vote. Board Member Huang was absent at the time of the vote.
	Coordinated Family and Community Engagement Network – Discussion		Gail DeRiggi, EEC Senior Policy Analyst, presented the Board with an overview of the Coordinated Family and Community Engagement (CFCE) Network and the FY2013 grant priorities. She noted that a focus for FY13 will be Evidence-Based Literacy Models and that grantees will incorporate the use of evidence-based, EEC-approved early literacy models that ensure focus on home language development. Ms. DeRiggi explained that the FY13 CFCE Renewal grant will be level-funded, pending approval of the final state budget. Additionally, RTTT-ELC grant funds may be used to enhance the implementation of evidence-based literacy models, provide training to support the implementation of the ASQ and ASQ-SE, and offer financial literacy training for the CFCE grantees.

DATE	POLICY ISSUE	VOTE	SUMMARY OF DISCUSSION AND VOTE TAKEN
			Chairperson Chesloff asked for the next step for the grant to move forward. Commissioner Killins replied that the RFR will issue and noted that it does not require a Board vote since the grant requirements are not changing.
	Massachusetts Kindergarten Entry Assessment (MKEA) Pilot – Panel Discussion		Commissioner Killins thanked Donna Traynham along with Associate Commissioner John Bynoe from the Department of Elementary and Secondary Education (ESE) for their leadership and partnership in the Massachusetts Kindergarten Entry Assessment (MKEA) Pilot. She then explained that the goal of the panel discussion is to walk through what the Department would like to accomplish in the MKEA. Panelists included: • Dr. Jose Irizarry, MKEA Project Manager; • Susan Zoll, Wheelock College; specializes in early childhood education, children's language and literacy development; • M. Claire Abrams, Lowell Public Schools, Assistant Superintendent for Curriculum, Instruction and Assessment; • Terry O'Neill, Lowell Public Schools, District Support Specialist for Early Childhood; and • Patricia Murphy-Painchaud, Lowell Public Schools, Early Childhood District Support Specialist Commissioner Killins reviewed the five key areas of the RTTT-ELC grant: successful state systems, high quality, accountable programs, use of standards, workforce support, and measures of progress. She explained that the goal is to provide all children with an opportunity to be screened, whether they are in formal or informal environments. This project will impact 24 communities in 26 school districts, with 874 kindergarten teachers and 1,700 students affected. Districts are now identifying their professional development needs, creating plans, identifying the need for substitutes, attending webinars that offer the opportunity to experience the three approved screening tools, attending meetings in each district as part of a Pre-K to Grade Three strategy and are thinking about which schools should be used to implement the project. She stated that EEC is listening to the school districts' concerns and issues which focus on technology and that only two years' worth of funding may be available. Commissioner Killins added that the goal is to start some assessments in September. The panelists were then asked to offer their perspectives. The Board thanked the panel for sharing their perspectives and asked if the assessment tool is redundant and questioned whether teachers have the time to be responsive to children and engage with parents who may not have the time to practice skills with their children at home. Panelists responded that the district currently uses an on-line system with all data collection recorded on-line under a student portfolio. However, this is a time consuming process. The district is struggling with how to make this real for parents and to understand what parents want to know. When information is sent home and does not get much response, they know it is not the right balance of information.
March 13, 2012	Commissioner's Evaluation – Vote	X	Chairperson Chesloff began by extending his appreciation for the Board Members' full participation in completing the Commissioner's annual evaluation and noted that Department staff feedback was solicited and was tremendously helpful to the process. He recognized the consistent strengths of Commissioner Killins: her support of the Board, her effectiveness, knowledge of issues, work ethic, and ability to get things done. He added that overall there was very positive feedback. Chairperson Chesloff mentioned that the memorandum listed some elements for improvement. He noted that the Board recognized the tremendous efforts of EEC staff to continue to produce quality work despite the great amount of work that needs to be completed. He reported that Commissioner Killins received an evaluation of highly effective. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education approve the Commissioner's 2012 Annual Performance Evaluation, including the Commissioner's performance rating of Highly Effective, as recommended by the Board's Ad Hoc Committee through its March 13, 2012 memorandum.** The motion passed by a majority vote.
	Transportation Policy – Discussion		Jay Swanson, EEC Policy Analyst, summarized the work completed by the Transportation Work Group (TWG) over the past three months, then presented an overview of the TWG's recommendations related to the following areas: Management Responsibility; Parent Notification Requirement; Vehicle Safety: Adult Monitor; Child Safety: Passenger Log; Transportation Performance Standards; Emergency, Accident and Safety Response; and

DATE	POLICY ISSUE	VOTE	SUMMARY OF DISCUSSION AND VOTE TAKEN
			Transportation Provider Rates. Mr. Swanson also reported that the members of the Policy and Research committee requested that EEC provide the Board with information regarding the cost of quality transportation, including the optimal number of children that can be served and the types of children eligible to benefit from transportation. Board members requested clarification of particular recommendations and comments, including the reasoning behind checking the vehicle "when safety allows", the training available to address emergencies and accidents, and the rationale behind the TWG's recommended daily transportation provider rate of $20 round trip/per child. Board members also questioned whether Secretary Reville's concern with vehicle window tinting had been addressed and whether there should be particular child ages that require vehicles to have an adult monitor or an electronic monitoring device on board. Commissioner Killins responded that EEC will provide specific follow-up to the Board in May.
	State Advisory Council (SAC) Rural Communities Initiative Update – Discussion		Commissioner Killins summarized the 5 Focus Ares of the Massachusetts State Advisory Council (SAC): Early Childhood Information System development and use, needs assessment, community planning and PreK-3 partnerships, early education/higher education workforce preparation partnerships, and children and families with limited English proficiency, developmental delays and/or multi-agency involvement. Commissioner Killins explained that there are two core functions of the Rural Communities grant. She noted that EEC will release a second round of competitive funding in FY12 ($95K) to support Gateway cities, federal home visiting programs, and Level 4 schools.
	Department of Children and Families (DCF)/Department of Mental Health (DMH) Joint Procurement of Out of Home Residential Services for Children – Panel Discussion		Dave McGrath, EEC Deputy Commissioner for Field Operations provided the Board with an overview of EEC's role and responsibilities related to residential and placement licensing. The panel included Joan Mikula, Assistant Commissioner for Child and Adolescent Services from the Department of Mental Health (DMH) and Bob Wentworth, Assistant Commissioner from the Department of Children and Families (DCF), who discussed their agencies' involvement in the Children's Behavioral Health Initiative (CBHI) Vision, the current purchasing practices, and the reform practices and requirements of Chapter 257. Deputy Commissioner McGrath noted that it was not common to have three state agencies at the table, working in partnership.
April 10, 2012	Subsidy Regulation Amendments – Vote	X	Carmel Sullivan, EEC Acting General Counsel, and Thomas Weierman, EEC Assistant General Counsel, presented the Board with an overview of the proposed subsidy regulation revisions, which include both technical and substantive changes. Ms. Sullivan noted that these proposed revisions were thoroughly vetted, with six public comment hearings and meetings with the Governor's Council to Address Sexual Assault and Domestic Violence, as well as representatives from legal advocacy groups, including Greater Boston Legal Services (GBLS) and the Massachusetts Law Reform Institute (MLRI). Ms. Sullivan highlighted the common themes from the public comment period. Based on the feedback from both internal and external stakeholders, she provided the following recommendations to the Board for each substantive issue raised during public comment: • **Child Support Enforcement Requirement -** delete proposed requirement. • **Parent with Disabilities/Special Needs –** amend proposed change to clarify that the authorization period for this class of applicants may be extended for up to 2 years with allowance for further extensions approved by EEC for chronic cases. • **Children with Disabilities/Special Needs –** no change to proposed language. Ms. Sullivan exceptional circumstances may be approved on a case-by-case basis through the variance process. • **Citizenship or Immigration Status Requirement for Children –** no change to proposed language. Ms. Sullivan reported that EEC implemented a policy to address the federal non-compliance finding and that this regulatory change merely codifies existing practice, which ensures that EEC is in compliance with the federal citizenship and immigration requirements imposed by ACF. • **Limitations on Self-Employment –** amend proposed change to remove the restriction on self-employed based on the age of the children seeking subsidy.

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			• **Child Attendance –** no change to proposed language. Ms. Sullivan assured the Board that EEC's current Child Care Financial Assistance Project will include an automated attendance tracking and improved monitoring, as well as built in alerts for families nearing certain absence thresholds. • **Including Homework/Study Time for Education/Training as Service Need –** amend proposed change, so that all applicants seeking child care related to education or training needs are provided additional hours for homework or study time. • **Homeless Child Care Services Program –** no change to proposed language. EEC confirmed that the proposed regulations include a provision for both homeless stabilization and diversion programs. • **Denial, Reduction and/or Termination of Services & the Review Process -** EEC does not recommend incorporating a deadline for completing the review process and, as a result, left the proposed revisions to allow reviews to be completed within 30 days or as promptly as administratively feasible. Commissioner Killins recommended the Board give the Department 90 days to look at how to manage this work. Ms. Sullivan noted that the Child Care Financial Assistance (CCFA) project is expected to roll out for July 1, 2012 and the CCFA will have the ability to monitor the review process. She supported Commissioner Killins' recommendation that the Department come back to the Board in 90 days on this issue. Ms. Sullivan then addressed the advocates' demand to eliminate termination of child care because a parent violated the policy of a provider or CCR&R. In reviewing this comment, Ms. Sullivan explained that EEC has received several complaints from both contracted providers and CCR&Rs about abusive, threatening, or harassing behavior of parents towards subsidy administrative staff. Initially, EEC sought to include language that a parent could be terminated for abusive, threatening or harassing behavior toward program or CCR&R staff; however, this proposed language was deleted at the request of the Commissioner who felt it was too subjective. Based on these reasons, the Department does not recommend any changes to the current regulatory language. Ms. Sullivan then reviewed the regulation promulgation timeline, which included the Board vote to approve regulations at today's meeting. If approved, EEC will submit the final proposed regulatory amendments to the Joint Committee on Education as well as the House and Senate Committees on Ways and Means who then have 60 days to review the regulations, before the Department can adopt the new regulations by publication in the Secretary of State's Register. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care, in accordance with G.L. c. 15D, § 3, approve the Department's amended regulations governing eligibility, provision and termination of child care services, payment, and review of decisions to deny, reduce or terminate services provided to children and families through subsidized child care programs. Further, the Board approves the following two amendments proposed at the April 10, 2012 Board Meeting:** • **606 CMR 10.04: Income Eligible Child Care Subsidy: Changes to section (1)(b)1.iv.d. – The service need for parents participating in education or training programs other than college or high school is 2.5 hours of service need for each hour spent in the education or training program per week.** • **The Board vote is contingent upon the proposal of the Commissioner to return to the Board, within 90 days, with a management plan and policy developed in partnership with the Planning and Evaluation Committee to better understand and manage the subsidy review process. This plan will provide recommendations to the Department in order to move forward with subsidy reviews in a more manageable timeframe.** **In addition, the Board authorizes the Commissioner of the Department to submit the proposed regulations to the Joint Committee on Education and the House and Senate Committees on Ways and Means at least 60 days prior to promulgation, as required by G.L. c. 15D, § 3(f), and further authorizes the Commissioner to file the amended regulations with the Secretary of the Commonwealth, in accordance with M.G.L. c. 30A, for publication in the Massachusetts Register.** The motion passed by a majority vote.

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	Information Technology Support of EEC's System Building Efforts – Discussion		Discussion tabled for the May 2012 Board Meeting.
	Alignment of Inclusive Preschool Learning Environments with QRIS – Discussion		Sarah Harding, EEC Director of Operations and Human Resources, presented the Board with an overview of the Inclusive Preschool Learning Environments grant, which are designed to support inclusive preschool learning environments for children with disabilities. All applicants must serve preschoolers with disabilities in inclusive settings with their typically developing peers, provide services in public schools, Head Start programs, and/or EEC licensed child care programs, and limit classroom capacity when there are five or more children with documented disabilities. Ms. Harding then summarized the Level 1 and 2 QRIS requirements for group and center based programs, which govern these programs. Level 1 programs are those that meet EEC's licensing requirements or are license exempt. Level 2 requirements address: o Curriculum and Learning o Safe, Healthy Indoor and Outdoor Environments o Workforce Qualifications and Professional Development o Family and Community Engagement o Leadership, Management and Administration Ms. Harding explained that supports for QRIS are or will be provided with the Readiness Centers providing professional development support starting in 2013, verification of the Environmental Rating Scales provided by EEC, CLASS training offered through the CASE Institute, and Regional Community of Practice Meetings offered three times annually. Ms. Harding explained that the Department recommends that, as part of the FY2013 391 grant funding eligibility criteria, all programs must participate in QRIS and should be participating at Level 2 by January 1, 2013. Chairperson Chesloff inquired about the next steps. Ms. Harding responded that the Department will add language about screening and assessment and high needs children to address the concern of screening out children and limiting access for peer models. Commissioner Killins added that the suggested UPK and Pre-K to 3 alignment language will be added. Once that occurs, the Board will then vote.
	Early Education and Care Assessment Systems – Panel Discussion		Jay Swanson, EEC Policy Analyst, introduced panelists from the field of early education and care with formative assessment experience, which included: Hanna Gebretensae, Director of Early Childhood Education Programs at Aspire Institute, Wheelock College, Wayne Ysaguirre, President and CEO of Associated Early Care and Education, Julie Culhane, representing Pearson Work Sampling, and Suzanne Shield, representing Teaching Strategies. Mr. Swanson then introduced the discussion by explaining how assessment fits into the work of the Department and then briefly highlighted the assessment systems utilized by the field. The panelists then offered their individual experiences in implementing assessment tools in daily practice.
May 8, 2012	Alignment of Inclusive Preschool Learning Environments with the QRIS – Vote	X	Sarah Harding, EEC Director of Operations and Human Resources, presented the Board with an overview of the alignment of Inclusive Preschool learning Environments with the Quality Rating and Improvement System (QRIS). She explained that all applicants must meet specific standards before services can be provided in public schools, Head Start programs, or EEC licensed group care programs. Ms. Harding then summarized the initiative around pre-K to third grade alignment, noting that all programs must demonstrate such alignment with the school district in which they are located. Ms. Harding noted that the proposed alignment of Inclusive Pre-School Learning Environments with QRIS was vetted through several subcommittees and that programs must be participating in QRIS to be eligible for FY13 funding with the expectation that programs will be at Level 2 in QRIS by June 30, 2013. Board Member Craig O'Brien proposed that the Board convene an ad hoc working group that will work with pre-K programs and the public schools for

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			a short term to look at best practices. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve the Department's guidelines and policy objectives to align the FY2013 Inclusive Preschool Learning Environments renewal grant with the Massachusetts Quality Rating and Improvement System as described in the May 8, 2012 Board Presentation.** The motion passed by a majority vote.
	Information Technology Support of EEC's System Building Efforts – Discussion		Tanuja Gopal, EEC Chief Information Officer (CIO), presented the Board with an overview of how information technology (IT) is used to support the Department's system building efforts. She explained EEC's vision for leveraging IT to meet the Department's Strategic Goals involves support and feedback at the Secretariat, Agency, and User levels. Ms. Gopal then highlighted some of the major FY2012 IT initiatives, including: • KinderWait, the web-based application that replaced EEC's legacy waitlist system; • Voucher Management, to streamline the voucher re-assessment process; and • Child Care Financial Assistance (CCFA), which will be a web-based application for attendance, billing, payment, and compliance. Ms. Gopal also discussed the importance of end-user communication in implementing and enhancing IT applications. She noted that end-users have expressed concerns about being unprepared for past application implementations or failing to have a full set of expectations conveyed in advance of such implementations. Constant communication is critical to the success of a project, including training and end-user guides. Ms. Gopal stated that EEC's vision for the future is built upon an IT environment that: • provides efficient and innovative technical solutions for families, providers and EEC staff; • allows for open and transparent business practices; • establishes accurate and timely data for policy making, service delivery, and results evaluation; and • ensures applications are appropriately integrated and linked. She acknowledged that EEC leadership is proactively seeking ways to increase productivity through the use of technology such as mobile Internet access, single sign-on, and data quality. Ms. Gopal affirmed that streamlined child care system processes, which address user feedback, improve application workflow, ensure ease of connectivity and support, and apply consistent rules and practices, will positively impact the field as well as other state and federal agencies. Undersecretary Weber briefly explained the Patrick Administration's work around a Readiness Passport, which is a set of data elements that will be used to follow children from early childhood throughout the education continuum, in an effort to start delivering education to meet the individual needs of students.
	Management Process for Subsidy Reviews – Discussion		Carmel Sullivan, EEC's Acting General Counsel, explained that due process requires an appellate process to review any denial, termination or reduction of a child care subsidy, then highlighted the reasons whereby a family's subsidy may be denied, terminated or reduced: Lack of service need (i.e. not working or working less than 20 hours per week) • Lack of financial eligibility (i.e. income exceeds eligibility thresholds) • Failure to submit required documentation to verify eligibility • Non-payment or late payment of required parent fees • Unexplained or excessive absence • Submission of false or misleading information/documentation • Failure to comply with EEC, CCR&R or contracted provider policies • Service need changes from full time to part time

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			She then addressed the past two year history of requests for review received by EEC. Ms. Sullivan noted that EEC received 847 requests in 2010 and 1,226 requests in 2011. In the first quarter of the 2012, EEC has received 326 requests. Due to the volume of these requests and limited staff resources, EEC has experienced a large backlog. To address this backlog, EEC proposes the following plan: (1) conduct weekly meetings with Review Officers to expedite outstanding reviews; (2) develop a template for CCR&Rs to quickly determine whether families have remained in care, are no longer in care, and have been recently re-assessed; (3) for open cases, establish weekly contacts with CCR&Rs and contract providers to expedite outstanding caseload and obtain outstanding documentation in order to complete reviews; and (4) triage requests when received to determine what can be immediately acted on or that can be forwarded to an Assistant General Counsel for review. In addition, she reported that EEC will be strictly enforcing deadlines for submission of requests and documentation.
	Informal Supports through Community and Family Engagement - Panel Discussion		Gail DeRiggi, EEC Senior Policy Analyst, introduced the Coordinated Family and Community Engagement (CFCE), which included: Barbara Allard, Director of Early Childhood for the Fall River Public Schools and CFCE Coordinator; Margaret Waddicor, CFCE Parent Outreach Coordinator; Michele Dunse, CFCE Parent Support Coordinator and Social Worker; Angela Silveira, Southbay Early Intervention Clinical Supervisor; Pam Hagberg, CFCE Grant Manager at PACE Child Care Works and Grant Coordinator at Freetown-Lakeville-Berkley CFCE; Leslie Dunn, Project SHARE/Sachem Coordinator and Grant/Fiscal Specialist; and Gina McGarrigle, Parent Support Educational Specialist. The panelists described various activities supported as a result of grant priorities from the CFCE grant. Activities ranged from creating and distributing resource calendars to families with updates in English, Spanish and Portuguese, implementing community playgroups in areas lacking public transportation, family literacy support groups for hard to reach families including a program held at MCI-Norfolk for incarcerated fathers and their children, financial literacy groups, and outreach and support to homeless families. The panelists also discussed the community partnerships they have developed with libraries, public schools, children's museums, local businesses and home visiting programs. Board members asked the panelists about the impact of CFCE grant funding and whether they could continue their programs without it. All panelists emphasized that they would be unable to fund and support staff without the grant.
June 12, 2012	Approval of Fiscal Year 2013 Board Meeting Schedule – Discussion and Vote	X	Chairperson Chesloff presented the motion for the Fiscal Year 2013 Board Meeting Schedule. Commissioner Killins reminded Board members that the September 18th Board meeting falls during Rosh Hashanah. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve the Fiscal Year 2013 Board Meeting Schedule. The motion passed unanimously.**
	FY13 Universal Pre-Kindergarten (UPK) Grant Amendment – Discussion and Vote	X	Commissioner Killins reported that the two year tenure requirement for teachers contained in the FY2013 UPK renewal grant was negatively impacting some programs' ability to meet the exemption requirements for level funding. She indicated that some programs lost staff to the public school system but replaced those educators with new staff who also hold Bachelor's degrees. Under the terms of the February 14, 2012 Board vote and the provisions of the RFR, some UPK programs were deemed ineligible for the funding exemption despite their efforts to ensure UPK classrooms were staffed by BA level educators. Commissioner Killins explained that the intent of the exemption requirement was (1) to ensure that degreed teachers had been regularly employed in the UPK classrooms and (2) to provide incentives for teacher retention. She recommended that the FY13 exemption criteria be amended to reflect this intent. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve the Department's proposed amendment to the guidelines and policy objectives for the use of Universal Pre-Kindergarten renewal grants in Fiscal Year 2013 in accordance with the goals and the criteria described in the June 12, 2012 Board materials and summarized above.** The motion passed unanimously.
	Transportation – Discussion and	X	Chairperson Chesloff recapped the events that led up to today's discussion on transportation. Jay Swanson, EEC Policy Analyst, then presented the Board with an overview of the transportation policy, along with TWG's input and recommendations regarding the following provisions:

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	Potential Vote		• Management Responsibility: EEC recommends that anyone who contracts and/or receives monetary compensation for transportation services is the individual or entity responsible for insuring regulatory and policy compliance. • Adult Monitor(s): EEC recommends that adult monitors be required for programs that transport infants, toddlers or pre-school children, subject to additional funding. • Secondary Vehicle Inspections: EEC recommends that the policy emphasize that vehicle inspections shall occur as soon as possible after the last child is dropped off by both the transportation driver and the adult monitor (or a secondary reviewer if no adult monitor is required). Mr. Swanson proposed the following revised recommendations to the Board for discussion and potential vote: • EEC will implement the recommended "no-cost" transportation policy changes that include Management Responsibility, Parent Notification, and Passenger Logs. • To implement the other policies with cost implications, EEC proposes to increase the transportation provider rates to $12.25 per child for round trips and to $8.25 per child for one-way trips. • EEC will modify contracts to require drivers to attend the transportation safety training on an annual basis and enroll in the Professional Qualifications Registry (PQR). Board Member Wasser Gish described how the collective efforts of the Policy and Research Committee and the Fiscal Committee and their discussions helped shaped the conversation towards improving the overall safety and system of the transportation program. She reported that the Policy and Research Committee supported a rate increase but was unsure whether this recommendation could be through existing funds or a supplemental appropriation. Commissioner Killins responded that the proposed transportation rate increase is directly tied to the implementation of safety improvements and that the Department would seek a supplemental appropriation to fund the increase. Board Member Craig O'Brien added that the health and safety requirements should be tailored based on developmental not just chronological age/ability, as not all children within a certain age group will be able to enter/exit vehicles or communicate at the same level. Board Member Childs requested that the motion be amended to read that the proposed increases were subject to "additional" appropriation. She noted that the Fiscal Committee was not willing to perpetuate the existing access issues in order to fund transportation rates. Secretary Reville acknowledged that the primary issue before the Board is to address children's safety and that the rate increase is secondary. He inquired if the Department is making any policy changes to address the issue of window tinting. General Counsel Carmel Sullivan responded that all transportation vehicles must be in compliance with the G.L. c. 90, § 7D, which requires semi-annual vehicle inspections for all 7D vehicles that address allowable window tinting and after-market tinting or alterations. Secretary Reville asked if EEC had reviewed the RMV's regulations with respect to transporting infants, toddlers, and preschoolers or whether there were additional standards that should be considered. Commissioner Killins responded that some children have specific needs that require window tinting; therefore, EEC was not able to eliminate or change the federal standards for window tinting. Board Member Childs commented that transportation services should be considered a value add, not a barrier. Best practice is formulating a parent and school connection and that the Department should use this opportunity to emphasize this fact. Board Member Scott-Chandler added that the face-to-face opportunities between families and educators are very important to supporting positive relationships and fostering children's growth.

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			However, some families are unable to make that connection due to disability, safety or work requirements. Chairperson Chesloff reiterated the importance of addressing safety first and that the implementation of an adult monitor on vehicles will require additional funds, subject to the approval of a supplemental appropriation. He continued that today's discussion does not end the transportation dialogue and that the conversation will continue as items are brought to the Board for further consideration. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve the Department's proposed recommendations to the existing Transportation Policy (effective December 12, 2011) along with the implementation of transportation safety training for the field. Subject to a supplemental budget appropriation, the Board approves an increased transportation provider reimbursement rate of $16.51 for round trip transportation and $11.11 for one-way transportation for all infants, toddlers and preschool age children with the requirement that, if the recommended reimbursement rate increase is funded, entities that receive transportation payment from EEC for infants, toddlers and preschool age children must dedicate one adult monitor on all vehicles. The transportation rate of $9.00 per day round trip and $6.00 per day for one-way transportation will remain in effect for all transportation providers that transport school age children. Effective FY2013, all entities that receive transportation payment from EEC will submit a plan for administrative oversight of their transportation program to EEC and transportation drivers will be required to submit yearly certification of participation in EEC's transportation safety training and enroll in the Professional Qualifications Registry, as described in the June 12, 2012 Board Presentation.** The motion passed unanimously.
	Child Care Resource and Referral Protocol Development and System Alignment – Discussion and Vote	X	Commissioner Killins welcomed Linda Mills, principle of Mills Consulting, Inc., and explained that Mills Consulting has been working with EEC to develop a common set of policies and procedures for the CCR&Rs and will provide recommendations regarding the nature of child care resource and referral services for FY2013. Commissioner Killins described this study as part of a "ground-up" restructuring that will ensure the right sizing, role, and function of the CCR&Rs. Ms. Mills began her presentation by providing a brief overview of the CCR&Rs, including their overall scope and function, the CCR&Rs' use of technology, voucher management, information and referral services, provider development, customer service, and consumer education. Ms. Mills also described the research that her firm had conducted to develop protocols for future CCR&R services, including a review of previous MA CCR&R studies, discussions with EEC staff, discussions with MA CCR&Rs' staff, discussions with MA Coordinated Family and Community Engagement ("CFCE") grantees, review of Mass 2-1-1, discussions with other states' CCR&R networks/agencies, review of other states' CCR&R procedures documents, and attendance at the NACCRRA Symposium. She explained that the primary purpose of the study was to define the core services for CCR&Rs. Board members requested clarification of some of the proposed criteria, including the requirement that all CCR&R staff have a BA degree, and asked about MA CCR&Rs' implementation of NACCRA best practices. Board members also questioned whether there was a need to revisit the timelines for FY2013. Ms. Mills responded that the BA requirement is aligned with national NACCRA standards and that the Region 1 CCR&R already has strong links to NACCRA best practices. Commissioner Killins stated that revisiting the timeline is not necessary. She added that access to CCR&R services should be geographically distributed and be available statewide; access should not be limited to one regional office. Commissioner Killins noted that there are 29 Department of Transitional Assistance ("DTA") offices, over 100 CFCE grantees, and several Department of Children and Families ("DCF") family centers. She envisions the CCR&R offices to serve as "one stop shopping" with multiple opportunities at a variety of locations to ensure access across the Commonwealth. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care hereby approve the Department's budget, goals and criteria as described in the June 12, 2012 Board Presentation, and as summarized within the motion, for the procurement of Voucher Management and Information and Referral Services to commence January 1, 2013 through a competitive Request for Responses (RFR).** The motion passed unanimously.

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	EEC Budget – Discussion		William Concannon, Deputy Commissioner of Administration and Finance, reviewed the various sources of state, federal, and non-governmental, community-based revenue that comprise EEC's budget and summarized the FY2012 spending patterns. Deputy Commissioner Concannon described how funding furthers the agenda of early childhood education and addressed the State Advisory Council funding and the Race to the Top - Early Learning Challenge funding. This money supports the four priority areas of EEC's work: educator quality, program quality, assessment of child outcomes, and family/community engagement.
	Museums and Libraries Partnership for Parent, Family and Community Engagement – Panel Discussion		Commissioner Killins explained that EEC has partnered with the Boston Children's Museum to implement a statewide strategy to increase the capacity of museums and libraries to support intentional family engagement activities and early learning opportunities. Commissioner Killins then asked Jerri Robinson, Vice President of Education and Family Learning at the Boston Children's Museum to introduce the other panelists who included Kim DeWall, Coordinator of the Early Childhood Resource Center at the Falmouth Public Library; Shelley Quezada, Consultant for the Massachusetts Board of Library Commissioners (the state library agency); and Karen Rubin, Director of Amelia Park Children's Museum. Ms. Robison offered a description of the overall scope of the project and explained that over the next four years, with the support of the RTTT–ELCG funding, this partnership will focus on early literacy, school readiness, increasing interest and awareness of STEM (Science, Technology, Engineering and Math), and raising public awareness of the importance of early education and care through the state's *Brain Building in Progress* communications initiative. The panelists then provided highlights of their successes and outlined the next steps for the project, which include the dissemination of Frequently Asked Questions ("FAQ"), an introductory meeting with CFCE grantees, the utilization of this year's Countdown to Kindergarten celebration as a hands-on training opportunity, and actual visits to museums throughout the Commonwealth.
September 18, 2012	FY13 Universal Pre-Kindergarten Procurement – Discussion and Vote	X	EEC Policy Analyst Jay Swanson reviewed the policy objectives for the FY13 Universal Pre-Kindergarten (UPK) program, which were approved by the Board at its February 14, 2012 meeting: (1) to further align UPK with the Quality Rating and Improvement System (QRIS); (2) to increase access to UPK funding for high needs children; and (3) to increase the number of programs participating in UPK. He noted that the FY2013 allocation for UPK totaled approximately $6 million to be distributed through two separate procurements. The first procurement for up to $5.5 million was distributed through a competitive grant process for existing UPK grantees. The second phase was to be distributed as an open, competitive procurement for interested programs, with an anticipated budget of up to $500,000. Mr. Swanson noted that the number of programs participating in UPK has decreased from 252 programs in FY2011, 208 programs in FY2012, to 186 programs in FY2013. Given the decreased participation, Mr. Swanson stated that additional funds were available for the open, competitive procurement and the Department recommends increasing the available funding from $500,000 to $800,000 for this initiative. Chairperson Chesloff and Board Member Huang requested further analysis of the consistent decline in UPK numbers. Mr. Swanson agreed to provide the board with a chart reflecting UPK program participation. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve the Department's proposed amendment to increase the funding associated with the Universal Pre-Kindergarten Open Competitive Grant in Fiscal Year 2013 from $500,000 up to $800,000, in accordance with the goals and the criteria described in the February 14, 2012 and September 18, 2012 board materials.** The motion passed unanimously.
	Utilizing the Waitlist for Subsidized Early Education and Care to Understand and Support Families – Discussion		Tanuja Gopal, EEC's Chief Information Officer accompanied by Audrey Willoughby, Director of User Services, reported that EEC launched a new web-based, centralized waitlist system, known as KinderWait, in the summer of 2011. Ms. Gopal noted that through KinderWait, EEC is able to collect and us data to meet the following goals: • To determine the need for access to child care based on waitlist data • To establish policy priorities for serving children and families on the waitlist • To determine the average amount of time children are on the waitlist by age group

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			Ms. Gopal noted that the current waitlist has over 44,000 children and summarized next steps, which include monitoring the amount of time children are on the waitlist, understanding parent choices for program types and geographic preferences, understanding the impact of policy decisions on waitlist reductions, and reviewing access to care as a result of attrition. Ms. Gopal reported that in the past year approximately 24,000 available funding letters were sent, resulting in 9,000 children being enrolled. The presentation reflects one year of data using the new waitlist system; EEC will have better trending and analysis capacity moving forward. Chairperson Chesloff asked if closing access is the sole reason that the waitlist has almost doubled since last year. Ms. Willoughby responded that there are several reasons for the growing waitlist, including the fact that families were added to the list, but not removed, in accordance with policy.
	Community Support Grant: Strategic Planning for Birth to Age 8 Assessment, Screening, and Curriculum Alignment – Panel Discussion		Jessica Fix, EEC Program Funding Specialist, provided the Board with an overview of the State Advisory Council - Community Support Grant (CSG), and highlighted the two core functions of the grant: (1) support for strategic planning at the community/local level that was awarded to existing Coordinated Family and Community Engagement (CFCE) grantees; and (2) alignment of the Birth to Age 8 assessment, screening and curriculum that was awarded to non-profits working in partnership with public schools, school districts and/or charter schools. Ms. Fix then introduced the panelists: David Thomas, Barnstable Public School Early Education & Care Coordinator; Rita Celia, CFCE Coordinator for Triumph, Inc. in Taunton; and Dr. Anne McKenzie, Executive Director at the Lower Pioneer Valley Educational Collaborative. The panelists then described their individual use of the funds, including facilitating meetings between community-based and public school providers, surveying participants about assessment and screening tools, and facilitating a "communities of practice" framework with questions that are meaningful across all levels. Chairperson Chesloff asked if there are any efforts for the grantees to share information and best practices with each other. Secretary Reville offered that the Readiness Centers are a resource to facilitate and continue this dialogue. Dr. McKenzie stated that there is an inability to share child data from preschool to kindergarten and asked about EEC's participation in the longitudinal data system to facilitate data transfer.
October 16, 2012	FY13 Mental Health Services Procurement – Discussion and Vote	X	Commissioner Killins reported that EEC has entered into an Inter-Agency Service Agreement with the Department of Mental Health (DMH) to jointly manage EEC's early childhood mental health consultation grant and to align these services within the system of mental health services provided by DMH. She stated that this connection to DMH will assist in the Commonwealth's effort to provide better services to children and families. Commissioner Killins reported that the Department intends to conduct a competitive bid for these services in July, 2013. EEC Policy Analyst Evelyn Nellum, accompanied by Sandy Wixted, LICSW from DMH, provided a brief overview of the statewide system of mental health supports for children and their families, then outlined the proposed vision for the future of early childhood mental health supports in the Commonwealth. Through this vision, EEC and DMH hope to increase access to mental health consultation services, while developing staff capacity to address the needs of young children so that staff has the knowledge and confidence to deal with challenging behaviors that may arise. Ms. Wixted then highlighted some of the proposed enhancements to the FY2014 grant, which are intended to build linkages to existing programs, including: • Providing more specificity in the referral process, • Making connections for families when services cannot be found in the community, • Obtaining technical assistance from DMH, • Implementing program performance measures, • Expanding access to early childhood mental health services, and • Utilizing standard measurement tools.

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			Ms. Nellum addressed the next steps for the FY2014 early childhood mental health consultation grant, which include the development and design of an intake system through a competitive bid for up to $1.25 million. Board Members asked if the changes to the ECMH model had any impact on the number of children suspended or expelled from programs. Commissioner Killins responded that a study related to early childhood expulsions was conducted about three years ago, but acknowledged that the Department needs a better system to track the number of children that have been suspended or expelled. She noted that we must be careful in how we frame language in these studies because program movement or disruptions in service may inadvertently appear. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care hereby approves, subject to appropriation, the Department's proposal for procuring a statewide consultation system of mental health supports for children and families for Fiscal Year 2014 for up to $1.2 million, in accordance with the goals and the criteria described in the October 16, 2012 Board Presentation.** The motion passed unanimously.
	Review of the Rate Structure for Subsidized Early Education and Care – Discussion		In the interest of time, Commissioner Killins summarized the Quality Cost Model for Early Education and Care and Out of School Time and noted that the full presentation was included in the Board materials and on EEC's website.
	FY14 State Budget – Discussion		William Concannon, EEC Deputy Commissioner for Administration and Finance, highlighted the significant progress EEC has made towards improving the infrastructure and delivery of early education and care over the past three years, while at the same time the Department's overall budget has decreased. Deputy Commissioner Concannon also presented data reflecting current children on the waitlist juxtaposed to current children served by EEC. This data demonstrates the need to open access as the number of children on the waitlist has exceeded the number of children served for the first time. He then set forth the most immediate needs of the Department, which included a rate increase; permission to open access; staffing to support licensing, monitoring and systems implementation; and funding to support the actual cost of transportation, then he offered a plan to request an additional $50 million to address these needs. Board members inquired about the lack of transportation costs in the plan. Undersecretary Weber responded that it is vitally important that transportation is reflected in this request for ANF to assess EEC's priorities for FY2014 and beyond. Deputy Commissioner Concannon stated that he will refine the proposal based upon the discussion, but encouraged more thinking to understand how the quality and access pieces might be implemented. He expressed a need for clear policy objectives to determine the cost of getting where we want to go. Board Member Wasser Gish offered two options: (1) tiered rates based on QRIS levels; and (2) targeted access for pre-school aged children on the wait list. Commissioner Killins questioned the efficacy of targeting funds only to preschool children. She acknowledged that the possibility of tiered rates was discussed, but cautioned that there is not enough national data to suggest that programs at higher QRIS levels actually produce better outcomes for children. EEC needs to have this evidence before attaching money to the levels. Specifically, she stated that EEC does not know at this time whether the 79 standards in QRIS are the 79 things that are needed to improve child outcomes. Board Member Childs offered that it is important politically to emphasize that the additional funds requested have the ability to be claimed to the CCDF grant or other sources. From a fiscal perspective, she stated that EEC should do everything it can to maximize federal revenue. Commissioner Killins noted that from August, 2011 to August, 2012 about 3,000 children have left care and have not been replaced because access is closed. Undersecretary Weber recommended that additional funds to support access should be emphasized in light of caseload reduction in order to make a more compelling argument to the Legislature. Board members asserted that the additional funding request should be presented as an opportunity for EEC to build upon its current successes and

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			stressed the importance of packaging the request as the Department will be competing with other state agencies. Two additional committee meetings were then scheduled to discuss these matters before the next board meeting.
	Educator and Provider Supports – Panel Discussion		Commissioner Killins began by introducing the Educator and Provider Support Grantee panelists: Kathy Gallo from North Shore Community College and Carla Seymour and Yvette Rodriguez from ABCD Head Start. The panelists then discussed their experience as EPS grantees for the Board Board members asked the panelists to describe the challenges they have experienced. The panelists noted that transportation, translation of materials, and accessibility to trainings are big challenges. In regards to transportation, where services are provided can sometimes be a challenge as they need to be centralized so participants don't have to consistently travel far.
November 13, 2012	FY13 Universal Pre-Kindergarten (UPK) Grant Amendment – Discussion and Vote		Commissioner Killins reported that EEC had received several qualifying responses from vendors seeking UPK funding through the second phase of the FY2013 UPK competitive grant program; however, the funding previously approved by the Board was insufficient to fund these proposals. For this reason, the Department is now asking the Board to amend the prior UPK vote and add an additional $185,000 to allow EEC to fund these additional quality programs. Chairperson Chesloff clarified that these additional funds were supported by the existing UPK appropriation. Board Member Carol Craig O'Brien stated that she was very excited about the number of high quality responses to the RFR because she was concerned that the Department would not have enough quality programs after the Board realigned the goals of the UPK program. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve the Department's proposed amendment to increase the funding associated with the Universal Pre-Kindergarten Open Competitive Grant in Fiscal Year 2013 from $800,000 up to $985,000, in accordance with the goals and the criteria described in the September 18, 2012 and November 13, 2012 board materials.** The motion passed unanimously.
	FY2014 State Budget – Vote		William Concannon, EEC Deputy Commissioner for Administration and Finance, shared that the FY2014 budget was built with values, not spreadsheets. Everything in the proposed budget is tied the Strategic Plan and Mission of the Department. He explained that a holistic approach had been utilized to create this budget, focusing on quality, workforce, access, transportation and infrastructure. He also stated that the request for FY2014 funding is framed in the context of long held and firmly developed policies to support: (1) Quality Investment, (2) Access for High Needs Children, (3) Quality Programs, (4) Transportation, and (5) Accountability. The following recommendations were presented to and supported by the both the Fiscal and the Policy and Research Committees of the Board: • An Investment in Quality: $15,594,821 • An Investment in our Children and Families: $36,209,423 • An Investment in Transportation: $17,586,713 • Total Funding Request: $69,390,957 Chairperson Chesloff shared his belief that EEC is ready for this budget as a Board and a department. He applauded the tie-in of the budget to the Strategic Plan, citing that the work of Board retreat lives on and is a valid and valuable document. He applauded the process by which this budget was developed, including the back and forth to ensure that the right questions were being asked, yet recognized that there was still much work to do. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care, in accordance with M.G.L. c. 15D, § 4, hereby adopts the Commissioner's proposed Fiscal Year 2014 annual budget as its budget recommendation, and further authorizes the Commissioner to submit the Board's final budget recommendation to the Secretary of Education.** The motion passed unanimously.
	Early Education and		Board Member Craig O'Brien outlined that the Planning and Evaluation Committee charge for pulling together information on the Strategic Plan (Plan),

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	Care Strategic Plan Review: Part I – Discussion		then set out the Committee's schedule to review and update the existing Strategic Directions over the next four months, which will culminate in a Board vote in March 2013. Chairperson Chesloff summarized the Plan's development and creation for those less familiar with the process and explained that EEC underwent a Strategic Planning process three years ago, which resulted in the current Five Year Strategic Plan that the Board is now updating and refreshing. Board members discussed the similarities and differences between the current planning process and the prior process. They were prompted to focus on the broader goals associated with the Strategic Directions rather than spending time word-smithing. In addition, it was re-affirmed that conversations to update the existing Plan are occurring at the committee level and all are welcome to attend. Board Member Childs emphasized the importance of the Board's participation in developing the Plan, as she felt that it helped EEC move forward with a clear direction. She remarked that this is the time to clarify the Plan through discussion, as opposed to waiting until the March vote. Some Board members raised concerns that these goals of the Plan, as presented, were too specific and did not establish broad-based outcome statements. Board Members Craig O'Brien and Villegas-Reimers reminded the Board that Committee was charged with identifying action items for the final two years of the Plan, and as a result, the goals presented today are intentionally specific. Board Member Wasser Gish opined that it is hard to develop a strategic plan and inquired if the Board would benefit by engaging a third party with strategic plan experience to work with the Board to complete this work. Chairperson Chesloff indicated that he did not think the Board needed a consultant at this point. He added that if the subcommittee conversations are not working, the Board needs to consider an alternative approach. Board Member Scott-Chandler suggested that there might be a way for each committee to put aside time in their respective meetings to move this work forward. Board Member Craig O'Brien noted that future discussions will present the Plan in a format familiar to Board members to avoid any further confusion.
	Draft STEM Standards for Early Education and Care and Update from State Summit – Discussion		Commissioner Killins proudly reported that over 70 individuals attended the Pre-STEM meeting held October 17, 2012 at Intel in Hudson, MA. These individuals represented CFCE or EPS grantees, EEC staff and staff from Wheelock College, then introduced the panel for today's discussion, which included Katie DeVita and Eric Lieberman, EEC Educator and Provider Support Specialists and Karen Worth, Elementary Education Professor at Wheelock College. Ms. DeVita stated that the Pre-STEM meeting provided participants with an opportunity to discuss the draft standards for early childhood, as well as with a hands-on opportunity to engage in STEM activities for infants through school-age children. She also reported on the goals and over-arching questions for the early childhood strand at the STEM Summit. Ms. Worth then provided an overview of the development of the draft Pre-School Science, Technology, and Engineering (STE) Standards, noting that the development of the Pre-School STE standards are not to be viewed separately but must align and correlate with existing standards and frameworks. She emphasized that the standards are a work in progress, which are intended to align with the K-12 standards. She then shared the timeline for the completing the project by the end of June 2013 and noted that Massachusetts is doing something unique, as very few states have substantial STEM standards for Pre-K. Board Member Villegas-Reimers stressed the importance of working with educators to understand the importance of STEM in early childhood. Ms. Worth agreed that we must change the teacher's lens from dramatic play to science and math. Board Member Huang shared his enthusiasm about the Pre-School STE standards and asked how Massachusetts compares globally. Ms. Worth responded that the United States is behind many countries in its efforts to link STEM to early childhood, but we are ahead in the intentionality of our efforts.

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	PreK to 3rd Grade Alignment – Panel Discussion		Commissioner Killins introduced the panelists for today's discussion: Kristie Kauerz, Ed.D. from the University of Washington; Mitchell Chester, Commissioner for the Department of Elementary and Secondary Education; and Maura Banta, Chairperson to the Board of Elementary and Secondary Education. Ms. Kauerz then reviewed the existing education governance structure in Massachusetts, noting its advantages and disadvantages. On the positive end, the structure creates governmental bodies with authority to act; however, it also creates independent bodies with authority to create their own rules and procedures to satisfy their legislative mandates. She also highlighted the national movement towards creating high quality learning opportunities at each level of the PreK-3rd grade continuum and noted that the "magic sauce" is alignment across each level, which has intentionality, is flexible, and makes sense to children, families and educators. She offered the following essentials for PreK-3rd grade alignment: • High quality pre-school learning opportunities; • High quality Full-Day Kindergarten; and • High quality early learning opportunities in grades 1-3 to sustain the gains and lay the foundation for later learning. Ms. Kauerz then identified some of the challenges to aligning high quality educational opportunities across educational sectors, including lack of shared metrics, creation of cylinders of excellence (i.e. QRIS versus Common Core), the need to establish a common vocabulary, and divergent governance structures. In sum, Ms. Kauerz offered eight elements of a comprehensive PreK-3rd grade approach that may assist states in finding common ground: (1) Resources for Cross-Sector work; (2) Administrator Quality and Capacity; (3) Teacher Quality; (4) Instructional Tools; (5) Learning Environment; (6) Data Driven Improvement and Access; (7) Engaged Families; and (8) Pathways for Children. ESE Board Chairperson Banta affirmed much of Ms. Kauerz's presentation, addressed the challenges raised by the different levels of authority between the Massachusetts education agencies, and emphasized the importance of credentials, including the creation of a K-8 license. Commissioner Chester praised Commissioner Killins and highlighted her savvy, persistence, and tenacity to ensure that the PreK- 3rd grade continuum is included in all conversations. He began by noting that we have limited time with children and we have to strive to ensure that that time is purposeful and impactful. He shared that Massachusetts has a long history of setting curriculum standards, including Pre-K and reported that the Commonwealth has recently revised its English Language Arts and Mathematics standards to include early childhood. He took the opportunity to discuss teacher/administrator evaluation, commenting that if done well, evaluations should be deliberate conversations to identify what is working and to support teacher growth. Board Member Childs asked about K-12 attention to social emotional development, adding that it seems more challenging in the K-12 and asked how EEC and ESE could work together on this. Commissioner Chester responded that social emotional development never stops and that this is a hugely important area. However, he expressed concern about the trade-off between being careful and kind to students versus holding students to high standards. Secretary Reville asked Ms. Kauerz to share her ideas on this subject, acknowledging that he believes we have to do a better job at figuring out what the indicators are and taking a balanced approach as Commissioner Chester suggested. Ms. Kauerz replied that high quality instruction includes creating relationships. She offered that the CLASS tool, which has been validated for PreK-5th grade classrooms, offers an assessment system that looks at instructional quality, emotional quality and classroom management. She opined that high quality instruction is both careful and kind and ensures adequate curriculum – it is not an either/or choice. Commissioner Killins added that EEC is currently using the CLASS assessment tool in a pre-school pilot project in Springfield. Board Member Stanley clarified that teacher quality is not just about knowledge, but also about the disposition of teachers. Board Member Villegas-Reimers suggested that any discussion on social emotional development should pay attention to executive function. Board Member Scott-Chandler asked Commissioner Chester to address ESE's approach to English Language Learners. He responded that it is all about

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			language development and that we need to provide language rich environments for all children, regardless of their primary language. Board Member Chi-Cheng Huang asked about the engagement of low income, single parents in the K-12 and how ESE measures it. Chairperson Banta replied that family engagement happens on a school level and that ESE's role in this area is limited to encouragement. Commissioner Chester added that there have been interesting conversations on the state board level about family engagement and how to measure it. He noted that ESE has resources that districts can use but stated that there is a limit to ESE's reach. Ms. Kauerz commented that state level authorities set the context for what is important at the local level. She noted that some of her favorite family engagement strategies are in Boston and shared that K-3 teachers were doing home visits to families who were stressed. She also shared an example from the Seattle public schools whereby family engagement brochures are available in 28 languages for use at the local level.
December 11, 2012	FY14 Grants: Educator/Provider Support and Coordinated Family and Community Engagement – Discussion and Potential Vote		Katie DeVita, EEC Educator and Provider Support Specialist, presented the Board with relevant background to support the FY2014 EPS grant, noting that the priorities, purpose and target audience for the EPS grant remain unchanged. She stated that the EPS grantees serve as a conduit for sharing information with all educators and providers. The EPS grantees also maintain collaborative partnerships for professional development opportunities, highlighting the partnership with Aspire Institute/Wheelock College-Center for Assessment and Screening Excellence (CASE). Board members inquired about the role of the Readiness Centers. Ms. DeVita reported that the Readiness Centers are required partnership members for all EPS grantees but acknowledged that the Readiness Centers operate at different levels. Undersecretary Weber added that the Readiness Centers are operating without any funding commitment and credited Commissioner Killins and EEC for their support. Ms. DeVita outlined the changes to the FY2014 EPS grant as follows: • At least 25% of the professional development opportunities offered must address the practice of the Massachusetts Curriculum Frameworks; • At least 25% of professional development opportunities must address educators working with infants and toddlers; • Grantees are responsible for ensuring that their subcontractors adhere to EEC policies and EPS grant requirements; • Grantees must provide resumes for all individuals who will be responsible for course instruction, coaching and mentoring, or consultation services; • Grantees must ensure proposed professional development opportunities have been approved for CEUs and/or college credits prior to grant submission; • Grantees must identify QRIS standard(s) addressed in each professional development opportunity and ensure that individuals, responsible for providing training, coaching, mentoring, and TA related to QRIS, demonstrate knowledge of QRIS and participate in necessary professional development and TA to better serve educators and providers in the field; • Grantees must provide competency development opportunities that relate to and address programs' QRIS professional development needs; • All course descriptions must identify linkage and alignment to QRIS; • Grantees shall develop a statewide plan to provide EEC developed on-line courses, including any additional courses that have been or will be created. Ms. DeVita reported that EEC anticipates level funding of approximately $3.17M for the FY2014 EPS grants. Commissioner Killins noted that the F20Y14 EPS grant will be competitive, to align with previous board votes. Board Member Childs inquired about the formula for fund distribution. Ms. DeVita responded that the formula is based on an 80/20 split, considering the poverty level of children and the number of programs in a given region of the Commonwealth. She noted that each grant was reduced by 4% last

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			year. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care hereby approves, subject to appropriation, the Department's proposal for procuring educator and provider support services in Fiscal Year 2014 as outlined in the board presentation of December 11, 2012.** The motion passed unanimously. Gail DeRiggi, EEC Senior Policy Analyst, presented the Board with the goals, priorities and budget for the FY2014 CFCE grant. She emphasized that the grant has been intentionally designed to align with the Board's Strategic Plan; to prioritize high needs children; and to continue to utilize the Strengthening Families' framework and approach, then acknowledged that the over-arching priorities, goals and required services for the FY2014 CFCE grants are largely unchanged. Ms. DeRiggi outlined the changes to the FY2014 CFCE grant, including: • Increased expectations in reporting, tracking, data collection and accountability • Demonstrated methods for maintaining up-to-date community resource information and documenting gaps in comprehensive services • Intentional partnerships with public elementary schools for 3 years (for child find) and 5 year olds (for kindergarten entry) and 5 to 8 (for out of school opportunities.) • Detailed reporting on early literacy programming Ms. DeRiggi stated that the Department anticipates level funding for FY2014 with approximately $13.6M from state funds, $437,000 from Federal State Advisory Council Community Support Grant (SACC), and $800,000 from Race to the Top - Early Learning Challenge Grant funds distributed over the next two years. Commissioner Killins noted that the FY2014 CFCE grant is a renewal grant but will be competitive in FY2015, to align with prior board votes. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve, subject to appropriation, the Department's proposal for procuring in Fiscal Year 2014 coordinated family and community engagement services as outlined in the board presentation of December 11, 2012.** The motion passed by a majority vote.
	Quality Performance Report to the Administration for Children and Families – Discussion		Thomas Weierman, EEC Assistant General Counsel, provided a brief overview of the Quality Performance Report (QPR), a new federal reporting requirement associated with the Child Care Development Fund (CCDF). He noted that the QPR allows states to report on progress made towards the quality improvement goals set forth in the FFY12-13 CCDF State Plan and to gain insight into the quality program performance indicators that the federal government will review annually. Mr. Weierman also asserted that the QPR represents an opportunity for the Office of Child Care (OCC) to gather consistent state data. He emphasized that the QPR is not a grant application and does not impact existing CCDF funding. Mr. Weierman explained that the QPR requires states to report on a number of data elements, which are indicators of quality, in the areas of health and safety; early learning guidelines implementation; QRIS development, implementation and support; and professional development systems. In reviewing some of the key data elements, Mr. Weierman highlighted the progress that the Department has made in the area of QRIS participation. Specifically, the number of family child care homes participating in QRIS rose from 784 to 3,163 between January 2012 and September 2012; the number of center based programs participating in QRIS increased from 574 to 1,564 during the same period. As of September 30, 2012, approximately 80% of subsidized children in Massachusetts are enrolled in programs that are participating in QRIS.

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			In conclusion, Mr. Weierman informed the Board that the QPR will be submitted to OCC on or before December 31, 2012. He expects that OCC will then follow-up with states and issue a national report during the first quarter of 2013. The Department will use the QPR to inform data collection efforts and to develop goals for the upcoming CCDF Plan, due on June 30, 2013.
	PreK to 3rd Grade Standards Alignment – Panel Discussion		Commissioner Killins welcomed and introduced the Pre-School to 3rd Grade Standards Alignment panelists: Sharon Lynn Kagan, Ed.D., Catherine Scott-Little, Ph.D., Jeanne L. Reid, Ed.D., ESE Deputy Commissioner Alan Ingram; Donna Traynham, head of ESE Learning Support Services; Linda Granville, Director of Children's Services for the YWCA of Central Massachusetts, Superintendent Melinda Boone of the Worcester Public Schools, and Patricia Padilla, principal of Woodland Academy in Worcester. Dr. Kagan provided an update on the progress of her ongoing 18-month study of the alignment of early childhood standards in Massachusetts. She reported that her team was tasked with analyzing the Massachusetts infant-toddler standards, preschool standards, kindergarten standards, the early childhood portions of state English and math standards that incorporate the Common Core State Standards, and the Head Start Child Development Early Learning Framework (HSCDELF). Dr. Kagan noted that the analysis was conducted using both horizontal and vertical alignment, and that the analysis intends to focus on three areas within each standard: Balance, Depth and Coverage, and Difficulty. In summarizing her initial findings, Dr. Kagan acknowledged that Massachusetts has solid standards and reported that the pre-kindergarten and kindergarten standards are aligned with the common core. She suggested that the Commonwealth revisit some of its standards, based on the findings that will be contained in her final report. Dr. Kagan noted an inherent complexity in the alignment of early childhood standards given that the federal common core and HSCDELF are not aligned. However, she cautioned against ignoring the national standards. Deputy Commissioner Ingram congratulated the Commissioner and the Board for their work to align the standards. He noted that collaborative input of ESE and EEC was critical to this project. Ms. Traynham noted the importance of supporting young children from birth to eight and beyond and that the timing of this study is perfect as it affords EEC and ESE time to react and use the tool to guide their work. Ms. Granville commented that cognitive skills cannot be taught without a social/emotional component. Ms. Padilla added that within some school districts almost 75% of the students are English language learners and emphasized that the linguistic piece must be part of this alignment. Superintendent Boone acknowledged the struggle to find the right balance in curricula and that the local context cannot be ignored; there are clear policy implications at the local level. Board Member Villegas-Reimers asked how play was defined in the study. Dr. Kagan noted that Lillian Katz, Ph.D. has recognized that play needs to be intentional and that play might appear in other areas/standards. The importance of play needs to be underscored. Dr. Reid added that play transcends all domains. Board Member Childs opined that social/emotional development is critical to life success and that without it, children pay a huge price downstream with such issues as bullying in middle school. Dr. Kagan replied that it is a matter of implementation, but her study was not to look at how Massachusetts implements its standards although she would be glad to do so. Social/emotional standards are a "massive change" and they are how the tenets of K-12 are being influenced.

Massachusetts Innovation Schools

*There are **47** Innovation Schools in the Commonwealth established in urban, suburban and rural communities. These include schools of varying grade levels (e.g. elementary, middle, and high school) and school types (e.g. new or converted schools or programs within an existing school). Many of these schools are organized around specific themes like **STEM**, **dual language** instruction, **International Baccalaureate** (IB) programs, **alternative education** opportunities (like dropout prevention and dual enrollment at community colleges), **virtual platforms** and **wraparound** services. Many of the schools will also operate with novel schedules that will **significantly increase instructional time** for students and **professional learning opportunities** for educators.*

AUBURN
- STEM Academy for Middle School Engineers: conversion school, scheduling, curriculum and professional development autonomies

BOSTON
- Blackstone School: preK-5 conversion school, turnaround school using multiple autonomies to sustain student gains
- Roger Clap Community Academy: new school, grades K-5, lengthened school day, more professional development, inclusive governing board
- Eliot School: conversion elementary school, seeking to increase individualization of instruction for students
- Madison Park Technical Vocational High School: conversion high school, focused on multiple pathways
- Margarita Muñiz Academy: new school, grades 9 – 12, dual language (English/Spanish) high school
- W.M. Trotter School: K-5 conversion school, turnaround school using multiple autonomies to sustain student gains

CAPE COD REGIONAL TECHNICAL HIGH SCHOOL
- Cape Cod Tech STEM Academy: new Innovation School academy, propose as a four-year STEM Program

CENTRAL BERKSHIRE REGIONAL SCHOOL DISTRICT
- Becket Washington Elementary School: conversion school, curricular and scheduling autonomies
- Berkshire Trail Elementary School: conversion school, curricular and professional development autonomies

DENNIS-YARMOUTH
- Ezra H. Baker Innovation School: conversion elementary school, seeking a broad range of autonomies
- Marguerite E. Small School: conversion school, grades 4-5, extended day for students through staggered teacher schedule
- Nathaniel H. Wixon Innovation School: conversion middle schools, focused on inventive ways to cluster students and provide project-based learning activities

FALL RIVER
- Edmond Talbot Innovation School: conversion elementary school, STEM, shared leadership model, community partnerships

FALMOUTH
- Lawrence School: conversion school, grades 7-8, STEM, distributive leadership model

FITCHBURG
- Fitchburg Arts Academy/McKay Campus School: dual conversion school, expeditionary learning and project based curricular focus

GLOUCESTER PUBLIC SCHOOLS
- O'Maley Innovation Middle School: conversion middle school, autonomies in the areas of instructional, curricular and assessment strategies, district policies, school schedule, and professional development

GREENFIELD
- Discovery School at Four Corners: conversion school, grades K-3, environmentally themed curriculum with expanded staff meeting time
- Massachusetts Virtual Academy at Greenfield: new school, grades K-12, offers completely virtual school experience
- GEMS Innovation School: new Innovation academy for 4th and 5th grades

HAVERHILL PUBLIC SCHOOLS
- John C. Titlon Innovation School: conversion school, multiple autonomies sought to create partnerships within the community

LEOMINSTER PUBLIC SCHOOLS
- Center for Technical Education innovation School: Innovation academy, STEM focused program within larger vocational and technical high school
- Leominster Center for Excellence: new high school, alternative educational program, to include complete wrap-around academic, extended academic and therapeutic services

MAHAR
- Pathways Early College High School: new school, grades 11 and 12, collaboration with Mount Wachusett Community College, students earn a high school diploma and college credits

MALDEN PUBLIC SCHOOLS
- Linden S.T.E.A.M Innovation School Academy: conversion S.T.E.A.M. school

MONSON

- Monson New Century High School: conversion school, grades 9-12, individualized programs in 11th and 12th grade

NEW BEDFORD

- Renaissance Community School for the Arts: new school, grades K-5, integrated arts program that includes community partners

NORTHBOROUGH-SOUTHBOROUGH PUBLIC SCHOOLS

- Algonquin Personal Pathways in STEM Partnership: new STEM high school, alternative learning environments delivered through a blended learning model [not yet in operation]

NORTH MIDDLESEX

- Baccalaureate School of North Middlesex: school-within-a-school, grades 11-12, IB program [not yet in operation]

QUABBIN REGIONAL SCHOOL DISTRICT

- International Baccalaureate School at Quabbin: new Innovation academy, based on International Baccalaureate Diploma program [not yet in operation]

QUABOAG

- Quaboag Innovation Early College: conversion, school-within-a-school, grades 11-12, STEM, dual enrollment
- Quaboag Innovation Middle School: conversion school, grades 7-8, STEM
- West Brookfield Elementary Innovation School: conversion S.T.E.A.M. school, exploratory hands-on mathematics
- Warren Community Elementary Innovation School: conversion school, focus on S.T.E.A.M. model, along with project based learning and service learning

REVERE

- Paul Revere Innovation School: conversion school, grades K-5, creative scheduling to create common planning time, shared leadership model

SPRINGFIELD

- Springfield Renaissance Innovation School: conversion school, grade 6-12, focus on college and career readiness, Expeditionary Learning

WEST SPRINGFIELD

- 21st Century Skills Academy: new school, grades 9-12, hybrid virtual and in-school course work, work-based learning

WORCESTER

- The Chandler Magnet School: conversion school, grades preK-6, dual language program (English/Spanish)
- Goddard Scholars Academy at Sullivan Middle School: conversion school-within-a-school, grades 6-8, accelerated magnet program
- Goddard School of Science and Technology: conversion school, grades preK-6, STEM
- Lincoln Street Early Literacy Innovation School: conversion, focus on literacy, professional development
- University Park Campus School: conversion school, grades 7-12, college preparatory
- Woodland Academy: conversion school, pre-K-6, new staffing autonomies, enhanced governing board
- Worcester East Middle School - Academy of Science, Health and Technology: partial conversion, focus on rigorous academic program for college and career success
- Worcester Technical STEM Early Career & College High School: conversion school, STEM

SALEM

- Carlton Elementary School: conversion school, grades K-5, individualized learning, continuous progress model, trimester student transitions

SOMERVILLE PUBLIC SCHOOLS

- Winter Hill Community Innovation School: conversion school collaborative approach to teacher leadership and student engagement

Readiness Centers: Activities and Initiatives

This document provides a summary of the activities and initiatives for each of the six regional Readiness Centers with regard to establishing governance structures and building partnerships with local, regional, and state stakeholders; providing professional development and instructional services to educators; and convening stakeholders to address key education priorities.

Berkshire Readiness Center (BRC)

Governance

- The lead partners for the BRC, Massachusetts College of Liberal Arts (MCLA), the Berkshire Compact for Education, and Berkshire Community College (BCC) have established an advisory group that is focused on setting strategy, ensuring the alignment of existing and proposed programs with BRC goals, and identifying additional partners and programs as needed.

- This advisory group is leveraging the expertise and resources of existing partnerships with the Berkshire Compact for Education; the Executive Committee for the Compact has been complemented by additional representatives from early childhood, K-12, vocational education, workforce development, and business partners, and also includes the Regional Assistance Director for the District and School Assistance Center (DSAC).

Professional Development and Instructional Services

- The BRC has begun to offer services that are related to several priority issues: 1) aligning goals and benchmarks to better ensure that students' transitions between grade levels are seamless; 2) developing activities that increase students' aspirations and levels of educational attainment, particularly with regard to higher education; 3) expanding and coordinating professional development activities for educators; and 4) ensuring access to educational resources from early childhood through higher education and beyond.

    - In collaboration with the Superintendents' Roundtable, the BRC offered a session in October 2009 for over 300 educators focused on raising student aspirations and closing participation gaps, and a follow-up session attended by 100 educators was offered in March 2010.

    - Sessions related to increasing students' interest in achievement in STEM fields and student visits to college campuses were organized during the spring of 2010.

    - MCLA will offer a Leadership Academy for school administrators in August 2010.

- A county-wide training program focused on Response to Intervention (RTI) strategies will be offered in October 2010.

Convening Stakeholders

- BCC has convened high school teachers and higher education faculty members to develop high school mathematics classes that will better prepare students for college-level courses, and BCC and MCLA will convene educators to improve students' readiness for college-level courses related to writing.

Central Massachusetts Readiness Center (CMRC)

Governance

- The lead partners for CMRC (Fitchburg State College, Worcester State College, and the Massachusetts Elementary School Principals Association) established a Governing Board that includes all constituents in the region including public and private colleges, pre-K through 12 schools, educational collaboratives, and charter schools.

- Goals and priorities for the CMRC are being refined in collaboration with the members of the Governing Board, and the regional partners are using different data collection methods (including surveys of educators) to identify specific needs across the region.

Professional Development and Instructional Services

- A series of professional development programs related to using educator evaluations to promote student learning, improving literacy instruction, and developing differentiated instructional strategies (among others) have been and will continue to be offered by the primary partners for the CMRC.

- Through the newly established network of CMRC regional partners, professional development offerings are more readily advertised to educators throughout the region; the continued expansion of the network will promote additional collaboration among the partners with regard to the development and implementation of future programs.

Convening Stakeholders

- The members of the Governing Board are working in collaboration with DSAC staff members to continually meet with different stakeholders in the region to assess local and regional needs, articulate the purpose and functions of the CMRC, and refine programmatic priorities for the CMRC.

- The CMRC sponsored a meeting in March 2010 for district superintendents and other stakeholders to discuss the phase 2 application for the Race to the Top program; this meeting resulted in the identification of key issues of concern for the superintendents, and strategies that will be implemented by the CMRC to address these concerns.

Greater Boston Readiness Center (GBRC)

Governance

- The primary partners for the GBRC (Framingham State College as the lead partner, UMASS Boston, Wheelock College, Massachusetts Bay Community College, and the four regional educational collaboratives) have established a Steering Committee that is continually identifying new partners to extend the membership reach of the GBRC so that it includes all districts, educational organizations, and cultural and business partners in the region.

- The Steering Committee includes the Regional Director for the DSAC, superintendents and district administrators from multiple districts across the region, and representatives from the Museum of Science; additional representatives from early education and out-of-school-time programs are being identified for the Committee.

Professional Development and Instructional Services

- The GBRC will provide STEM-focused professional development and instructional services to educators across the continuum, and one of the primary tasks of the Steering Committee has been the establishment of programmatic priorities for the coming year.

- Based on ongoing discussions with Steering Committee members and district representatives as well as the review of student performance data, the GBRC will provide targeted support regarding middle school mathematics instruction as follows:

    - Grades 5 – 8 and higher education curriculum specialists will develop an instrument to identify best practices, particularly with regard to particular subgroups of students such as students receiving special education services; and

    - GBRC regional partners with work with districts to identify specific professional development and instructional needs for grades 5 – 8 educators to develop and implement targeted professional development and mentoring programs.

Convening Stakeholders

- The members of the Steering Committee are convening stakeholders across sectors to determine how best to develop targeted services and activities that will address the priority need for the region – improving the quality of middle school mathematics instruction.

Northeast Regional Readiness Center (NRRC)

Governance

- The NRRC has established a Board of Directors that includes 32 representatives from institutions of higher education, school districts, charter schools, and community-based

organizations, and a small Executive Committee that includes representatives from all sectors.

- Five subcommittees that are aligned to NRRC programmatic priorities have been established, and all of the regional partners serve on one of these subcommittees: Early Childhood/Out-of-School-Time Programs (ECE/OOST); STEM; Communities of Practice; College/Career Readiness; and Assessment and Evaluation.

- Each subcommittee also includes representatives who are not currently members of the Board to ensure that opinions from throughout the region are well represented. The goal of the NRRC is to ensure that for every initiative offered, all stakeholders and sectors are involved in the work.

Professional Development and Instructional Services

- The subcommittees have been engaged in activities to develop and implement professional development programs.

    - ECE/OOST members are preparing a proposal to respond to the professional development Request for Responses that has been issued by the Department of Early Education and Care (North Shore Community College is the lead partner for this effort, and representatives are working in collaboration with team members from other community colleges, Salem State College, and Merrimack College).

    - The College/Career Readiness team organized a forum for multiple stakeholders in April 2010 to share and assess successful models related to vertical curriculum articulation, teaching 21st century skills, working with English language learners, and recovery programs, and a subgroup submitted a Teacher Quality Partnership grant related to improving college readiness in mathematics.

    - The Communities of Practice team members are sharing information about current research and existing initiatives in the region in order to determine how best to serve the needs of school districts.

    - Assessment and Research team members are working with DSAC staff members to identify NRRC activities that will complement DSAC services for targeted districts and schools.

- All teams are conducting inventories of high-quality professional development resources and also researching models for assessing the effectiveness of professional development with respect to teaching and learning.

Convening Stakeholders

- All subcommittees are identifying additional partners who can contribute to activities and the core functions of the NRRC.

- The NRRC has established a website hosted by Salem State College and also a GoogleGroup site for team members to share information about NRRC priorities and information about programs and resources in the region.

Pioneer Valley Readiness Center (PVRC)

Governance

- The lead partners for the PVRC (Westfield State College, UMASS Amherst, the Hampshire Educational Collaborative, and the Lower Pioneer Valley Educational Collaborative) have established a Governing Board that includes representatives from different sectors, and also two subcommittees to guide the work: 1) Strategic Planning; and 2) Partnership and Outreach.

- Representatives from Greenfield Community College and Holyoke Community College have recently been added to the Governing Board, and the lead partners will invite additional partners to contribute to the PVRC work.

Professional Development and Instructional Services

- In collaboration with different stakeholders, the regional partners are conducting an inventory of existing teacher preparation programs, professional development programs, mentoring opportunities, and professional networks in the region to identify key areas of need for educators.

- As funding becomes available, the PVRC will organize learning networks related to the following priority areas of interest: STEM instruction; instruction for English language learners; literacy instruction; increasing connections between early childhood programs and K-12 institutions; and developing innovative educator preparation programs.

- The PVRC will also create a process for evaluating teacher preparation programs and professional development resources, and identify which assets are favored by stakeholders across the region.

Convening Stakeholders

- Early education has been identified as a key priority, and given the wide range of needs across different types of communities, the PVRC is leveraging robust networks of early childhood providers to identify core strategies, secure grant funding, and align programs and services. The PVRC will also host a regional event for Dr. Sherri Killins, the Commissioner of Early Education and Care.

- The PVRC is convening district representatives and other stakeholders regarding the Race to the Top program, and also working with the DSAC to identify complementary services for districts and schools, particularly related to the use of data to inform instruction.

Southeastern Massachusetts Readiness Center (SMRC)

Governance

- The Governing Board of the SMRC includes representatives from higher education, school districts, collaboratives, and workforce investment boards, including several networks such as the CONNECT Consortium (Bridgewater State College, Bristol Community College, Cape Cod Community College, Massachusetts Maritime Academy, Massasoit Community College, and UMASS Dartmouth) and two K-12 networks (the Lighthouse Superintendents' and Assistant Superintendents' Groups).

Professional Development and Instructional Services

- STEM has been identified as one priority for professional development and instructional services, and SMRC partners will leverage existing partnerships with different stakeholders to continue providing professional development programs and develop new opportunities for educators.
    - With support from Massachusetts Math and Science Partnership grants, Bridgewater State College (BSC) is providing professional development courses for educators in several districts across the region.
    - Faculty members from several partner institutions are offering mathematics courses for educators who need extra content and support with regard to developing lesson plans, and MTEL preparation courses are currently being offered by different institutions.
- An ongoing project is to create a master calendar of professional development sessions across the region to reduce fragmentation and the duplication of programs, and the SMRC will coordinate training sessions for the regional partners regarding the use of the software program.

Convening Stakeholders

- The BRC partners are working with existing regional networks such as the Lighthouse Superintendents' Group to evaluate the needs of districts in the region and expand or create targeted professional development programs.
- BSC is serving as the host for the Curriculum Leadership Center, the primary purpose of which is to serve as a professional network for regional curriculum leaders.
- The CONNECT Consortium and the SMRC will organize a conference during the spring of 2011 for higher education faculty members, K-12 administrators and educators, academic support specialists, curriculum coordinators, and policymakers regarding college readiness and vertical alignment of curricula.

For additional information about the Readiness Centers initiative, please contact Saeyun Lee in the Executive Office of Education at saeyun.lee@state.ma.us.

Readiness Centers Initiative

Governor Patrick's Education Action Agenda included a recommendation to establish regional Readiness Centers, multipurpose and collaborative centers focused on improving the quality of teaching both across the education continuum and across Massachusetts. The Executive Office of Education (EOE) established six Readiness Centers in October 2009, and they are managed and operated by regional consortia of partners that include public and private institutions of higher education, school districts, early education and out-of-school-time providers, educational collaboratives, non-profit organizations, and business and community partners.

Core Functions of the Readiness Centers

- Provide high-quality professional development and instructional services to educators in early education and out-of-school-time programs, K-12 institutions, and higher education institutions to address both local/regional needs and statewide priorities

- Convene stakeholders from early education, elementary and secondary education, higher education, and other sectors to collaboratively address key education priorities, leverage resources, build statewide capacity, and increase integration and coherence across the education continuum

The Readiness Centers are beginning to provide professional development and instructional services to address local/regional needs and the following statewide priorities: 1) closing persistent achievement gaps among different groups of students; 2) improving the quality of instruction for English language learners, students receiving special education services, and in STEM courses of study; 3) using data more effectively to assess student progress and inform instruction; and 4) improving the quality of early education and out-of-school-time services in Massachusetts. In addition, they are leveraging existing relationships and building new partnerships among stakeholders to improve the delivery mechanisms through which services are provided to educators and also collaboratively address the following education priorities: 1) developing and implementing a rigorous and aligned P-20 curriculum; 2) developing and retaining an effective educator workforce; 3) improving reading proficiency for children from birth through grade three; 4) increasing college and career readiness; and 5) increasing student engagement and success in STEM fields of study.

Each Readiness Center is also providing a site and basic operational support for a District and School Assistance Center that is providing targeted assistance and focused professional development to selected districts and schools that are identified pursuant to regulations of the Board of Elementary and Secondary Education.

Leadership and Governance

In collaboration with the Departments of Early Education and Care (EEC), Elementary and Secondary Education (ESE), and Higher Education (DHE); the Standing Committee on Professional Education for the State Colleges Council of Presidents (SCOPE); and other partners, the EOE has established an organizational structure to sustain this initiative. The Readiness Centers Network includes all of the regional partners and state representatives, and supports successful partnerships among the Readiness Centers by disseminating information about effective professional development models and instructional

practices and developing strategies that address common needs across all regions. In addition, the Readiness Centers Coordinating Committee, which includes representatives from each region and also state representatives, is the leadership team for this initiative.

The six Readiness Centers and the primary regional partners are as follows.

Berkshire Readiness Center – Massachusetts College of Liberal Arts, Berkshire Community College, and the Berkshire Compact for Higher Education

Central Massachusetts Readiness Center – Fitchburg State College, Massachusetts Elementary School Principals' Association, Worcester State College, Mount Wachusett Community College, Quinsigamond Community College, Ashburnham Westminster Regional School District, Auburn Public School District, Fitchburg Public Schools, Dudley-Charlton Regional School District, Worcester Public Schools, FLLAC Educational Collaborative, and the French River Education Center

Greater Boston Readiness Center – Framingham State College, University of Massachusetts Boston, Wheelock College, Massachusetts Bay Community College, and the Greater Boston Regional Collaboratives Organization

Northeast Regional Readiness Center – Salem State College, University of Massachusetts Lowell, North Shore Community College, Middlesex Community College, Northern Essex Community College, Merrimack College, Endicott College, and Gordon College

Pioneer Valley Readiness Center – Westfield State College, University of Massachusetts Amherst, Hampshire Educational Collaborative, and the Lower Pioneer Valley Educational Collaborative

Southeastern Massachusetts Readiness Center – Bridgewater State College, University of Massachusetts Dartmouth, Bristol Community College, Cape Cod Community College, Massasoit Community College, Massachusetts Maritime Academy, Brockton Workforce Investment Board, New Bedford Workforce Investment Board, Southeast Collaboratives Regional Organization, Lighthouse Superintendents' Group, and the Lighthouse Assistant Superintendents' Group

Impact and Added Value

The Readiness Centers are having positive impact and adding value by:

- Increasing the effectiveness of educators across the continuum and across Massachusetts by increasing the quality, alignment, and coherence of professional development/instructional services;
- Maximizing the power of collaboration and convening local, regional, and state stakeholders to address critical issues in education;
- Building new mechanisms for sharing information about best practices and effective models; and
- Building local, regional, and statewide capacity to create a truly coherent and seamless education system in Massachusetts.

For additional information about the Readiness Centers initiative, please contact Saeyun Lee in the EOE at saeyun.lee@state.ma.us.

Readiness Centers Network

The Readiness Centers Network (RCN) is promoting and supporting the development of effective partnerships among the entities that are managing and operating six Readiness Centers in Massachusetts.

Primary Functions

- Disseminate information about best practices and replicable professional development, instructional, and other educational models to the regional partners for the Readiness Centers and other stakeholders across the state

- Establish mechanisms that will promote effective and consistent communication among the regional partners

- Support the development and implementation of strategies that can address common goals across the regions (including increasing the quality, alignment, and coherence of professional development and instructional services; allocating existing resources more efficiently and effectively; and leveraging existing relationships and developing new partnerships among stakeholders to achieve the primary goals of the Readiness Centers initiative)

- Support the assessment of progress to date, both with regard to the establishment of the Readiness Centers and the impact of services and activities on student, educator, and other outcomes

The RCN is also serving as the primary system through which the Executive Office of Education (EOE) and the Departments of Early Education and Care (EEC), Elementary and Secondary Education (ESE), and Higher Education (DHE) are providing technical assistance and support to the regional partners.

Leadership and Membership

The RCN was established and is being managed by the EOE with the support of several partners: representatives from EEC, ESE, and DHE; Carol Keirstead, RMC Research Corporation; Jan Phlegar, Learning Innovations at WestEd; and Frederick Clark, the Standing Committee on Professional Education (SCOPE) for the Council of State College Presidents.

The members of the RCN include representatives from the regional partners for the Readiness Centers, including but not limited to members of the governing boards or executive committees for each region, and the Executive Director for each Readiness Center. Each region must be represented by a diverse array of stakeholders from early education and care, elementary and secondary education, and higher education. Representatives from the EOE, EEC, ESE, DHE, and SCOPE are also serving as members of the RCN.

Roles and Responsibilities of the State Partners

To oversee the establishment and management of the RCN and ensure that stated goals are being achieved, the EOE (in collaboration with state and regional partners) is identifying evolving priorities, defining and coordinating the efforts of the contributing partners, convening the regional partners on a regular basis, and coordinating the delivery of statewide technical assistance and support. In addition, the EOE is actively seeking fiscal and other resources to sustain the Readiness Centers initiative in the short- and long-term.

EEC, ESE, and DHE are supporting the RCN by providing information related to early education and care, elementary and secondary education, and higher education respectively to the regional partners as needed or requested; and working in collaboration with the EOE to achieve stated goals.

Carol Keirstead and Jan Phlegar are supporting the RCN by providing technical assistance to EOE staff members (and EEC, ESE, and DHE staff members as appropriate), assisting with the design of initial RCN meetings, facilitating/documenting RCN meetings, and disseminating the proceedings and products to all participants.

SCOPE is supporting the RCN by leveraging existing partnerships among the state colleges to advance the goals of the Readiness Centers initiative, contributing to the development of a common rubric to evaluate professional development activities, and contributing to the creation and maintenance of the RCN website that will provide information and also link proposed websites for the Readiness Centers. SCOPE will also support the organization of a statewide annual research and practice conference for multiple stakeholders.

The outcomes have included the development of a cohesive vision for the Readiness Centers initiative, increased collaboration among the regional partners and state agencies, the development of strategic plans for meeting the goals of the Readiness Centers initiative and the RCN, and the creation of preliminary outcomes and measures to guide the first phase of implementation.

Schedule of RCN Meetings

The EOE convened the first RCN meeting on Friday, November 13, 2009, and subsequent meetings were convened in December 2009 and also March and April 2010.

The EOE will convene at least three RCN meetings per year, and will also organize an annual conference. In addition, in collaboration with the EEC, ESE, DHE, and other partners, the EOE will continue to disseminate information (including guidance documents and information about best practices) to the RCN members as appropriate.

For more information about the RCN, please contact Saeyun Lee in the EOE at saeyun.lee@state.ma.us.

B-476

REQUEST FOR RESPONSES

READINESS CENTERS

EXECUTIVE OFFICE OF EDUCATION
COMMONWEALTH OF MASSACHUSETTS
ONE ASHBURTON PLACE, SUITE 1403
BOSTON, MA 02108

JULY 2009

INTRODUCTION

The Executive Office of Education (EOE) is pleased to present this Request for Responses (RFR) to public and private institutions of higher education, educational collaboratives, educational service providers, business and community partners, and other stakeholders to establish regional Readiness Centers in Massachusetts.

Background

In June 2008, Governor Patrick released his blueprint for education reform in Massachusetts, the Education Action Agenda, and called on stakeholders across the Commonwealth to think creatively and innovatively about improving our current education system. In particular, he asserted that we must create a fully integrated, coherent, and seamless education system that will promote high levels of achievement for all students and support our educators throughout their careers.

In order to attract and retain highly qualified teachers and better ensure that all educators are prepared to provide high-quality instruction to our diverse population of students, we must reshape and align existing systems of educator recruitment, preparation, certification, licensure, and ongoing professional development. To that end, the Education Action Agenda included a proposal to establish regional Readiness Centers, multipurpose and collaborative hubs for providing professional development and other instructional services to educators and also targeted assistance to improve districts and schools.

DESCRIPTION OF THE READINESS CENTERS

The Readiness Centers will focus on improving the quality of teaching from birth through higher education and across the Commonwealth, and will offer services and activities that will address local and regional educational needs as well as statewide priorities. The Readiness Centers will also serve as hubs for collaboration among local, regional, and state stakeholders including institutions of higher education, educational collaboratives, educational service providers, business and community partners, state agencies, and other stakeholders. The development of partnerships among these stakeholders will result in the delivery of more targeted, aligned, and coherent services to early education and out-of-school time programs, schools, districts, and communities.

The goals of the Readiness Centers are as follows: 1) improve the quality of teaching across the education continuum by increasing the content knowledge of educators and supporting the development and implementation of effective instructional practices; 2) improve the quality of professional development and learning opportunities for educators; 3) maximize existing resources and deliver professional development and instructional services more effectively and efficiently; and 4) drive policy improvements based on the innovative instructional practices that are developed.

The EOE proposes the establishment of six Readiness Centers in the following regions of the state: Berkshire County, Pioneer Valley, Central, Northeast, Greater Boston, and Southeast/Cape and Islands. Within each region, multiple sites can be established to provide all educators and stakeholders with access to differentiated services as needed.

Guiding Principles of the Readiness Centers

- The Readiness Centers will support the development of more aligned and comprehensive models for teacher induction, professional development, and mentoring for educators across the education continuum from birth through higher education.

- The Readiness Centers will provide focused opportunities for stronger and more consistent collaboration among early education and out-of-school time programs, schools, districts, educational collaboratives, educational service providers, institutions of higher education, state agencies, and other stakeholders.

- The Readiness Centers will leverage and strategically allocate existing institutional and organizational resources to address the needs of early education and out-of-school time programs, schools, and districts more effectively and efficiently.

- The Readiness Centers will help to create a stronger network for disseminating information about best practices, replicable instructional models, and bringing successful instructional practices to scale.

- The Readiness Centers will align local and regional services with rigorous performance evaluation measures and methods.

- The Readiness Centers will build the capacity of local, regional, and state stakeholders to effectively support all educators across the Commonwealth.

Primary Functions

All Readiness Centers will execute several primary functions.

- Support the identification and development of best practices and replicable instructional models that can be utilized throughout the state, especially with regard to several statewide priorities:
  - Addressing achievement gaps among different groups of students;
  - Improving the quality of instruction in literacy, particularly early literacy;
  - Improving the quality of instruction for English Language Learners;
  - Improving the quality of instruction for students who receive special education services;
  - Improving the quality of instruction in science, technology, engineering, and mathematics (STEM) courses;
  - Using data more effectively to assess student progress and performance and also inform instruction;
  - Improving the alignment of instruction across the educational continuum from birth through higher education; and
  - Improving the quality of instruction through the efficient delivery of services to smaller and under-resourced districts and communities.

- Collaborate with local, regional, and state partners to coordinate the delivery of professional development and instructional services that are already being provided and determine how to provide services that may not currently be available by:
  - Conducting an inventory of all service providers and professional development resources in the region;
  - Conducting needs assessments at the local and regional levels to identify gaps and determine which additional services should be provided; and
  - Coordinating statewide "training of trainers" initiatives to embed needed expertise at the local and regional levels.

- Collaborate with other Readiness Centers and state partners to identify statewide trends and coordinate the distribution of professional development and instructional services and other resources.

- With guidance and support from the Department of Early Education and Care (EEC), develop and manage the regional pathway into and through post-secondary education for the early education and out-of-school workforce and provide professional development related to core competencies, the Quality Rating and Improvement System, and child care regulations that meet the needs of EEC's mixed delivery system of child care centers (including

universal pre-kindergarten programs, out-of-school time programs, family child care homes, public preschool programs, private schools, kindergarten programs, and Head Start programs).

- Provide a site and basic operational support for a District and School Assistance Center (DSAC) that will provide targeted assistance and focused professional development to districts and schools that are identified pursuant to regulations of the Board of Elementary and Secondary Education; the DSAC will fulfill federal and state accountability and assistance responsibilities of the Department of Elementary and Secondary Education (DESE). The DSAC will collaborate with Readiness Center partners and other organizations to design, deliver, and evaluate components of the targeted assistance and focused professional development program.

- With guidance and support from higher education, create professional development and learning opportunities for higher education faculty and staff members, support research activities for higher education faculty members about effective instructional practices and models, and establish partnerships with regional collaboratives (including STEM networks and Workforce Investment Boards), business and community partners, and national professional organizations.

- Disseminate information about best practices and replicable instructional models with early education and out-of-school time educators, school and district educators, and other local, regional, and state stakeholders.

- Develop robust professional development and networking opportunities by convening educators and stakeholders to explore issues related to improving the quality of teaching, including:
  - Using student data to improve the development of instruction, curricula, assessments, and professional development across the education continuum from birth through higher education;
  - Providing differentiated instruction to meet the needs of a diverse student population;
  - Increasing curricular alignment across the education continuum; and
  - Creating more opportunities for reflective practice.

- Evaluate the impact of professional development programs and also district and school improvement services.

- Provide regular reports to the Board of Early Education and Care, the Board of Elementary and Secondary Education, the Board of Higher Education, and the EOE about Readiness Center services and activities and their impact on identified outcomes.

In addition to executing these primary functions, each Readiness Center could serve as a statewide center for an identified area of specialization. For example, a Readiness Center could provide services and activities related to a specific area of work and disseminate information

about best practices and replicable instructional models to stakeholders across the Commonwealth.

Leadership and Governance

During the development phase of this initiative, the EOE will oversee the establishment of the Readiness Centers and will partner with EEC, DESE, the Department of Higher Education (DHE), and other entities as appropriate to support and guide the work.

Each Readiness Center will be managed by a consortium of regional partners. A public institution of higher education (IHE) must serve as the lead partner or one of the lead partners; this institution will work in collaboration with public or private IHEs (including community colleges), educational collaboratives, educational service providers, and other entities in the region such as business and community partners to develop, coordinate, and deliver services to educators and other stakeholders. In addition, another partner within the consortium must serve as the fiscal agent; this partner will manage all fiscal and budgetary concerns for the Readiness Center.

Each Readiness Center will be governed by a Board of Directors (with members appointed by the consortium of regional partners) that will develop the strategic plan for the work, oversee the budget, secure funding and other resources, and implement strategies to maintain the short- and long-term sustainability of the Center. The Board will have the authority to hire an executive director and other staff members to operate the Readiness Center and sites within the region. The Board must be comprised of representatives (number to be determined by the consortium of partners) from the lead partner(s), the fiscal agent, early education, elementary and secondary education, higher education, educational collaboratives, and other local and regional partners.

The DSAC within each Readiness Center will be led by a Regional Assistance Director who will be hired, trained, and supervised by DESE. Targeted assistance and focused professional development will be provided by DESE staff members, contracted service providers who are identified, trained, and evaluated by DESE, the Regional Assistance Director, and the consortium of Readiness Center partners as appropriate.

The Associate Commissioner for Workforce Development at EEC, staff members at existing EEC regional offices, and other staff members will collaborate with Readiness Center staff members to identify and coordinate existing resources and provide targeted assistance and professional development to educators in early education and out-of-school time programs.

The Deputy Commissioner for P-16 Policy and Collaborative Initiatives at DHE and other staff members will disseminate information about different resources that are available to advance teaching and learning at institutions of higher education, and will also provide Readiness Center staff members with reports and analyses of different types of school-to-college data.

Core Capacities of the Regional Partners

The regional partners will 1) improve the quality of teaching across the education continuum so that all educators will be able to meet the needs of our diverse population of students, 2) improve the quality of professional development and learning opportunities for educators, 3) maximize existing resources and deliver instructional and professional development services more effectively and efficiently, and 4) drive policy improvements based on the innovative instructional practices that are developed.

As such, the consortium of regional partners must have the following core capacities:

- Demonstrated experience in providing professional development and other instructional services (including induction, preparation, and mentoring services) to educators across the education continuum;

- Demonstrated experience of active and ongoing engagement with early education and care and out-of-school time providers, K-12 schools and districts, educational collaboratives, and other educational service providers in the region;

- Demonstrated experience of active and ongoing engagement with business and community partners;

- Willingness to engage with educators across the continuum to identify and respond to instructional needs in the region;

- Demonstrated capacity to assess the impact of all Readiness Center services and activities on student, teacher, and other outcomes;

- Demonstrated capacity to research best practices in improving the quality of instruction and also district and school improvement.

The consortium of regional partners must demonstrate that there are sufficient facilities to support the provision of all Readiness Center services, including office space for Readiness Center staff members across the region, access to technology to support Readiness Center staff members and facilitate the provision of services, appropriate meeting spaces, and accessible parking as needed.

In addition to designating a site for the DSAC, the consortium of regional partners must provide office space for the Regional Assistance Director and other staff members and demonstrate that there are sufficient facilities to support the provision of targeted assistance and focused professional development to districts and schools. Each DSAC must be operational by October 31, 2009.

DESCRIPTION OF THE RFR PROCESS

Purpose

The purpose of the RFR is to invite institutions of higher education, educational collaboratives, educational service providers, business and community partners, and other stakeholders to submit proposals to establish the regional Readiness Centers.

Regional partners that establish Readiness Centers will have the opportunity to improve the quality of teaching by enhancing the delivery system for professional development, instructional, and other services for educators. In addition, these partners will 1) build stronger relationships with early education and out-of-school time providers, schools, districts, and other stakeholders, 2) increase alignment and coherence among local and regional partners, and 3) maximize existing resources.

The RFR process does not include the allocation of funds to establish a regional Readiness Center or sites within a region. Therefore, applicants are required to identify existing and potential resources that could be utilized to provide Readiness Center services and activities. However, funding to support the implementation of Readiness Center proposals may become available through the American Recovery and Reinvestment Act and from other sources. If additional funding becomes available, the EOE will establish mechanisms to allocate funding to regional partners.

Eligibility

The following criteria must be met to submit a proposal to establish a regional Readiness Center:

- A consortium of regional partners (representing multiple sectors and stakeholders) must submit one proposal for the region, with the understanding that these partners can establish multiple sites within the region;

- The lead partner or co-lead partner within the consortium of regional partners must be a public institution of higher education; and

- One of the partners must serve as the fiscal agent and manage all fiscal and budgetary concerns for the Readiness Center.

Criteria for Review of Proposals

Successful proposals will include the following types of information:

1) The clear articulation of the goals of the Readiness Center, a description of the content and scope of proposed services and activities, and a description of how these services and activities will address local and regional needs as well as statewide priorities;

2) A detailed description of how the consortium of regional partners will work collaboratively to develop a more coherent and aligned system for delivering high-quality services to educators in the region;

3) A detailed description of how the consortium of regional partners currently has the core capacities necessary to operate a Readiness Center;

4) A detailed description of the governance structure that will be established by the consortium of regional partners to effectively oversee and manage the provision of all Readiness Center services and activities;

5) A detailed description of how the consortium of regional partners will leverage existing relationships and resources to manage and operate the Readiness Center;

6) A detailed description of how the consortium of regional partners will engage other stakeholders in the establishment of the Readiness Center;

7) A detailed description of how the consortium of regional partners will disseminate information about best practices and instructional models to educators and other stakeholders across the Commonwealth; and

8) A detailed description of how the consortium of regional partners will sustain the Readiness Center in both the short- and long-term.

Time Frame for Review and Approval of Proposals

RFR Deadlines	
RFR Release Date	July 31, 2009
Deadline for Submission of Proposals	September 23, 2009
Announcement of Approved Proposals	September 30, 2009

Proposals must be sent via e-mail to Saeyun Lee in the EOE at saeyun.lee@state.ma.us by 6:00 p.m. on Wednesday, September 23, 2009. Proposals will be reviewed by a committee comprised of representatives from EEC, DESE, DHE, and EOE in accordance with the aforementioned criteria. As necessary, the review committee will request additional information or refinement of submitted proposals.

Development of the Memorandum of Understanding (MOU)

The consortium of partners for each approved Readiness Center will develop a MOU with the EOE. Issues related to the governance, management, and funding of the Readiness Center will be addressed in the MOU, including among others: 1) the responsibilities of the lead partner or lead partners; 2) the responsibilities of the fiscal agent; 3) establishing the Board of Directors and the governance structure among the partners; 4) appointing Board members; 5) inviting additional partners to join the consortium; 6) establishing new sites within a region, and

7) restricting the percentage of grant or other types of funding that may be retained for administrative/overhead costs (for example, the portion of funding that may be retained could be restricted to no more than 10 percent).

COMPONENTS OF THE PROPOSAL

- **Letter of Intent**: One letter of intent per region, signed by representatives from each proposed partner within the regional consortium, must be sent via e-mail to Saeyun Lee at saeyun.lee@state.ma.us by Friday, August 21, 2009.

- **Project Abstract** (2 – 3 pages)

- **Narrative** (15 – 20 pages)

  - Identification of the priority issues and concerns that will be addressed by the Readiness Center

  - Description of the content and scope of proposed Readiness Center services and activities and specifically how these services and activities will address local and regional needs as well as statewide priorities

  - Description of measurable successes and achievements of the consortium of partners with regard to the provision of proposed services and activities

  - Description of an area of specialization (as applicable), the services and activities that would be provided, and the strategies that would be used to disseminate information about best practices and replicable instructional models to stakeholders

  - Identification of the Readiness Center site(s) within the region, description of the services and activities that would be provided, and available facilities and resources

  - Description of the roles and responsibilities of each partner within the regional consortium, including information about the capacity of each partner to fulfill proposed responsibilities

  - Description of existing partnerships among regional partners, including information about joint programs that have been implemented and evidence demonstrating the success of these initiatives

  - Description of how new relationships will be developed among regional partners, including information about efforts to engage different partners in the establishment of the Readiness Center

- **Implementation Plan** (2 – 3 pages)

  - Description of the proposed implementation plan for providing Readiness Center services and activities

- **Governance Structure**

  - Description of the governance structure that will be established by the consortium of partners (at multiple sites if applicable) to support the provision of all Readiness Center services and activities

  - Identification of the proposed members of the Board of Directors

- **Evaluation Plan**

  - Description of the proposed plan for assessing the impact of Readiness Center services and activities on student, teacher, and other outcomes, including preliminary information about the indicators and benchmarks that will be utilized

- **Proposed Budget**

  - Description of the institutional and organizational resources that could be committed by the consortium of partners to manage and operate the Readiness Center

  - Description of the estimated costs related to the management and operation of the Readiness Centers

- **Letters of Support (as desired)**

PRIMARY CONTACT

All inquiries about the Readiness Centers initiative and the RFR process should be directed to Saeyun Lee in the EOE (saeyun.lee@state.ma.us or 617.979.8351).

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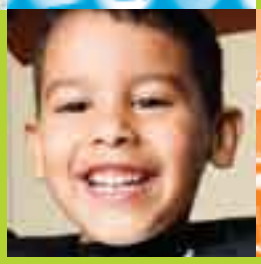

READY FOR 21ST CENTURY SUCCESS

THE NEW PROMISE OF PUBLIC EDUCATION

THE PATRICK ADMINISTRATION EDUCATION ACTION AGENDA

JUNE 2008

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DEAR FELLOW CITIZENS:

I am delighted to present the results of the Commonwealth Readiness Project, an unprecedented discussion on the future of public education in the Commonwealth of Massachusetts. For nine months, a dedicated and distinguished group of educators, experts and stakeholders has given its time and counsel to help define and initiate the next chapter in education reform in our great state. The following report, *Ready for 21st Century Success,* is founded on their insightful and informative work.

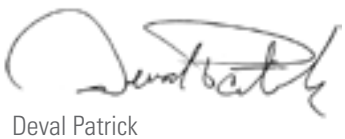
Education is transformative. My life, like the lives of so many others, was changed deeply, dramatically and positively through the power of a high-quality education. As we contemplate the future of our Commonwealth, and the future of our country and world, we must think differently and act more creatively about how we create consistent excellence throughout public education.

We must break down the silos that characterize our approach to public education. Instead, we must create a continuum of teaching and learning dedicated at every turn to the academic and personal success of each individual student. As we do so, we must hold fast to what works and change what does not.

The following report outlines the challenges, opportunities, needs and imperatives in public education today. Most notably, it provides an action agenda for establishing universal excellence over the next decade. Recognizing that no one idea will transform the system, the agenda leverages the relationships within the education sector and among all sectors of society. As we implement these action items, my administration will continue its commitment to the collaboration and cooperation that are the hallmarks of the Commonwealth Readiness Project. Taken together, and with all stakeholders working together, I am confident that we can deliver on a new 21st century promise of high-quality public education for all Massachusetts residents.

Throughout the history of this remarkable nation, Massachusetts has been the leader in public school innovation. I believe that the path we begin to travel today will keep us at the vanguard of serving our children, families and communities — as well as our future — extraordinarily well. Doing so will assure that we will meet and exceed the revolutionary demands of this bright new century.

Sincerely,



Deval Patrick

THE NEW PROMISE OF PUBLIC EDUCATION: READY FOR 21ST CENTURY SUCCESS

"I ask you to see what I see about what's possible here in the Commonwealth and indeed essential to be ready for our future. And I ask each of you to join with me in working to make that vision real. A decade of hard work, focus, discipline and accountability. A decade of 'no excuses' leadership, starting with me. A decade to get ready — so that we can master and shape our own future."

Governor Deval Patrick
Commencement Address, UMass Boston, June 2007

Massachusetts is at a crossroads. Fifteen years after the passage of landmark education reform legislation, the Commonwealth is a national education leader. Standards-based reforms have yielded significant results. Massachusetts students perform better than their national peers, securing top scores on the National Assessment of Educational Progress (NAEP) and on the SAT. Overall, student scores on the Massachusetts Comprehensive Assessment System (MCAS) continue to rise, with 84 percent of the class of 2008 passing on the first try.[1]

At the same time, this success masks persistent, complex problems that demand immediate attention. Despite quantum leaps in academic rigor, our existing education system is not adequately preparing every student for success in life and work. As a source of workers, it doesn't meet the needs of employers. As a public investment, it doesn't deliver the return it should for taxpayers. Most importantly, as an entry point to the American dream, it remains too selective. All too often, a student's chances for success are determined not by her intellect or ability to learn, but by her ZIP code and circumstances beyond her control.

LOSING STUDENTS ALONG THE EDUCATION PIPELINE

For every 10 high school freshmen ...

8 graduate from high school

6 enroll in college

3–4 earn a degree

Source: Nellhaus, Jeffrey and Patricia Plummer. "Facing the Challenge of Increasing College and Career Readiness." Massachusetts College and Career Readiness Summit; 2008.

These failures speak to the unfinished business of 1990s education reform — lessons learned from implementing bold, large-scale change — and to the evolving nature of what it means to be an educated citizen in a fast-paced, technologically driven world economy.

Ours is not a 21st century education system. Its structure and underlying assumptions are holdovers from another century, when the goal of public education was to prepare only a fraction of students for higher education. High school graduation rates were low, and that was okay because low-skilled manufacturing jobs could support a family. Times have changed and so must the fundamental promise of public education. Today, our schools must ensure that high school graduates know and are capable of much more than ever before.

WIDESPREAD BENEFITS OF QUALITY EDUCATION

$1.1 million

Additional lifetime earnings for each bachelor's degree recipient compared to high school dropouts

$180,000

Lifetime benefits to government of each high school graduate

$275,000

Lifetime costs to government of each high school dropout

Source: Khatiwada, Ishwar, Joseph McLaughlin, Andrew Sum. "The Fiscal Economic Consequences of Dropping Out of High School: Estimates of the Tax Payments and Transfers Received by Massachusetts Adults in Selected Educational Subgroups." March 2007. Center for Labor Market Studies. Northeastern University.

Meeting this challenge requires the creation of a fully integrated, coherent and seamless education system. Learning must begin before and extend beyond the traditional kindergarten through 12th grade timeframe. A high school diploma is no longer enough. The new baseline of educational attainment is an associate degree or the equivalent. And our approach to education, fully committed to the same high standards for all, will proceed only by serving the *individual* needs of each student.

This report outlines an education reform strategy that will help transform our public schools over the next decade. It assesses the state's advantages and makes the case for reform based on four specific challenges: growing international competition and an outdated curriculum; a stubborn achievement gap; an education workforce crisis; and a century-old system. The action agenda that follows offers specific steps for creating a world-class education system that will promote high levels of student achievement, outstanding teaching and educational leadership, full access to postsecondary opportunities and workforce preparedness, and systemic innovation that will move our public education system into the 21st century.

THE NEW PROMISE OF PUBLIC EDUCATION IN MASSACHUSETTS

We will prepare all students to be lifelong learners and successful, contributing citizens in a world economy and global society by creating a 21st century education system that is fully integrated, coherent and seamless — serving children from birth through higher education and beyond.

Importantly, these ideas reflect the economic and social realities of our time — not of times past. Taken together, they constitute a new promise for public education in Massachusetts, one that deals honestly with our advantages, addresses our deficits and keeps faith with our belief that an excellent education remains society's great equalizer.

Our future, and that of our children, depends on what we do and set in motion today. The choices — and responsibilities — belong to us. We can continue business as usual, complacent with where we are compared to other states. Or we can forge ahead, leading to a new, dynamic era of reform that responds to pressing global realities. As we move headlong into another decade of unprecedented innovation and change, our challenge — our obligation — is to ensure that all Massachusetts students have the skills, knowledge and dispositions they need to take full advantage of all the opportunities that this new, post-industrial information age presents.

OUR STARTING POINT

A foundation of strength

In many respects, Massachusetts is fortunate. Unlike many states, we can build our future on a firm foundation of success. Fifteen years after landmark education reform legislation, we can claim unmatched accomplishments in demonstrating that high expectations and high standards can work for students. Our students top the nation on several indicators of education achievement, we have the lowest dropout rates in the country, and the MCAS is heralded as the "gold standard" of state exams for its rigor, coherence and connections to the classroom curriculum.[2]

A STRONG FOUNDATION

- Massachusetts' 4th and 8th graders have been first or tied for first on all four examinations of NAEP since 2005.
- Massachusetts students have one of the best records of performance on the SAT.
- Massachusetts is the best-performing state in the nation in the percentage of adults ages 25 to 64 with a college degree.

MCAS PASSING RATES ARE UP

Percentage of students passing MCAS on their first try

Sources: "The Nation's Report Card: State Snapshot Reports for Massachusetts." 2007. Institute of Education Sciences; "2007 College-Bound Seniors Total Group Profile Report." 2007. The College Board; "ADDING IT UP: State Challenges for Increasing College Access and Success." 2007. The National Center for Higher Education Management Systems; Massachusetts Department of Elementary and Secondary Education.

The Commonwealth also is a leader in the drive toward high-quality early education and care and universal prekindergarten.[3] We boast a first-in-the-nation Department of Early Education and Care that connects multiple child and youth service planning, funding and implementation functions. And we continue to make steady progress toward high-quality pre-K experiences for all children.

Complementing our strength in early education and K–12 performance, Massachusetts has a rich network of vocational technical and agricultural schools. Our 38 technical schools prepare students for smooth entry into professional trades while providing an esteemed high school education. Our vocational education schools have lower dropout rates than the state average.[4] We have a robust community college system that is integral to our state capacity to meet the evolving needs of business and industry.

Finally, Massachusetts is a destination state for those in pursuit of a first-rate postsecondary education. And our commitment to lifelong learning is demonstrated by our strong and continuously improving state workforce development system. The graduates of our broad array of public and private higher education institutions fuel the state's knowledge economy. They stimulate and energize the research, ideas and inventions that create

new products, companies and future industries. Students, whether born and raised in Massachusetts or who come from other states and nations, who choose to make Massachusetts their permanent home contribute to our economic development and culture of citizen engagement.

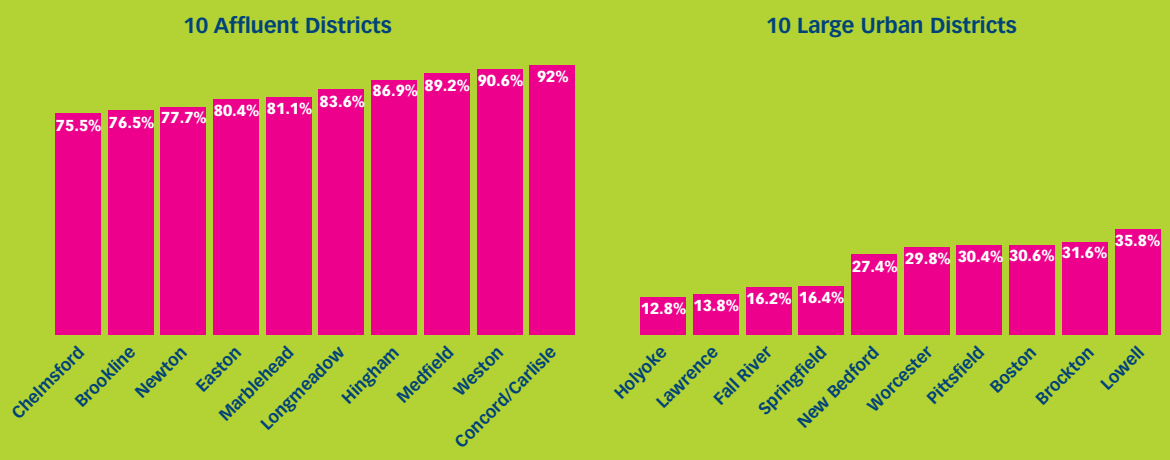
As we steer our system of schooling forward, we must ensure that the effective approaches and practices at every successful school make their way into *all* our public schools. All the while, we must continuously strengthen our adult education and workforce development systems. For example, we should ensure that we are leveraging well our vocational technical infrastructure to extend the reach of postsecondary education opportunities, particularly community college courses and programs and degrees, to students in every community. They must be connected to the elementary, secondary and postsecondary segments of our system as well as to the existing and emerging needs and interests of our state's businesses and industries.

We have achieved significant accomplishments for which we should be proud. More importantly, we must view our accomplishments as significant advantages on which we can build.

And build we must.

ENSURING THAT MORE STUDENTS GO TO COLLEGE

Percentage of students who graduated on time and planned to attend a four-year college or university in 2007



Source: Sum, Andrew, Ishwar Khatiwada, Joseph McLaughlin. "On-Time High School Graduation Rates and College Enrollment Rates for Massachusetts High School Graduates Class of 2006 and 2007: The Existence of Large Disparities Between Affluent Suburban and Central City School Districts Across the Commonwealth." May 2008. Center for Labor Market Studies. Northeastern University.

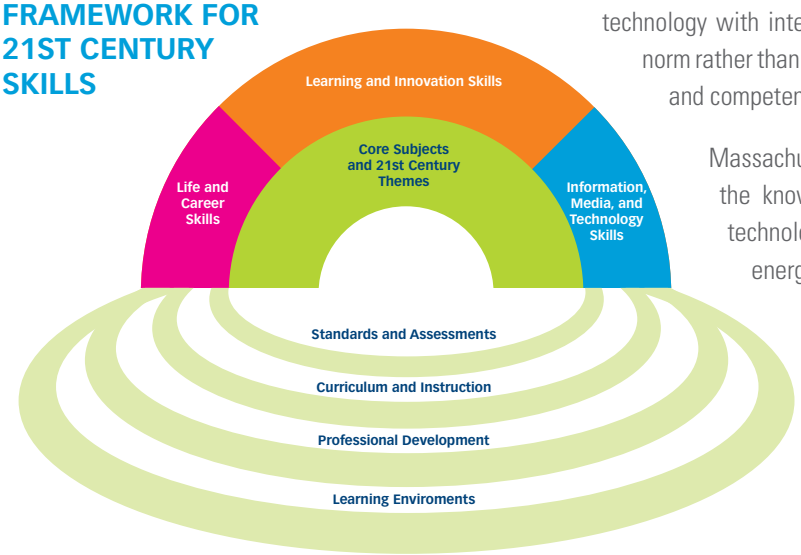
OUR CHALLENGES

International competition, an outdated curriculum

Although Massachusetts continues to outpace the other 49 states academically, we cannot afford complacency. That is because much of the rest of the world has caught up and, in too many cases, surpasses U.S. achievement. Between 2000 and 2006, American students dropped from 18th to 25th place among industrialized countries in math and from 14th to 21st in science.[5] Meanwhile, U.S. 8th graders were outperformed by students in nine countries: five from Asia (Chinese Taipei, Hong Kong SAR, Japan, Korea and Singapore) and four from Europe (Belgium, Estonia, Hungary and the Netherlands) on the 2003 TIMSS exam.[6] We used to lead the world in the percentage of students earning college degrees; we now rank 10th among industrialized nations in the percentage of 25–34-year-olds with an associate degree or higher, and we stand as one of the only nations where older adults are more educated than younger adults.[7] Many Massachusetts young people — despite having earned their high school diplomas — have to take remedial math and English classes to handle college-level work. In 2005, our public higher education system found that 37 percent of incoming freshmen from Massachusetts public high schools needed remedial assistance.[8]

This problem is exacerbated by an outdated curriculum and too heavy a reliance on 20th century tools and teaching strategies. We must strengthen and modernize the curriculum in science, math and engineering, while increasing our focus on world languages, geography, civics and the arts. We must emphasize 21st century themes such as global awareness, financial, business and entrepreneurial literacy, and health and civics literacy. Heightened attention to these topics, using modern information technology with interdisciplinary, collaborative hands-on learning as the norm rather than the exception, will enable students to master the skills and competencies that work, life and active citizenship require.

FRAMEWORK FOR 21ST CENTURY SKILLS



Massachusetts employers are struggling to find workers with the knowledge needed for high-growth jobs, including the technology-dependent fields of life sciences, renewable energy and health care.[9] The number of students from Massachusetts colleges and universities studying science, technology, engineering and

mathematics declined from 1993 to 2007, while the number rose nationally.[10] Employers also report a shortage of potential employees who possess fundamental skills and competencies needed in every field, including communication, collaboration, self-direction and motivation.[11]

These facts alone are enough to warrant a call to action, but there is more: The skills challenge is not confined to young people advancing along the traditional education path. There is a growing population of Massachusetts adults who are seeking employment who also lack content knowledge and 21st century skills. Of the Commonwealth's current 92,021 job vacancies, 46 percent require an associate degree or better.[12] National forecasts suggest that some two-thirds of all new jobs will require some education after high school.[13]

FALLING BEHIND INTERNATIONALLY

25th U.S. rank in math

21st U.S. rank in science

10th U.S. rank in college degrees earned

Sources: Programme for International Student Assessment (PISA). 2000 and 2006 Results. Organisation for Economic Co-operation and Development (OECD); "ADDING IT UP: State Challenges for Increasing College Access and Success." 2007. The National Center for Higher Education Management Systems.

The implications of integrating 21st century skills into what and how students learn extend to every aspect of our education system — from standards and assessments, curriculum and instruction, to professional development and learning environments.

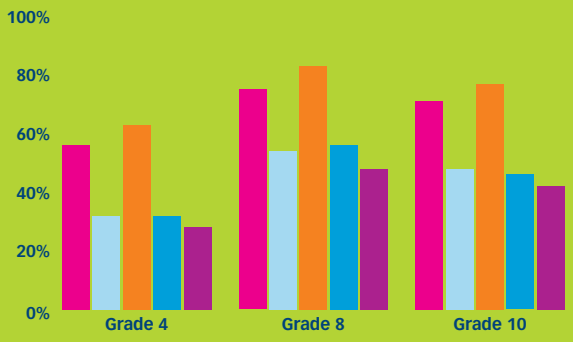
A stubborn achievement gap, inadequate external supports

Educational attainment correlates closely with economic status, here and across the country. Let's be clear: Our public education system cannot get all students to a high standard if we pretend that they all have the same learning needs and that these needs can be met in the same way.

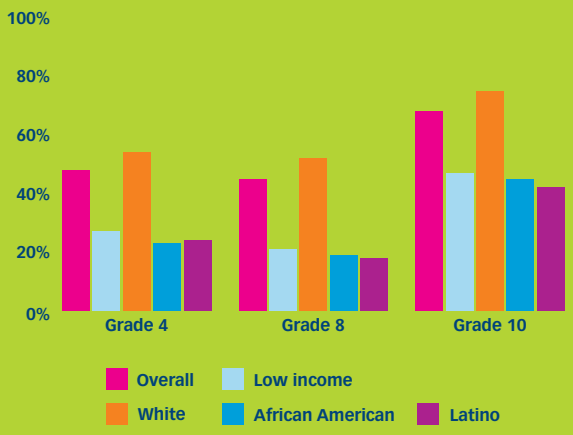
Poverty is pernicious. Its effects are seen in the stubborn achievement gap that exists between African American and Latino students and white and Asian students. In 2007, for instance, 73 percent of African American students and 67 percent of Latino students passed both math and English exams on their first try, compared to 91 percent of white students and 90 percent of Asian students.[14]

SIGNIFICANT ACHIEVEMENT GAPS REMAIN

Percentage of students scoring proficient or higher on MCAS English Language Arts, 2006–07



Percentage of students scoring proficient or higher on MCAS Mathematics, 2006–07



Source: "MCAS Tests Summary of State Results." 2007. Massachusetts Department of Elementary and Secondary Education. 4 June 2008. www.does.mass.edu/mcas/2007/results/summary.pdf.

The disparity in dropout rates is another sign that equality continues to elude us. In the 2007 four-year cohort, nearly 16 percent of African American students and nearly 23 percent of Hispanic students dropped out of high school, compared to only 6.6 percent of white students.[15] Nearly half of our nation's African American students, nearly 40 percent of Latino students, but only 11 percent of white students attend high schools in which graduation is not the norm.[16]

We know now that much of what impacts a student's ability to learn happens outside of school — in the years before kindergarten or in the hours after school, on weekends and during the summer.

Educators, administrators, schools and institutions of higher learning work hard to take advantage of the opportunities presented when students are physically present in schools — from offering free lunch and health screenings to counseling services and more. However, the reality is that the capacity of the public education system to address these external influences is limited by time, resources and convention.

These opportunity gaps will be addressed only when we offer these children educational resources and interventions on par with those available to middle-class families, including more preschool education as well as expanded summer and after-school learning opportunities.

Our system of standards and accountability does a great job of exposing our challenges. Now, we must find new strategies to address them.

IMAGINATION MATTERS

"The school, the state, the country that empowers, nurtures, enables imagination among its students and citizens, that's who's going to be the winner."

Author and columnist Thomas L. Friedman, Journal of the American Association of School Administrators, *February 2008*

An education workforce crisis

Without question, any improvement in education depends on knowledgeable and effective teachers in every classroom, strong and visionary school leaders guiding safe and efficient schools, and world-class faculty at our colleges and universities. Yet in 2008, Massachusetts was given a "C" for K–12 teacher quality,[17] our early education and care workforce development system is in its infancy, and far too many of our public colleges and universities are increasingly staffed by part-time, adjunct faculty.

We need to act quickly.

Research often shows that teacher quality affects student achievement.[18] Students taught by well-trained, experienced teachers achieve at demonstrably higher levels than students who have inexperienced, untrained teachers.[19] Moreover, the effects of a very good (or very poor) teacher last long beyond a single year, influencing a student for life.[20]

In key disciplines — including science and math and at some grade levels, particularly middle and high school — teachers in Massachusetts are increasingly in short supply, and the projections for the future supply hold little promise of improvement. Data suggest that after just five years, between 40 and 50 percent of all beginning teachers nationwide have left teaching altogether.[21] In Boston alone, 194 teachers in their first three years of employment left the system in the 2004–05 school year — an attrition rate of 47 percent.[22] And over the next five years, roughly 20 percent of longtime teachers are expected to retire from Massachusetts public schools.[23]

By seeking a system that educates all students to the high levels of achievement and attainment required for successful futures, we are placing

STATE TEACHER POLICIES

The 2008 Quality Counts report identified the following areas, among others, where Massachusetts has room for improvement.

	YES	NO
State requires substantial formal coursework in subject area(s) taught		✓
Prospective teachers must pass written test in subject-specific pedagogy		✓
State has ban or cap on number of out-of-field teachers		✓
Teacher education programs accountable for graduates' performance in classroom settings		✓
State provides incentives to teachers who work in targeted teaching-assignment areas		✓
State provides incentives for National Board Certified teachers to work in targeted schools		✓
State finances professional development for all districts		✓

Source: Excerpts from Quality Counts 2008, Education Week, *10 January 2008.*

our educational aspirations squarely on the shoulders of teachers in the classroom and the leadership teams in our schools. We need to provide them with the time, expertise and support to reach the Commonwealth's ambitious goals. In this new phase of education reform, therefore, we must work with teachers and education leaders to reshape and align our systems of educator recruitment, preparation, certification, licensure, support and professional development. Our approach must be inclusive, comprehensive and innovative.

CHANGING NEEDS

70%
School-aged children enrolled in a formal early education and care program

31%
Students who are "latchkey children"

22%
Prekindergarteners with access to a program accredited by the National Association for the Education of Young Children

15.1%
Students in public K–12 schools who claim English as a second language — this number is only expected to increase over the next decade

Sources: "Momentum Grows: Early Education in Massachusetts. Early Education for All. 6 March 2008; "A Report on the Cost of Universal, High-Quality Early Education in Massachusetts." Early Education for All. October 2006. 2008 State Profile. Massachusetts Department of Elementary and Secondary Education. 2008; New Survey Data: Massachusetts Latchkey Kids from Working Families Vastly Outnumber Those in Afterschool Program." Afterschool Alliance. 24 March 2005.

We must recognize and promote teaching and education leadership as critical and valuable professions capable of drawing the most qualified candidates into the field. Then, we need to provide steady support so that each teacher and administrator can advance his own content knowledge and continuously refine his craft.

A century-old system

Imagine driving the same car your parents and grandparents drove last century.

Imagine using the same appliances.

Imagine the same medical treatments.

Frightening, right? And yet, our students are learning in an education system designed to meet the social and economic needs of the early 20th century.

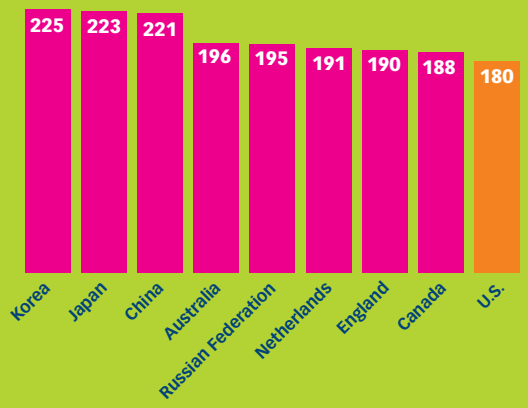
One of the biggest errors in the conception and early implementation of 1990s education reform was to think that setting high standards, creating the curriculum frameworks to achieve those standards and strengthening accountability for results would be enough. We focused far too little attention on the system itself. We see now that we would have achieved greater success over the last 15 years if we also had taken commensurate action to strengthen our schools' capacity to meet the dramatically increased demands we

set. We set the right goal — "all students at proficiency." However, we left schools operating as they have for more than a century, when educational attainment was distributed based on the traditional bell curve — a few students at proficiency, many in the mediocre middle, and a handful or more (depending on the school system) failing.

This mass-production, "batch-processing"[24] approach to education no longer works in an economy in which the skills needed for college and a job that will support a family of four are virtually identical.[25] That means we need tailored instructional strategies that help all students meet the same high standards, recognizing that they will reach these goals in many different ways. The first phase of education reform failed to differentiate the quantity and quality of instruction required to give each student — as opposed to groups of students — the skills and knowledge they need to succeed.

OUR STUDENTS SPEND LESS TIME IN SCHOOL

Average number of instructional days in the school year



Source: Trends in International Mathematics and Science Study (TIMSS). Institute of Education Sciences. 2003.

In addition, as we implemented the first wave of reform, we underestimated the time required to get all students to proficiency in core subjects, while at the same time providing a well-rounded education in the arts and other subjects. This has left schools trying to cram 21st century expectations into last century's school structure and schedule. Longer school days and longer school years are just two options to consider as we rethink how to meet heightened expectations.

Importantly, school administrators and teachers need much more assistance if they are to educate 100 percent of students to proficiency. We are asking more of our schools than ever before: world-class achievements in core subjects, knowledge-economy skills, a well-rounded education, and the development of character and civic virtues. We have created a system of standards and accountability that does an excellent job of identifying and reporting on underperformance, yet we have not created the capacity to use those data to provide adequate assistance.

That must change. Starting now.

THE PATRICK ADMINISTRATION ACTION AGENDA

Massachusetts is ready for the next phase of education reform. We value our strengths. We understand our challenges. We know what we want to achieve. And now we present an agenda developed with broad-based input from education, government, business, civic leaders and citizens.

Four broad goals, all integrally linked, shape the specific steps in our action agenda:

First, we must raise the achievement of all students. That involves not only improvements in teaching and curriculum, but also addressing the external factors that impede success, teaching 21st century skills, and introducing learning opportunities and a heightened attention to quality care beginning in the earliest years of life.

Second, fulfilling the new promise of public education demands that we genuinely and deliberately elevate teaching to a recognized profession capable of attracting the most highly qualified candidates to the field. Teachers deserve the opportunity to build their own content knowledge and skills. They, along with administrators, need high-quality mentoring, professional development, supervision and evaluation.

Third, we must broaden and deepen our commitment to public education so that every student is prepared to take advantage of higher education, employment and lifelong learning opportunities. That means extending our definition of a basic public education to include at least two years of postsecondary learning. And it means aligning the curriculum with 21st century knowledge and skills.

Finally, we must unleash innovation broadly, allowing the power of new ideas and new approaches to transform the system. We have to muster the collective courage to ask provocative questions and answer them honestly. Do our students and teachers have enough time during the day and during the year to meet the necessarily high expectations that we have set? Does our system of district governance allow us to maximize resources and generate the best possible results? How can we improve our record of recruiting, hiring and retaining educators? Are we maximizing the use of our vocational and technical infrastructure and facilities? Are we leveraging technology well? What best practices from successful charter and other schools here in the Commonwealth and across the country and the world can we bring to *all* Massachusetts schools?

To move forward, we must confront old constraints and move innovations from the margin to the mainstream. Effectiveness must trump ideology. Mission must triumph over tradition. Children's learning needs must be paramount, notwithstanding any inconvenience to adults inside and outside of our schools.

As always, the network of people invested in our long tradition of excellence in education will drive this critical effort. Parents, policymakers, educators, business people and citizens must join forces and resources — human and financial — to keep pushing us forward. We are off to a strong start. Over the past 18 months, the Commonwealth has:

- Made strategic investments in early education and care, full-day kindergarten, expanded time for teaching and learning, and higher education facilities;
- Increased Chapter 70 funding to record levels, including targeted increases for special education students and English language learners;
- Created a new Executive Office of Education — a single point of access and coordination for statewide education policy;
- Initiated the first comprehensive survey of the state's teachers;
- Invested historic levels of funding in youth and workforce development;
- Passed a $1 billion life sciences bill; and
- Inaugurated the Commonwealth Corps and the Statewide Youth Council, two new initiatives that will give youth in our state a voice in their government and opportunities to actively engage in projects and service to address challenges in our communities.

The following action agenda, rooted in the good work of the past 15 years and the groundbreaking partnership that is the Commonwealth Readiness Project, outlines actions and strategies that will allow students, teachers, communities and Massachusetts to achieve more than ever before. While we offer detail on several signature initiatives in the following pages, let the release of this action agenda mark the beginning of an unprecedented decade of collaborative policymaking in education.

No single actor can generate the scale of reform required, and no single action included here will yield the scope of advancement needed. Working together, however, we can press ahead, implementing actions and strategies that will help get us all ready for success in the 21st century.

GOAL 1: STUDENTS

Meet the learning needs of each student and provide the understanding, encouragement, support, knowledge and skills each requires to exceed the state's high expectations and rigorous academic standards

Administration Action Agenda

Short term (2008–11)

- Continue support for high-quality early education and care by establishing a schedule of incremental increases in annual funding to achieve universal prekindergarten, beginning with the fiscal year 2010 budget.
- Continue state support for high-quality, full-day kindergarten in every high-needs district by amending the Kindergarten Expansion Grant program in the fiscal year 2010 budget to allow state funds to be used for the transition from half-day to full-day programs, quality enhancements in all full-day programs in high-needs districts, and to cover the gap year between grant funding and funding provided through Chapter 70.
- Immediately create, by means of an executive order, a Task Force to establish a statewide birth-to-school-age strategy to ensure the healthy development of children, particularly those from low-income families. This strategy should include various service agencies, link multiple funding streams, and align preschool and school-age care.
- Establish a Commonwealth Child and Youth Readiness Cabinet, an inter-governmental agency cabinet chaired by the secretaries of Education and Health and Human Services, and including a stakeholder advisory group, responsible for developing and implementing a shared vision to advance the health and well-being of all children and youth.
- Launch an Urban Schools Early Warning and Dropout Prevention Pilot in qualifying districts to identify students at risk of dropping out of high school and to implement tailored and appropriate interventions.

BY 2020:

- Massachusetts will have a coordinated plan to provide high-quality education and care for all children beginning at birth, which will smooth their transitions to school.
- Students of every age will be able to access the individualized education they need when they need it.
- All students will receive sufficient high-quality instruction to ensure mastery of 21st century content, skills and competencies.

SPOTLIGHT: CHILD AND YOUTH READINESS CABINET

There is widespread awareness that children do not develop and learn in schools alone. Instead, they mature across many dimensions — physical, social, emotional, ethical and intellectual — within networks of families, schools, neighborhoods, communities and our larger society. Consequently, government agencies charged with fostering children's development and working with families must incorporate these dimensions and networks into their service delivery systems and improve their coordination.

The Commonwealth Child and Youth Readiness Cabinet will be charged with breaking down silos by bringing together at one table state leaders who oversee the agencies working most closely with children and families. The Cabinet will be jointly chaired by the Secretary of Education and the Secretary of Health and Human Services. It will include the state secretaries of Housing and Economic Development, Labor and Workforce Development, and Public Safety. In addition, a stakeholder group, made of leaders from the legislative and judicial branches, as well as from the provider community and statewide youth community, will advise the Cabinet.

The Cabinet's mission will be to set priority areas and identify and implement improvements that will address the roots of systemic challenges. It will achieve this by first establishing common terms, a shared vision, and the baseline measures and benchmarks that will document progress over time. To drive service improvements, the Cabinet will be able to link and leverage funding.

A featured initiative of the Cabinet will be to offer recommendations for developing a statewide child and youth data reporting system. This initiative will include suggestions for developing a "Readiness Passport" for every child and youth enrolled in Massachusetts schools. This tool will summarize and document the delivery of educational and health and human services, which will help facilitate a smooth transition for those who move to different schools or communities. Consistent with any privacy constraints established by applicable federal and state laws, the Passport will be accessible to parents, guardians, teachers, providers and, as appropriate, students.

Additionally, the Cabinet will oversee the creation of the Urban Schools Early Warning and Dropout Prevention Pilot, which will identify students at risk of dropping out of high school and provide timely interventions in qualifying districts.

- Place one or more Student Support Coordinators in every low-income school to assist teachers; connect students and their families to appropriate, noneducational, state and community-based services, including those related to health, mental health, housing and social services; and to provide ongoing guidance and assistance with coordinating and integrating those services.
- Develop a comprehensive, statewide child and youth data and reporting system that will enable development of a "Readiness Passport" for every child and youth enrolled in Massachusetts schools. The Readiness Passport will provide parents, guardians and agencies with a simple tool to document key elements of a child's educational experiences as well as to chronicle various services, interventions, supports, data and performance evaluations related to that child. Consistent with any privacy constraints established by applicable federal and state law, the Passport will be accessible to parents, guardians, teachers, providers and, as appropriate, students. The data and reporting system as well as the Readiness Passport will increase the efficiency, effectiveness and collaboration of the schools, state agencies and community youth organizations.

Mid term (2012–15)

- Increase the availability of and accessibility to state Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL) programs.
- Reduce class size in K–2 classrooms in high-needs school districts.

GOAL 2: TEACHERS AND EDUCATION LEADERS

Ensure that every student in the Commonwealth is taught by highly competent, well-educated, strongly supported and effective educators

Administration Action Agenda

Short term (2008–11)

- Establish differentiated pay for qualifying teachers in high-needs districts and schools, in high-demand disciplines, and for those who possess highly needed, extraordinary skills and knowledge, or who volunteer for particularly challenging responsibilities.
- Launch a competitive grant program with funding for qualified districts (as determined by the Department of Elementary and Secondary Education) to pilot intensive, systemic induction and mentoring in the first three years of teacher service.
- Establish the Readiness Science and Math Teaching Fellowship Program to increase the Commonwealth's supply of qualified math and science teachers.
- The Department of Elementary and Secondary Education will accelerate efforts to make available to teachers an online, formative assessment system that will provide "real-time" data on student performance as measured against state standards. This data-driven instruction system will help teachers to analyze current student performance and continuously modify teaching practice to meet evolving student learning needs.
- Maintain the current MCAS graduation requirement and strengthen the system by adding complementary measures of student growth and 21st century skills. This could include a culminating, multidisciplinary senior project on a student-selected topic of interest.

BY 2020:

- Massachusetts will have a robust educator development system.
- Educators, as well as students, will be expected to learn throughout their careers. Teachers will be devoted to the continuous advancement of their content knowledge and teaching skills.
- All Massachusetts teachers will enter schools with realistic expectations of the realities of the classroom, based on practical field experiences during their training.
- Teacher preparation programs will be equally strong in delivering 21st century content, instructional skills, and field experiences that provide preservice teachers with opportunities for observation, analysis and practice.
- Teaching will be recognized as a profession of stature.
- All Massachusetts public schools will be led by superintendents and principals who nurture all students and successfully apply instructional and managerial expertise to foster continuous schoolwide improvement.

SPOTLIGHT: RECRUITMENT AND RETENTION OF TEACHERS AND SCHOOL LEADERS

Our commitment to continuous improvement in education requires a commensurate commitment to attracting and retaining the best possible teachers and education leaders at all levels of our education system and particularly in essential content areas.

The Readiness Science and Math Fellowship Program is an important opportunity annually to offer 60 math and science majors the opportunity to earn their master's degrees while teaching in school districts with significant numbers of low-income students. In addition, we will work with teacher preparation programs at colleges and universities to create a statewide teacher residency network. Similar to medical residency programs and modeled after the successful Boston Teacher Residency Program, the initiative will combine rigorous academic coursework with enriching field experiences. In addition, the commissioner and Department of Elementary and Secondary Education should take immediate action to bring more teachers into classrooms by streamlining and strengthening state certification and licensure policies and procedures.

To help draw the best and brightest into teaching, we must address the compensation gap between positions in the private sector and teaching positions in high-demand disciplines. Through a new program of differentiated pay, we will initially focus on several priorities:

- Science and math educators;
- Educators with dual certification in a content area and special education;
- Educators with significant professional development credits teaching English language learners or special education students; and
- Educators who elect to teach in high-needs, low-income schools and districts.

Recruitment efforts must be complemented by efforts to reduce the unacceptably high attrition rates of beginning teachers. Comprehensive initial and ongoing support is essential. Through a competitive grant program for qualifying high-needs school districts, the Commonwealth will pilot a systemic induction and mentoring program for teachers in their first three years of teaching.

Further, we propose regional Readiness Centers — multi-purpose, collaborative hubs for content and professional development as well as school improvement. The centers will be governed by diverse boards of representatives from higher education, elementary and secondary schools, and early education. They will be staffed by both content and instructional experts charged with bringing the latest research to educators; facilitating the exchange of best practices between teachers and school leaders; and fostering local partnerships among students, schools, educators, businesses and community organizations. The Commonwealth Readiness Centers will be part of our state's new accountability and assistance system.

As part of the effort to keep outstanding educators in our schools and classrooms, we will establish a statewide career ladder that rewards educators who advance along a career path — for example, from novice to professional to coach. Finally, those schools that demonstrate consistent improvements in overall student achievement will be rewarded as we redouble our effort to foster a culture of collaboration and cooperation in education.

- Establish and support a statewide career ladder for educators pre-K through 12, creating a path of professional advancements with commensurate salary increases for educators who assume instructional mentoring and leadership positions within our schools and school districts.
- Reform the state teacher certification and licensure processes as well as other teacher development policies to eliminate bureaucratic barriers and build state capacity to attract, prepare, develop and retain a high-quality, culturally diverse and inspiring teaching force for Commonwealth students.

Mid term (2012–15)

- Close the compensation gap between faculty at Massachusetts' higher education institutions and peer institutions in other states, particularly the New England states.
- Reward outstanding school performance by providing financial rewards for "whole school improvement," defined as continuous advances in overall student achievement.
- Partner with the state's teacher colleges to develop a statewide teacher residency program similar to medical residency programs that would combine rigorous coursework, practical training in diverse settings, and certification and licensure.
- Foster an intensive approach to ongoing teacher development and data-driven instruction, especially in schools with significant achievement gaps, through a pilot program that emphasizes dramatically improving early literacy achievement in kindergarten through 3rd grade.

Long term (2016–20 and beyond)

- Establish regional Readiness Centers dedicated to the continuous improvement of education at all levels of our public education system. These centers could be located at state colleges or universities but would be directed by boards comprised of regional pre-K through 12, higher education, business and community organization leaders.
- Update Massachusetts' teacher preparation programs for 21st century teaching and learning by providing: 1) subject-matter knowledge that is aligned with the state's academic standards; 2) instructional knowledge and skills tailored to the student body teachers will be serving; and 3) field experiences that engage pre-service teachers in observation, analysis and practice in varied school and district settings.

GOAL 3: COLLEGE, CAREER AND LIFE SUCCESS

Prepare every student for postsecondary education, career and lifelong economic, social and civic success

Administration Action Agenda

Short term (2008–11)

- Develop a comprehensive statewide strategy for integrating 21st century skills into all aspects of public education: standards and assessments, curriculum and instruction, professional development and learning environments. These reforms will be guided by the work of task forces of the Boards of Early Education and Care, Elementary and Secondary Education, Higher Education, and the University of Massachusetts Board of Trustees.

- Beginning with the fiscal year 2010 budget, increase needs-based financial aid for higher education to low-income students and extend and pro-rate the same benefit to part-time students.

- Create a pilot program to provide community college opportunities to: 1) existing and aspiring early education and care educators in exchange for several years of service in the Commonwealth's early education and care workforce; and 2) parents or guardians of income-eligible students in our pre-K through 12 system.

- Provide opportunities for accelerated graduation and early entry into college for qualifying students who at age 16 or over pass an internationally benchmarked exam, such as the International Baccalaureate, Programme for International Student Assessment (PISA) or Advanced Placement exams to bypass all other requirements, graduate from high school and enter college.

BY 2020:

- Massachusetts will be educating its students to compete effectively for jobs with the world's top students.
- The state assessment system will effectively measure each student's mastery of the skills and knowledge necessary to be a full and active participant in 21st century higher education, work and society.
- The state's high school dropout rate will be reduced to less than 10 percent.
- At least 90 percent of Massachusetts students will finish high school ready for college — including community college — without having to take any remedial courses.
- The Massachusetts public education system will effectively serve a diverse student body and be responsive to the evolving workforce needs of the state's businesses and industries.
- Personal or family financial constraints will not be a barrier to achieving an associate degree or the equivalent training in a professional trade.

SPOTLIGHT: FULL ACCESS TO COMMUNITY COLLEGE AND POSTSECONDARY EDUCATION

Success in a 21st century global economy requires more than a high school diploma. That's why the Commonwealth is expanding its commitment to public education to include full access to community college for anyone who seeks it. Our long-term goal is to establish a public education system that guarantees access to free community college or the equivalent postsecondary or vocational education. To move us in that direction — and help us quickly achieve related objectives — we will focus first on existing and aspiring early education and care educators and the parents or guardians of income-eligible students in our pre-K through 12 system.

Creating a statewide system of early education and care that includes universal, high-quality prekindergarten is a pillar of our action agenda. To meet this goal, we must build the quality of our early education teaching force and encourage more talented teachers to enter this system. To encourage new entrants into the field and provide career pathways and higher education access to those already in the field, we will seek competitive proposals from collaborative teams. Teams might include a vocational high school with an early education track, a community college and a four-year institution of higher education. Priority will be given to applicants from areas with underperforming schools and districts and/or areas where children and families face multiple risks, such as poverty and inadequate health care.

These teams will craft agreements to facilitate rapid, easy access to higher education for early education providers and potential providers. Teams will reduce bureaucratic barriers to education and training, while providing supports and mentoring to help aspiring early educators achieve their degrees. Teams will help students receive credit for prior equivalent courses and educational experiences.

Teams will provide each student the time needed to earn her or his degree as well as ongoing mentoring, career counseling and academic advising. In addition, they may provide ABE and ESOL courses as well as resources and supports to help staff currently in the field transition successfully into postsecondary institutions.

Qualifying students who benefit from these programs will be required to stay in the early education field in Massachusetts for a specified length of time after earning an associate degree. They will be expected to help pay for their educations within the limits of their abilities. And they will be expected to maintain a good academic standing to remain eligible for financial support.

Early education programs that actively partner to advance the education of their employees could be eligible for an increase in Universal Pre-K grant funds or other incentives. Employers will have to agree in advance to flexible scheduling and could be required to contribute to the cost of tuition in exchange for the student's commitment to stay employed in the program while attending college.

- Support legislation to allow children of undocumented immigrants to attend a public college or university in the Commonwealth at the in-state tuition rate if they have attended Massachusetts' schools, passed the MCAS, received a high school diploma and are on a path toward citizenship.
- Prioritize the state's commitment to and investment in a robust high school-to-college Web portal by supporting and advancing the existing partnership among the Department of Elementary and Secondary Education, the Department of Higher Education, and the Massachusetts Educational Financing Authority. The Web portal will improve student, parent and counselor access to information and tools about postsecondary education opportunities.
- Develop and make available a state diagnostic College Readiness Assessment for all 11th graders to inform their course selection and senior-year activities. These assessments may be similar to those currently given to entering college freshmen.
- Provide students with maximum flexibility and mobility to earn a college degree by guaranteeing transfer of course credit between and among the state's public higher education institutions.

Mid term (2012–15)

- Annually increase the investment in and availability of dual enrollment opportunities for all students. We will focus initially on first-generation college-goers, students interested in science, technology, engineering and mathematics disciplines, and concurrent enrollment programs for students with special needs.
- Build on the Connecting Activities work of the Executive Office of Labor and Workforce Development and the Department of Elementary and Secondary Education to place a Career Readiness Counselor first in every high-needs high school, and then in every high-needs middle school.

Long term (2016–20 and beyond)

- Increase high school graduation rates and college readiness, particularly among minority and low-income youth, by increasing the number of Early College High Schools in the Commonwealth. These high schools provide a unique and proven opportunity for traditionally underserved students to earn simultaneously a high school diploma and two years of college credit that can be applied toward an associate degree or a bachelor's degree.
- To capitalize on the critical role of community colleges in our education and workforce development system and to enhance the ability of Massachusetts' students and businesses to compete internationally, the public education system should include guaranteed access to free community college or the equivalent postsecondary or vocational education.

GOAL 4: INNOVATION AND SYSTEMIC REFORM TO CREATE A 21ST CENTURY PUBLIC EDUCATION SYSTEM

Unleash innovation and systemic change throughout the Commonwealth's schools, school districts, colleges and universities as well as in the partnerships and collaborations among education institutions, communities, businesses and nonprofits

Administration Action Agenda

Short term (2008–11)

- Establish a Readiness Finance Commission to recommend short-term education investments for the fiscal year 2010 budget, including further adjustments to the Chapter 70 foundation budget and modifications to alleviate the burden on property tax. In addition, this commission will: 1) recommend systemic cost savings and efficiencies; 2) project costs/cost savings for each Readiness Project Initiative and a 21st century system of education; 3) identify potential sources of additional revenue; and 4) outline options for a comprehensive overhaul of the state's education finance system.
- Launch a new high-autonomy, in-district school model — the Readiness School — to facilitate teacher ownership, innovation, choice and responsiveness to student and family needs.
- Charge each of the education sector boards with strengthening, clarifying and improving accountability and linking the functions of accountability and assistance.
- Continue investing in the state's Expanded Learning Time Program.

BY 2020:

- The Massachusetts education system will include district schools with high levels of autonomy and flexibility to educate all students for the 21st century.
- The school day and school year will be structured to match the demands on students, teachers and families.
- Any student of any age who is interested in pursuing postsecondary education will have access to an affordable opportunity to do so.
- Massachusetts will have a higher education system distinguished by unprecedented cooperation and collaboration among the state's public and private institutions, attracting top students and faculty from around the world.
- Massachusetts' 21st century education system will be equitably, adequately and reliably financed for the long term.

SPOTLIGHT: READINESS SCHOOLS

Readiness Schools promise a new kind of teaching and learning experience — one built on the fundamental characteristics of all successful schools: strong leadership, educator ownership, innovation and high expectations for student achievement. It is time to extend those core principles of high-performing schools — and the benefits they enable — to dramatically more students in the Commonwealth.

Readiness Schools will challenge our mainstream schools and district leaders to embrace the flexibility and independence typically found in the charter sector. These would be high-autonomy public schools in which students, faculty, parents and the community share responsibility and ownership for results. Readiness Schools would:

- Be contract schools, launched or managed by a team authorized by and accountable to the local school committee. School committees would award contracts under procedures set by the state Board of Elementary and Secondary Education.
- Operate under performance contracts that hold them accountable for improving student learning.
- Be funded by the school district, using a weighted student formula, with more funds allocated for students who are more expensive to educate.
- Typically be staffed by union members who bargain collectively only for wages, benefits and due process dismissal procedures.

Importantly, Readiness Schools would have increased autonomy in five areas: staffing, budget, curriculum and assessment, governance and policies, and school schedule and calendar. The leadership of each Readiness School would establish the operating standards in each of these five areas, with significant input from faculty and staff.

School committees could convert existing schools to Readiness status or develop new schools. Readiness Schools could be proposed by a team of teachers, a principal, a superintendent, unions, qualified educational management organizations, a group of parents, community-based organizations or qualified charter school operators. For example, a group of teachers could, in effect, create their own "educational private practice," assuming management and operational responsibility for their own school under terms authorized by the local school committee.

Readiness Schools also could be proposed by the superintendent, subject to a faculty vote. Alternatively, in extreme instances of chronic local underperformance, the state Board of Elementary and Secondary Education might require the school committee to create a Readiness School by selecting a preferred provider that has demonstrated success with similar children. Districts opposed to such decisions could appeal to the state board.

By 2013, we hope to have at least 40 Readiness Schools throughout the state. Over time, we believe Readiness Schools will not only be high-performance centers of excellence, but also working examples of a new approach to education governance. Local school committees would act as contracting bodies with responsibility for and oversight of diverse providers of education services.

- Establish incentives to encourage expansion of the school year and launch a competitive grant program to support high-impact summer programming, tutoring and mentoring opportunities in high-needs communities.
- Ensure access to high-quality after-school and out-of-school time programming in every high-needs community by streamlining responsibility, funding, authority and accountability of all state after-school and out-of-school-time programs.
- Allow tuition retention for both state-supported and continuing education courses.
- Establish the Commonwealth Education Innovation Fund, a public-private fundraising partnership to strengthen our collective capacity to meet pressing, statewide education challenges. Building on a modest annual investment, the state will seek additional funds from the business and nonprofit communities, as well as individual donors and philanthropists. Based on recommendations from the Executive Office of Education — developed in consultation with the Boards and Commissioners of Early Education and Care, Elementary and Secondary Education, and Higher Education, and the president and Board of Trustees of the University of Massachusetts — the Fund will establish a discrete list of evolving funding priorities to foster innovation in policy, practice, research, professional development and other capacity-building measures.
- Leverage information technology to expand student access to courses, content and credit by establishing Mass Online University and Mass Virtual High School.
- Close the home-family technology gap by establishing a state framework for low-cost, district-driven, home-computer lease programs.
- Provide incentives for information technology partnerships to improve teaching and learning, education administration and management, or the delivery of education services and support.

Mid term (2012–15)

- Fully fund the Department of Higher Education funding formula.
- Provide incentives for regional pre-K through higher education purchasing and service delivery partnerships beginning with legislation to provide full funding for districts that participate in regional partnerships for transportation of special education students.

- Better align the public education system to real-world needs by analyzing and communicating the academic, skill and training needs of emerging and high-growth business and industry sectors by providing public schools and higher education institutions with easy access to labor market analysis and information that will inform programming and planning decisions.
- Introduce legislation to allow state and municipal agencies to lease available space in state-owned facilities at below-market rates to qualified early education and care program providers.
- Introduce legislation to provide incentives to businesses that provide space at below-market rates for high-quality early education and care programs, or that give community residents access to the company's early education and care programs.
- Market licensable intellectual property generated at state-supported colleges, universities, research and other institutions to businesses located in and out of the state.

Long term (2016–20 and beyond)

- Launch a Statewide Master Teacher Contract Initiative that would start a critical conversation about transforming the educator compensation and benefit structure to attract top talent into teaching by, for example, offering flexibility for teachers to receive different pay and benefit packages at different stages of their careers. In this kind of scenario, new teachers might have the option of choosing higher compensation in lieu of longer-term benefits. Such a contract might also provide for more equitable distribution of teachers throughout the state while creating the possibility of various cost savings. For example, the Master Teacher Contract would provide a vehicle for addressing escalating health care costs, disparities in pay across regions of the state, pension portability and other issues. Such a contract would achieve the efficiency of eliminating contract negotiations in more than 300 separate school districts.
- Increase the size while reducing the number of the Commonwealth's current school districts to streamline administration and management structures, which will expand opportunities to ensure strong oversight and leadership and improve teaching and learning.
- Develop a statewide Research and Development Co-facilities Plan.
- Work with the Massachusetts federal congressional delegation to explore options for advocating for the reallocation of federal Title I and special education funds for early education and care programs.

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APPENDIX: THE READINESS PROJECT REPORT

About the Readiness Project

Nine months ago, Governor Patrick called on a diverse group of education, business and civic leaders to look to the future of public education in the Commonwealth and offer a set of recommendations to transform our state system of public education into a comprehensive, integrated, student-centered education system that begins before kindergarten and continues through grade 12 and beyond.

The Governor's specific charge to the Readiness Project was to focus not on those changes that will bring incremental improvement but rather on dramatic, widespread improvements.

Governor Patrick named three individuals to lead an 18-member Readiness Project Leadership Council: Jackie Jenkins-Scott, president of Wheelock College; Thomas Payzant, former superintendent of the Boston Public Schools; and Joe Tucci, president, chairman and chief executive officer of EMC Corporation. Additionally, the Project formed 13 subcommittees to lean on and leverage the expertise of more than 200 Massachusetts citizens.

The work of the Readiness Project was informed by the research, debate and discussions of the subcommittees as well as by the perspectives of citizens across Massachusetts. Parents, teachers, students, professors, administrators, practitioners, experts, advocates and other community members shared their ideas at more than a dozen public forums, in town hall meetings with the Governor, and during countless smaller gatherings and conversations.

All of this work has resulted in a clear vision and set of recommendations with the success of every student — no matter her ZIP code, age or socioeconomic status — at the center. These recommendations provide a platform for the Commonwealth of Massachusetts to be not only a *national* education leader, but also a 21st century *world* education leader.

The Readiness Project goals and recommendations follow. These documents represent a portion of the Project's work. The 13 subcommittee reports are available online, as are additional details related to our recommendations and ideas for implementation. Please visit www.mass.gov/governor/education.

AT A GLANCE

- 10-year horizon
- Three co-chairs
- 18-member Leadership Council
- 13 subcommittees with a collective membership of more than 200
- More than a dozen public meetings in 14 cities and towns, drawing more than 2,000 people into the conversation
- More than 700 grassroots leaders (Readiness Reps)
- Four final goals
- 24 final recommendations

Dear Governor Patrick:

At the onset of the Readiness Project, you challenged us and the people of Massachusetts to set aside the constraints of the day to think creatively about the future of public education. We took your challenge seriously. On behalf of the members of the Readiness Project Leadership Council and the more than 200 people who volunteered their time and expertise by serving on Readiness Project subcommittees, we are pleased to offer the following findings and recommendations.

Through our own work and professional experience, we know just how much opportunity emerges by looking to the future to define a clear, strategic vision to drive decisions and inform actions. We commend you for leading the Commonwealth toward a comprehensive, integrated and student-centered public education system. We must build on successes gained through the most recent era of statewide education reform to propel the Commonwealth into the 21st century. To generate the dramatic and widespread improvement in education necessary, we must work to transform our system of public education to:

- Meet the learning needs of each student and provide the understanding, encouragement, support, knowledge and skills each requires to exceed the state's high expectations and rigorous academic standards;
- Ensure that every student in the Commonwealth is taught by highly competent, well-educated, strongly supported and effective educators;
- Prepare every student for postsecondary education, career and lifelong economic, social and civic success; and
- Unleash innovation and systemic change throughout the Commonwealth's schools, school districts, colleges and universities as well as in the partnerships and collaborations among education institutions, communities, businesses and nonprofits.

We know that such a transformation is complex and challenging. We also believe that if we fail, we will limit the prospects for the lifelong success of individuals, the vitality of communities and the economic strength of our state. We stand ready to continue working with you, your administration and all those in the Commonwealth who believe as we do that a strong public education system is the gateway to opportunity.

Respectfully,

Jackie Jenkins-Scott	Thomas Payzant	Joe Tucci
Chair	*Chair*	*Chair*

Readiness Project Goals and Recommendations

Readiness Goal 1

To transform public education in the Commonwealth, we must meet the learning needs of each student and provide the understanding, encouragement, support, knowledge and skills each requires to exceed the state's high expectations and rigorous academic standards.

Recommendations

- Establish a fully integrated and adequately funded state system of early education and care that begins at birth.
- Engage and mobilize families and all sectors of society to provide the education, social, emotional, health and human services each student needs to be ready to learn and succeed in school.
- Increase adult learning opportunities to help families engage in their children's education.

Readiness Goal 2

To transform public education in the Commonwealth, we must ensure that every student is taught by highly competent, well-educated, strongly supported and effective educators.

Recommendations

- Provide intensive, systemic induction and mentoring for all educators in their first three years of service.
- Accelerate the entry of highly qualified teachers into public schools, particularly in high-needs districts and high-priority disciplines such as science, technology, engineering and math.
- Improve teaching in science, technology, engineering and math disciplines by strengthening content knowledge and teaching strategies.

- Maintain the current MCAS test as a graduation requirement and strengthen the system to include measures of individual student growth and college readiness, which would complement but not replace the current measures.
- Recruit and retain world-class faculty to the Commonwealth's public higher education institutions.
- Create regional partnerships, resources and capacity to improve education at every level.

Readiness Goal 3

To transform public education in the Commonwealth, we must prepare every student for postsecondary education, career and lifelong economic, social and civic success.

Recommendations

- Align the Commonwealth's standards, frameworks and curriculum with the demands of 21st century life, work and citizenship.
- Engage students in their learning by broadly integrating 21st century tools into teaching and learning as well as increasing interdisciplinary, hands-on and project-based learning.
- Provide students with multiple pathways to postsecondary education and the workforce that are based on high, internationally benchmarked academic and employment standards.
- Make college accessible and affordable for all Commonwealth students.
- Provide two years of postsecondary education or the equivalent in a professional trade as the new baseline of our state education system.
- Guarantee transfer of credits between and among the state's public higher education institutions.
- Increase the state's production of postsecondary degrees.

Readiness Goal 4

To transform public education in the Commonwealth, we must unleash innovation and systemic change throughout the Commonwealth's schools, school districts, colleges and universities as well as in the partnerships and collaborations among education institutions, communities, businesses and nonprofits.

Recommendations

- Structure the school day and school year to match the needs of students, teachers and families.
- Bring the proven benefits of the charter school movement into mainstream schools and classrooms throughout the Commonwealth.
- Provide sufficient resources to support the development of a truly 21st century public education system.
- Create a statewide master teacher contract.
- Actively partner with all segments of society to efficiently and effectively fund innovations and systemic improvements in education.
- Increase the efficiency and effectiveness of education governance and services to students by dramatically reducing the number of school districts in the Commonwealth.
- Leverage information technology to support innovations in teaching and learning.
- Strengthen the connections among the Commonwealth's education and economic development strategies and initiatives.

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Finally, I would like to thank Commonwealth Secretary of Education Paul Reville for his guidance and counsel during the final phase of the Commonwealth Readiness Project. I look forward to working with Secretary Reville, his team and all those committed to transforming the Massachusetts public education system into a truly 21st century system.

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B-533

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Report to the Legislature

Implementation and Fiscal Impact of Innovation Schools

In January 2010, Governor Patrick signed Chapter 12 of the Acts of 2010, Section 8 into law, which authorized the creation of Innovation Schools. These unique, in-district schools will operate with increased autonomy and flexibility to establish the school conditions that will lead to improved teaching and learning. In exchange, the operators of Innovation Schools will be held accountable for meeting annual benchmarks for student achievement and school performance. The statute requires an annual report to the Legislature on the implementation and fiscal impact of Innovation Schools.

June 2013

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June 2013

Dear Members of the General Court:

We are pleased to submit this 2012 Report to the Legislature*: Implementation and Fiscal Impact of Innovation Schools* pursuant to Chapter 12 of the Acts of 2010, Section 8. The Innovation School initiative is an important component of An Act Relative to the Achievement Gap that allows in-district schools to operate with increased autonomy and flexibility and create custom-made solutions to their particular student needs. Through a collaborative, local approval process, schools may use autonomy and flexibility in the areas of curriculum, budget, school schedule, staffing, school district policies, and professional development.

In the three years since the Innovation Schools legislation was signed into law, there has been growing interest in the initiative. Currently, there are 47 approved Innovation Schools across the Commonwealth serving approximately 17,000 students in 26 school districts. Eighteen Innovation Schools are located in Gateway Cities. About one-third of Innovation Schools are level three schools that are using the model to significantly improve outcomes for their students. About one-fourth of the schools are STEM themed schools; while other Innovation Schools are implementing dual language immersion programs and programs that incorporate multiple pathways to college and career success.

New this year is the Innovation Schools Network. The Department of Elementary and Secondary Education, in collaboration with the Executive Office of Education, has actively focused on developing the Innovation Schools Network in order to provide support to operators of Innovation Schools across the Commonwealth. This will continue to be an area of focus in the coming year, along with continued technical assistance to Innovation School planners.

Finally, within this report you will find an overview of the Innovation Schools model, information about the efforts this past year to support implementation of Innovation Schools including information on grant recipients, and demographic and achievement data for schools that have been in operation for one year or more.

We look forward to our continued collaboration in supporting this initiative.

Sincerely,

Matthew Malone, Ph.D.
Secretary of Education

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary

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Introduction

The Department of Elementary and Secondary Education (ESE) respectfully submits this Report to the Legislature*: Implementation and Fiscal Impact of Innovation Schools* pursuant to Chapter 12 of the Acts of 2010, Section 8, which established M.G.L. Chapter 71, Section 92(p), which states, in part:

> *(p) The commissioner of elementary and secondary education shall, to the extent practicable, be responsible for the following: (i) the provision of planning and implementation grants to eligible applicants to establish Innovation Schools; (ii) provision of technical assistance and support to eligible applicants; (iii) the collection and publication of data and research related to the Innovation Schools initiative; (iv) the collection and publication of data and research related to successful programs serving limited English-proficient students attending Innovation Schools; and (v) the collection and dissemination of best practices in Innovation Schools that may be adopted by other public schools. The board of elementary and secondary education shall promulgate regulations necessary to carry out this section. Annually, the commissioner shall report to the joint committee on education, the house and senate committees on ways and means, the speaker of the house of representatives and the senate president on the implementation and fiscal impact of this section.*

This report includes the following: 1) an overview of the Innovation School model and approval process; 2) a description of the implementation of the Innovation Schools initiative to date; 3) information about the availability of resources to establish and operate these schools; and 4) an update on data collection, research, and dissemination of best practices related to Innovation Schools.

1. Overview of the Innovation School Model

The Innovation Schools initiative, a signature component of *An Act Relative to the Achievement Gap* that Governor Patrick signed in January 2010, provides educators and other stakeholders across the state with the opportunity to create new **in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts**. These unique schools operate with increased autonomy and flexibility in six key areas: curriculum; budget; school schedule and calendar; staffing (including waivers from or exemptions to collective bargaining agreements); professional development; and school district policies.

Innovation Schools can be established by teachers, school and district administrators, superintendents, union leaders, school committees, parents, parent-teacher organizations, colleges and universities, non-profit community-based organizations, non-profit businesses or corporations, non-profit charter school operators, non-profit education management organizations, educational collaboratives, consortia of these groups, or other non-profit groups authorized by the Commissioner of Elementary and Secondary Education.

Operation of Innovation Schools

Innovation Schools operate according to an **innovation plan** which describes the areas of autonomy and flexibility and specific strategies that will be implemented in the school. At least one of the six areas of autonomy and flexibility must be addressed in this plan, and the applicant can determine which additional areas will be utilized in the short- and long-term. An innovation plan must include detailed information about the following:

- Specific **instructional, curricular, and assessment strategies** that will be implemented to improve student achievement and school performance;
- Allocation of **fiscal and other resources**;
- **School schedule and calendar**;
- Specific **recruitment, employment, evaluation, and compensation strategies** for staff members and, if applicable, a description of **proposed waivers from or modifications to collective bargaining agreements**;
- **Professional development opportunities** for all administrators, teachers, and staff members; and
- If applicable, **proposed waivers from district policies**.

The innovation plan must also include **annual measurable goals** that assess factors such as student achievement and school performance. In exchange for the authority to operate the school with increased autonomy, Innovation School operators are held responsible for advancing student learning and meeting these annual benchmarks. Innovation Schools receive the **same**

per pupil allocation as any other school in the district, and their operators can also secure grant or other types of supplemental funding to implement the innovation plan.

Eligible applicants can create an **Innovation Zone** that may include a set of schools within a district or geographic region, schools that will operate in accordance with particular instructional or curricular themes, or schools that are defined by other factors as determined by the applicants.

Multiple districts can work together to establish an Innovation School that would serve students from different communities.

Authorization Process

Innovation Schools are established in accordance with a locally-based authorization process.

1. An eligible applicant **submits an initial prospectus to the district superintendent**. *Within 30 days of receiving the prospectus, the superintendent must convene a screening committee that includes the superintendent or a designee, a school committee member or a designee, and a representative from the local teachers' union; two-thirds approval from the screening committee is required for the applicant to move forward.*

2. An **innovation plan committee** that includes up to 11 school, district, and community representatives develops the innovation plan.

3. Upon completion of the innovation plan, specific steps are required.
   - A **conversion school requires a two-thirds majority vote of educators** in the school.
   - A **new school requires negotiations** among the applicant, teachers' union, and superintendent **if the innovation plan includes proposed waivers from or modifications to the collective bargaining agreement.**

4. The innovation plan is submitted to the school committee, which must hold at least **one public hearing**. A **majority vote** of the full school committee is required for approval.

5. Upon approval, **the Innovation School is authorized for a period of up to five years**, and can be reauthorized by the school committee at the end of each term. *The superintendent will work with the school committee to evaluate the school in accordance with the annual measurable goals included in the innovation plan. In addition, the superintendent can work with the operator of the Innovation School and the school committee to revise the plan as necessary. Any revisions that propose changes to the collective bargaining agreement require a two-thirds vote of approval from the teachers in the Innovation School.*

2. Implementation of the Innovation Schools Initiative to Date

Information Sharing, Outreach, and Technical Assistance

ESE, in collaboration with the Executive Office of Education (EOE), has continued to share information across the state on the Innovation Schools initiative through the ongoing use of the Innovation School website, webinars, and communications with educators and stakeholders in the field.

This past year has seen an unprecedented interest in the Innovation Schools model. An additional 26 Innovation Schools have been approved, bringing the total number of approved Innovation Schools to 47 with another half-dozen in the planning process.

ESE and EOE have worked closely to continue to develop new guidance documents and regulations to further clarify the approval process for Innovation Schools. Additionally, technical assistance has been provided by ESE and EOE staff, as well as by consultants working in the field with Innovation School planners.

Additionally, the Innovation Schools Network (ISN) was launched this past year. The ISN brings together Innovation School educators and planners across the state to share best practice and build relationships between those working in Innovation Schools. The ISN held a statewide convening in June 2012 and four school site visits this past year.

Virtual Innovation Schools

While Virtual Innovation Schools were a component of the original Innovation School legislation, a recent change in law has changed the manner in which virtual schools may be established in Massachusetts. The establishment of Commonwealth Virtual Schools is now governed by Chapter 379 of the Acts of 2012 and may not be established as Innovation Schools. A complete text of An Act Establishing Commonwealth Virtual Schools can be found at http://www.malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter379 .

Innovation Schools Advisory Groups

EOE, in collaboration with ESE, has continued to convene the Innovation Schools Advisory Group on a regular basis in order to gather feedback from the various education associations in the state as to how best to continue to support the Innovation Schools initiative.

The Innovation Schools Advisory Group members are:

- Cliff Chuang, Associate Commissioner, Office of Charter Schools and School Redesign, ESE
- Joan Connolly, former superintendent, consultant
- Michael Contompasis, City of Boston
- Sheika Edmond, Office of Charter Schools and School Redesign, ESE
- Dan French, The Center for Collaborative Education
- Linda Hayes, Massachusetts Association of Secondary School Administrators

- Nadya Higgins, Massachusetts Elementary School Principals Association
- Lyle Kirtman, Future Management Systems
- Glenn Koocher, Massachusetts Association of School Committees
- Jed Lippard, Marc Kenen and Janine Matho - Massachusetts Charter Public School Association
- Daniel Murphy, Tom Gosnell, and Edward Doherty - American Federation of Teachers Massachusetts
- Emily Raine, National Center on Time and Learning
- Bridget Rodriguez, Director of Planning and Collaboration, EOE
- Tom Scott, Massachusetts Association of School Superintendents
- Paul Toner, Kathie Skinner - Massachusetts Teachers Association

Updated Innovation Schools Regulations

The Innovation Schools statute, M.G.L. Chapter 71, Section 92 (p) states, in part: *The board of elementary and secondary education shall promulgate regulations necessary to carry out this section.*

Through the experiences of the now 47 schools that have gone through the Innovation School approval process, it has become apparent that there continue to be areas that require further clarification to assist applicants and stakeholders to move smoothly through the approval process.

At the January 29, 2013 meeting, the Board of Elementary and Secondary Education voted to approve proposed amendments to the Innovation School regulations, 603 CMR 48.00 to further clarify the approval process.

The approved amendments included three main provisions:

(1) expand the definition of "teacher," which would provide greater clarity and certainty in the innovation schools approval process;
(2) require that the innovation plan establish a process and schedule for seeking approval of the plan by the teachers who must approve the plan; and
(3) establish a process by which amendments may be made to an innovation plan during its 5-year operating period.

All of these changes to the regulations will contribute to a smoother approval process for all parties involved. Companion guidance documents are being developed to ensure that the field is aware of these regulatory changes.

3. Resources to Support the Establishment of Innovation Schools

The Innovation School model is cost-neutral with regard to the longer-term operation of an Innovation School. However, to support initial planning activities and the successful implementation of new strategies for one year, ESE and EOE have awarded planning and implementation grants to eligible applicants and partner districts.

Two primary types of funding, $1.5 million from Massachusetts' Race to the Top (RTTT) award and $600,000 from EOE through a grant provided by the Gates Foundation were available to support the establishment of Innovation Schools in communities across Massachusetts.

These funds will be expended by the end of FY13. ESE and EOE are exploring other possible sources of ongoing funding to support the initiative. Governor Patrick has included a new Innovation School line item in his FY14 budget proposing $1,465,000 in funds to support the initiative in FY14.

Race to the Top Funded Innovation Schools Planning and Implementation Grants

A total of $1.5 million in RTTT funding has been allocated to support eligible applicants and participating districts (those that submitted a Memorandum of Understanding to ESE to indicate their commitment to implementing RTTT initiatives) to support the establishment of Innovation Schools.

Three rounds of RTTT funded planning grants have been awarded (March 2011, February 2012, February 2013) and two rounds of implementation grants (August 2011 and August 2012). There are no longer RTTT funds available to support another round of implementation grants. Availability of implementation grants this coming summer will depend on availability of additional funds. A new Innovation Schools line item has been proposed in Governor Patrick's FY14 budget, which, if included in the final adopted budget, would provide funds to support implementation grants for the coming fiscal year.

RTTT Funded Innovation School Grants		
Type of Award and Eligibility	**Funding Priorities**	**Amount of Award**
Planning Grants - awarded to eligible applicants and RTTT participating districts that successfully completed the first step of the Innovation School authorization process, the approval of an initial prospectus.	Priority will be given to proposals to establish Innovation Schools in Level 3 and 4 districts and STEM-focused Innovation Schools.	Up to $10,000 per school
Implementation Grants -awarded to eligible applicants and RTTT participating districts that successfully completed the last step of the approval process, the authorization of the Innovation School by the local school committee.	Priority will be given to proposals to operate Innovation Schools in Level 3 and 4 districts and STEM-focused Innovation Schools.	Up to $40,000 per school based on the size of the school and the scope of the initiatives

RTTT Funded Innovation School Planning Grants Awarded February 2012		
Proposed Innovation School	**Partner District**	**Amount**
STEM Academy for Middle School Engineers	Auburn	$10,000
Eliot K-8 School	Boston	$10,000
Mildred Avenue School	Boston	$10,000
Paige Academy	Boston	$10,000
Renaissance Hope Academy	Boston	$10,000
Maurice J. Tobin School	Boston	$10,000
Ezra H. Baker School	Dennis-Yarmouth Regional School District	$10,000
Nathaniel H. Wixon School	Dennis-Yarmouth Regional School District	$10,000
McKay Campus School/Fitchburg Arts Academy	Fitchburg	$10,000
O'Malley Middle School	Gloucester	$10,000
GEMS Academy	Greenfield	$10,000
John C. Tilton School	Haverhill	$10,000
Center for Excellence	Leominster	$10,000
Center for Technical Education Innovation	Leominster	$10,000
Washington Elementary	Lynn	$10,000
STEM/21st Century Elementary School	Marlborough	$10,000
International Baccalaureate School of Quabbin	Quabbin Regional School District	$7,000
Worcester East Middle Academy of Science, Technology and Health	Worcester	$10,000
Lincoln Street School	Worcester	$10,000
Worcester Technical High School STEM Early College	Worcester	$10,000
Winter Hill Community School	Somerville	$10,000
Total		**$207,000**

RTTT Funded Innovation School Implementation Grants Awarded August 2012		
Innovation School	**Partner District**	**Amount**
Winter Hill Community School	Somerville	$35,000
Leominster Center for Excellence	Leominster	$25,000
Tilton Elementary School	Haverhill	$35,000
Auburn Middle School	Auburn	$25,000
McKay/ FAAS PreK-8 Pathways Innovation School	Fitchburg	$35,000
O'Maley Middle School	Gloucester	$35,000
Ezra H. Baker School	Dennis-Yarmouth Regional School District	$25,000
Nathaniel H. Wixon School	Dennis-Yarmouth Regional School District	$25,000
Total		**$240,000**

RTTT Funded Innovation School Planning Grants Awarded February 2013		
Proposed Innovation School	**Partner District**	**Amount**
Blackstone Elementary School (preK-5, proposed conversion of existing school)	Boston Public Schools	$10,000
William Monroe Trotter School (K-8, proposed conversion of existing school)	Boston Public Schools	$10,000
John F. Kennedy Innovation School (K-5, proposed conversion of existing school)	Boston Public Schools	$10,000
Fall River Innovation Academy (proposed new school, 7th-12th)	Fall River Public Schools	$10,000
Esperanza School of Language and Culture (proposed new school, K-8)	New Bedford Public Schools	$10,000
Renaissance Community School for the Arts (proposed new school, PK-5)	New Bedford Public Schools	$10,000
Kennedy Innovation School (K-8, proposed conversion of existing school)	Somerville Public Schools	$10,000
Somerville STEAM Academy (proposed new school, 9th-12th)	Somerville Public Schools	$10,000
Total		**$80,000**

Next Generation Learning Models Planning and Implementation Grants

In addition to the grants funded through RTTT, ESE and EOE have awarded a total of $600,000 with funds that have been awarded to the EOE from the Gates Foundation, to support eligible applicants of any school district in Massachusetts to plan Innovation Schools which will be implementing Next Generation Learning Models.

Innovation Schools that are established with this funding must implement Next Generation Learning Models (NGLM) which are characterized by the following: 1) greater flexibility with regard to instruction, the allocation of fiscal and human resources, and the use of instructional time; 2) differentiated content and multiple modes of instruction to boost student achievement; 3) real-time and ongoing assessment of each student's learning needs and progress; 4) opportunities for teachers and school leaders to take on different instructional and leadership roles; and 5) the inventive use of technology in classrooms, schools, and districts. NGLMs also emphasize adding value at all levels of the education system and are directly aligned with the core principles of the Innovation Schools initiative.

Three rounds of NGLM Innovation School planning grants have been awarded (March 2011, February 2012, February 2013) and two rounds of NGLMs implementation grants (August 2011 and August 20122).

These NGLM grants have now been expended. Availability of implementation grants this coming summer will depend on availability of additional funds. A new Innovation Schools line item has been proposed in Governor Patrick's FY14 budget, which, if included in the final adopted budget, would provide funds to support implementation grants for the coming fiscal year.

Next Generation Learning Models Innovation School Grants		
Type of Award and Eligibility	**Funding Priorities**	**Amount of Award**
Planning Grants will be awarded to eligible applicants and partner districts that have successfully completed the first step of the Innovation School authorization process, the approval of an initial prospectus.	Priority will be given to proposals to establish Innovation Schools in Level 3 and 4 districts.	Up to $15,000 per school
Implementation Grants will be awarded to eligible applicants and any partner districts that have successfully completed the last step of the authorization process, the establishment of the Innovation School by the local school committee.	Priority will be given to proposals to operate Innovation Schools in Level 3 and 4 districts.	Up to $40,000 per school based on the size of the school and the scope of the initiatives

Next Generation Learning Models Innovation School Planning Grants Awarded February 2012 *[funds provided to the EOE by the Bill & Melinda Gates Foundation]*		
Proposed Innovation School	**Partner District**	**Amount**
Crocker Farm Elementary School	Amherst	$10,000
Cape Cod Tech STEM Academy	Cape Cod Regional Technical High School	$10,000
Becket Washington	Central Berkshire Regional School District	$10,000
Berkshire Trail	Central Berkshire Regional School District	$10,000
Linden STEAM Academy	Malden	$10,000
Algonquin Personal Pathways in STEM (APPS)	Northborough-Southborough	$10,000
Warren Community Elementary School	Quaboag Regional School District	$7,000
West Brookfield Elementary School	Quaboag Regional School District	$7,000
TOTAL		$74,000

Next Generation Learning Models Innovation School Implementation Grants Awarded August 2012 *[funds provided to the EOE by the Bill & Melinda Gates Foundation]*		
Proposed Innovation School	**Partner District**	**Amount**
Carlton Elementary School	Salem	$45,000
Linden School	Malden	$30,000
Madison Park	Boston	$40,000
Worcester Technical STEM Early College High School	Worcester	$40,000
Academy of Science, Health and Technology at Worcester East Middle School,	Worcester	$25,000
Margarita Muñiz Academy	Boston	$30,000
Lincoln Street Early Literacy/Content Literacy, Cradle to College/Career Ready Innovation School	Worcester	$25,000
Cape Cod Tech STEM Academy,	Cape Cod Technical Regional School District	$25,000
Berkshire Trail Elementary School	Central Berkshire Regional School District	$15,000
Center for Technical Education Innovation	Leominster	$25,000
Eliot K-8 Innovation School	Boston	$30,000
Becket Washington Elementary	Central Berkshire Regional School District	$15,000
Total		**$345,000**

Race to the Top (RTTT) Optional Project 4F

In addition to the competitive planning and implementation grants, districts that participated in Race to the Top were able to select the planning and establishment of Innovation Schools as an optional project, Project 4F, as a part of their district RTTT plan. In total, these districts have elected to use just over $3.1 million in their discretionary RTTT funds to support the establishment of Innovation Schools. Below is a list of current participating districts that selected Innovation Schools as an optional project.

- Boston
- Falmouth
- Greenfield
- Monson
- North Middlesex
- Quabbin
- Quaboag
- Salem
- Worcester

The Boston Foundation Funding

EOE also received generous funding in the amount of $100,000 from The Boston Foundation. This funding has been and will continue to be used to provide ongoing technical assistance to school, district, and community teams that are interested in establishing Innovation Schools as well as to support the establishment of the Innovation Schools Network.

5. Data, Research, and Dissemination of Best Practices

M.G.L. Chapter 71, Section 92(p), states, in part:

> *(p) The commissioner of elementary and secondary education shall, to the extent practicable, be responsible for …(iii) the collection and publication of data and research related to the Innovation Schools initiative; (iv) the collection and publication of data and research related to successful programs serving limited English-proficient students attending Innovation Schools; and (v) the collection and dissemination of best practices in Innovation Schools that may be adopted by other public schools.*

Demographic Data on Innovation Schools

As you will see from the chart included in the appendix on page 18, a complete listing of each of the established Innovation Schools and their demographic data is displayed along with information about district averages. Also included are the aggregate figures for all 47 approved Innovation Schools across the Commonwealth.

There are currently approximately 17,000 students being served by Innovation Schools in 47 schools in 26 districts across the state. In general, Innovation Schools serve a significantly higher percentage of students who are English Language Learners and who are from low income families than the state average.

- Innovation Schools serve a higher percentage of students whose first language is not English as compared to state averages; 25 percent of Innovation School students' first language is not English as compared to the statewide average of 17 percent.
- Innovation Schools serve twice the percentage of students classified as Limited English Proficient than the state LEP average. Statewide 8 percent of students are categorized as LEP. Sixteen percent of Innovation School students statewide are classified as LEP.
- In the area of special needs, Innovation Schools mirror the state averages with 16 percent of Innovation Schools' students receiving special needs services as compared with the state average of 17 percent.
- Innovation Schools are serving higher levels of low income students at 57 percent than the state average. Statewide 37 percent of students are low income.
- The newly introduced high needs category also shows Innovation Schools serving more of the state's most underprivileged student population. Sixty-three percent of Innovation School students are in the high needs category as compared to the state average of 48 percent. The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

In general, Innovation Schools serve significantly higher levels of students who are categorized as Limited English Proficient, students who are low income, and students listed as having high needs as compared to their respective district averages. Students who have special needs are enrolled at Innovation Schools in comparable levels to the state averages.

Innovation Schools Network (ISN)

As mentioned, the Innovation Schools Network was launched in June 2012 with a statewide convening at the Museum of Science in Boston. Over 100 educators and stakeholders from Innovation Schools across the state attended. The event included an opening session with comments from Governor Patrick and top state education officials followed by breakout sessions focused on areas of particular interest for those working in Innovation Schools. The event was underwritten through a generous donation from The Boston Foundation.

This fall and spring, ISN events have included multiple Innovation School visits, webinars and the launch of a network group specifically designed for Innovation School principals. An Innovation Schools LinkedIn group has also been established to allow educators and stakeholders to stay in touch virtually as well as to provide an online location to post multimedia items relevant to Innovation Schools.

Feedback has been collected from each of these sessions for the purposes of evaluating and improving the offerings. Participants have consistently rated the sessions very positively and are eager to come to future events.

Innovation Schools Annual Report/Measurable Annual Goals

By statute, Superintendents are required to review Innovation Schools in their district for progress against their Measureable Annual Goals (MAGs). Annual reports are then required to be submitted to the local school committee and the Commissioner of Elementary and Secondary Education. For the first time this year, Innovation Schools that have been in operation for a year or more, submitted their Annual Reports to ESE. These reports include information about the progress of individual Innovation Schools in meeting their goals, including areas required by law such as achievement data based on MCAS and other measures that capture progress on goals a school may have included in their Innovation School plan. Many Innovation Schools have goals that address areas such as school climate, staff morale, and community involvement. The annual reports also provide information to ESE and EOE about the particular challenges and success Innovation Schools are facing. This information is vital to ESE and EOE for the planning of technical support to those working in the field on the initiative.

Performance profiles for each of the 17 schools that were in operation for one year or more are included in the appendix of this report. The profiles include performance on Spring 2012 MCAS exams and summaries of the progress made toward meeting the MAGs included in each school's Innovation School Plan. Given there is only one year of data from only about a quarter of approved Innovation Schools, it is too early to do a comprehensive data analysis of the progress of schools in meeting their MAGs. However, from the 17 schools reported on this year, there are mixed results with some very promising early indicators. Some of these promising early

indicators include an elementary school posting a 78 percent SGP for their students in the area of mathematics; a high school achieving 100 percent college acceptance for its graduating class for the third year in a row, and a school with 76 percent of its students categorized as LEP with a 16 percent increase in students making progress on the Massachusetts English Proficiency Assessment. Additionally, Innovation Schools across the board anecdotally report that staff morale, family satisfaction, and student engagement have increased. As the initiative matures and when there is multi-year data on a larger number of schools, ESE and EOE will conduct further analysis of school outcome data.

Appendix A: Approved Innovation Schools

Massachusetts Innovation Schools

*There are **47** Innovation Schools in the Commonwealth established in urban, suburban and rural communities. These include schools of varying grade levels (e.g., elementary, middle, and high school) and school types (e.g., new or converted schools or programs within an existing school). Many of these schools are organized around specific themes like **STEM**, **dual language** instruction, **International Baccalaureate** (IB) programs, **alternative education** opportunities (like dropout prevention and dual enrollment at community colleges), **virtual platforms** and **wraparound** services. Many of the schools will also operate with novel schedules that will **significantly increase instructional time** for students and **professional learning opportunities** for educators.*

AUBURN

- STEM Academy for Middle School Engineers: conversion school, scheduling, curriculum and professional development autonomies

BOSTON

- Blackstone School: preK-5 conversion school, turnaround school using multiple autonomies to sustain student gains
- Roger Clap Community Academy: new school, grades K-5, lengthened school day, more professional development, inclusive governing board
- Eliot School: conversion elementary school, seeking to increase individualization of instruction for students
- Madison Park Technical Vocational High School: conversion high school, focused on multiple pathways
- Margarita Muñiz Academy: new school, grades 9-12, dual language (English/Spanish) high school
- W.M. Trotter School: K-5 conversion school, turnaround school using multiple autonomies to sustain student gains

CAPE COD REGIONAL TECHNICAL HIGH SCHOOL

- Cape Cod Tech STEM Academy: new Innovation School academy, proposed as a four-year STEM Program

CENTRAL BERKSHIRE REGIONAL SCHOOL DISTRICT

- Becket Washington Elementary School: conversion school, curricular and scheduling autonomies
- Berkshire Trail Elementary School: conversion school, curricular and professional development autonomies

DENNIS-YARMOUTH

- Ezra H. Baker Innovation School: conversion elementary school, seeking a broad range of autonomies
- Marguerite E. Small School: conversion school, grades 4-5, extended day for students through staggered teacher schedule
- Nathaniel H. Wixon Innovation School: conversion middle school, focused on inventive ways to cluster students and provide project-based learning activities

FALL RIVER

- Edmond Talbot Innovation School: conversion elementary school, STEM, shared leadership model, community partnerships

FALMOUTH

- Lawrence School: conversion school, grades 7-8, STEM, distributive leadership model

FITCHBURG

- Fitchburg Arts Academy/McKay Campus School: dual conversion school, expeditionary learning and project-based curricular focus

GLOUCESTER PUBLIC SCHOOLS

- O'Maley Innovation Middle School: conversion middle school, autonomies in the areas of instructional, curricular and assessment strategies, district policies, school schedule, and professional development

GREENFIELD
- Discovery School at Four Corners: conversion school, grades K-3, environmentally themed curriculum with expanded staff meeting time
- Massachusetts Virtual Academy at Greenfield; new school, grades K-12, offers completely virtual school experience
- GEMS Innovation School: new Innovation academy for 4th and 5th grades

HAVERHILL PUBLIC SCHOOLS
- John C. Titlon Innovation School: conversion school, multiple autonomies sought to create partnerships within the community

LEOMINSTER PUBLIC SCHOOLS
- Center for Technical Education Innovation School: Innovation academy, STEM focused program within larger vocational and technical high school
- Leominster Center for Excellence: new high school, alternative educational program, to include complete wrap-around academic, extended academic and therapeutic services

MAHAR
- Pathways Early College High School: new school, grades 11 and 12, collaboration with Mount Wachusett Community College, students earn a high school diploma and college credits

MALDEN PUBLIC SCHOOLS
- Linden S.T.E.A.M Innovation School Academy: conversion S.T.E.A.M. school

MONSON
- Monson New Century High School: conversion school, grades 9-12, individualized programs in 11th and 12th grade

NEW BEDFORD
- Renaissance Community School for the Arts: new school, grades K-5, integrated arts program that includes community partners

NORTHBOROUGH-SOUTHBOROUGH PUBLIC SCHOOLS
- Algonquin Personal Pathways in STEM Partnership: new STEM high school, alternative learning environments delivered through a blended learning model [not yet in operation]

NORTH MIDDLESEX
- Baccalaureate School of North Middlesex: school-within-a-school, grades 11-12, IB program [not yet in operation]

QUABBIN REGIONAL SCHOOL DISTRICT
- International Baccalaureate School at Quabbin: new Innovation academy, based on International Baccalaureate Diploma program [not yet in operation]

QUABOAG
- Quaboag Innovation Early College: conversion, school-within-a-school, grades 11-12, STEM, dual enrollment
- Quaboag Innovation Middle School: conversion school, grades 7-8, STEM
- West Brookfield Elementary Innovation School: conversion S.T.E.A.M. school, exploratory hands-on mathematics
- Warren Community Elementary Innovation School: conversion school, focus on S.T.E.A.M. model, along with project-based learning and service learning

REVERE
- Paul Revere Innovation School: conversion school, grades K-5, creative scheduling to create common planning time, shared leadership model

SALEM
- Carlton Elementary School: conversion school, grades K-5, individualized learning, continuous progress model, trimester student transitions

SOMERVILLE PUBLIC SCHOOLS
- Winter Hill Community Innovation School: conversion school collaborative approach to teacher leadership and student engagement

SPRINGFIELD

- Springfield Renaissance Innovation School: conversion school, grade 6-12, focus on college and career readiness, Expeditionary Learning

WEST SPRINGFIELD

- 21st Century Skills Academy: new school, grades 9-12, hybrid virtual and in-school course work, work-based learning

WORCESTER

- The Chandler Magnet School: conversion school, grades preK-6, dual language program (English/Spanish)
- Goddard Scholars Academy at Sullivan Middle School: conversion school-within-a-school, grades 6-8, accelerated magnet program
- Goddard School of Science and Technology: conversion school, grades preK-6, STEM
- Lincoln Street Early Literacy Innovation School: conversion school, focus on literacy, professional development
- University Park Campus School: conversion school, grades 7-12, college preparatory
- Woodland Academy: conversion school, pre-K-6, new staffing autonomies, enhanced governing board
- Worcester East Middle School - Academy of Science, Health and Technology: partial conversion, focus on rigorous academic program for college and career success
- Worcester Technical STEM Early Career & College High School: conversion school, STEM

Appendix B: Demographic Data for Innovation Schools

Massachusetts Innovation School Demographics

Notes: The data represented below was largely derived from the Department of Elementary and Secondary Education's Student Information Management System (SIMS).
1 - The demographic data for academies within a larger school are self reported due to the configuration of the program.
2 - These schools are approved but not yet operating as Innovation Schools.
3 - The High Needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).
4 - Commonwealth Virtual Schools are now governed by Chapter 379 of the Acts of 2012.

District	School Name	Grades Served	Total Enrollment	First Language not English (%)	Limited English Proficient (%)	Low Income (%)	Special Education (%)	High Needs (%)[3]
AUBURN	STEM Academy for Middle School Engineers	6-8	577	4.3	2.6	27.2	12.8	35.4
AUBURN DISTRICT			2,339	4.5	3.1	23.3	12.2	32.8
BOSTON	Roger Clap Community Academy	PK-5	174	31.6	22.4	62.1	17.8	75.3
BOSTON	Eliot School	PK-8	351	29.3	21.7	42.7	21.4	57.8
BOSTON	Madison Park Technical Vocational High School	9-12	1,160	51.1	32.5	87.8	35.1	95.0
BOSTON	Blackstone School[2]	PK-5	599	65.1	56.3	80.0	19.0	95.5
BOSTON	Margarita Muñiz Academy	9-12	82	76.8	48.8	79.3	12.2	95.1
BOSTON	W. M. Trotter School[2]	PK-5	399	11.3	8.3	82.7	9.5	84.5
BOSTON DISTRICT			55,114	45.4	30.7	71.7	19.2	82.3
CAPE COD	Cape Cod Tech STEM Academy[1]	9-12	15	0.0	0.0	0.0	13.0	60.0
CAPE COD DISTRICT			654	1.2	1.1	36.7	24.3	52.1
CENTRAL BERKSHIRE	Becket Washington Elementary School	PK-5	108	0.0	0.0	38.9	23.1	50.9
CENTRAL BERKSHIRE	Berkshire Trail Elementary School	PK-5	87	0.0	0.0	23.0	17.2	32.2
CENTRAL BERKSHIRE DISTRICT			1,782	0.2	0.2	31.5	14.1	39.7
DENNIS-YARMOUTH	Ezra H. Baker Innovation School	PK-3	408	8.1	6.6	55.4	17.6	63.7
DENNIS-YARMOUTH	Marguerite E. Small School	4-5	338	14.5	9.2	42.6	17.5	55.6
DENNIS-YARMOUTH	Nathaniel H. Wixon Innovation School	4-8	428	7.9	6.3	36.4	19.9	49.5
DENNIS-YARMOUTH DISTRICT			3,097	10.4	6.6	44.6	17.0	54.2
FALL RIVER	Edmond Talbot Innovation School	6-8	598	40.5	18.7	83.9	23.6	87.3
FALL RIVER DISTRICT			10,138	22.0	7.1	77.9	22.4	81.5
FALMOUTH	Lawrence School	7-8	521	4.8	1.3	29.9	20.7	44.3
FALMOUTH DISTRICT			3,536	3.4	1.2	28.3	18.1	39.3

District	School Name	Grades Served	Total Enrollment	First Language not English (%)	Limited English Proficient (%)	Low Income (%)	Special Education (%)	High Needs (%)[3]
FITCHBURG	McKay Arts Academy	PK-8	651	28.6	11.8	71.3	20.9	77.1
FITCHBURG DISTRICT			4,915	32.0	13.2	76.9	21.1	81.2
GLOUCESTER PUBLIC SCHOOLS	O'Maley Innovation Middle School	6-8	659	6.4	2.7	44.0	20.8	52.2
GLOUCESTER DISTRICT			3,016	5.1	2.7	42.5	22.2	52.6
GREENFIELD	Discovery School at Four Corners	K-3	211	4.7	4.3	38.4	12.8	44.1
GREENFIELD	Massachusetts Virtual Academy at Greenfield[4]	K-12	473	0.0	0.0	49.0	3.4	52.0
GREENFIELD	GEMS Innovation School[1]	4-5	Not Received	Not Received	Not Received	Not Received	Not Received	Not Received
GREENFIELD DISTRICT			2,146	6.7	2.1	58.2	17.5	63.9
HAVERHILL PUBLIC SCHOOLS	John C. Titlon Innovation School	K-4	502	21.5	12.0	77.1	19.3	80.7
HAVERHILL DISTRICT			7,052	16.7	7.2	54.6	21.8	62.3
LEOMINSTER PUBLIC SCHOOLS	Center for Technical Education Innovation School	9-12	705	19.4	2.3	46.7	21.7	57.0
LEOMINSTER PUBLIC SCHOOLS	Leominster Center for Excellence[2]	Not yet open	N/A	N/A	N/A	N/A	N/A	N/A
LEOMINSTER DISTRICT			6,183	18.2	5.9	46.3	18.0	55.1
MAHAR	Pathways Early College High School	11-12	35	0.0	0.0	11.4	0.0	11.4
MAHAR DISTRICT			788	0.1	0.1	44.2	15.1	49.8
MALDEN PUBLIC SCHOOLS	Linden S.T.E.A.M Innovation School Academy	K-8	888	42.3	13.0	57.5	17.3	66.4
MALDEN DISTRICT			6,573	45.5	17.9	60.0	14.4	70.1
MONSON	Monson Innovation High School	9-12	359	2.8	0.0	19.5	10.9	27.6
MONSON DISTRICT			1,255	2.3	0.6	26.8	14.9	36.4
NEW BEDFORD PUBLIC SCHOOLS	Renaissance Community School for the Arts	Not yet open	N/A	N/A	N/A	N/A	N/A	N/A
NEW BEDFORD DISTRICT			12,616	21.6	4.6	73.4	22.2	78.6
NORTHBOROUGH - SOUTHBOROUGH PUBLIC SCHOOLS	Algonquin Personal Pathways in STEM Partnership[2]	Not yet open	N/A	N/A	N/A	N/A	N/A	N/A
NORTHBOROUGH-SOUTHBOROUGH DISTRICT			1,482	4.7	0.7	4.9	10.7	15.6
NORTH MIDDLESEX	Baccalaureate School of North Middlesex[2]	Not yet open	N/A	N/A	N/A	N/A	N/A	N/A
NORTH MIDDLESEX DISTRICT			3,608	1.3	0.6	17.9	17.6	31.4
QUABBIN	International Baccalaureate School at Quabbin[2]	Not yet open	N/A	N/A	N/A	N/A	N/A	N/A
QUABBIN DISTRICT			2,589	0.6	0.2	23.2	17.1	34.4

District	School Name	Grades Served	Total Enrollment	First Language not English (%)	Limited English Proficient (%)	Low Income (%)	Special Education (%)	High Needs (%)[3]
QUABOAG	Quaboag Innovation Early College[1]	11-12	32	0.0	0.0	28.0	6.0	3.0
QUABOAG	Quaboag Innovation Middle School[1]	7-8	231	0.0	0.4	45.0	16.0	12.0
QUABOAG	West Brookfield Elementary Innovation School	PK-6	310	0.0	0.0	28.4	13.2	35.8
QUABOAG	Warren Community Elementary Innovation School	PK-6	471	0.6	0.6	52.4	17.8	58.0
QUABOAG DISTRICT			1,352	1.1	0.4	42.7	16.8	49.6
REVERE	Paul Revere Innovation School	K-5	444	48.6	17.1	76.1	14.2	80.2
REVERE DISTRICT			6,648	50.8	11.4	75.8	15.7	80.8
SALEM	Carlton Elementary School	K-5	221	31.2	20.8	74.2	23.5	81.4
SALEM DISTRICT			4,395	26.6	13.0	55.9	22.2	65.3
SOMERVILLE PUBLIC SCHOOLS	Winter Hill Community Innovation School	K-8	418	62.7	22.2	86.8	29.2	94.5
SOMERVILLE DISTRICT			4,922	51.1	15.2	69.2	20.9	75.6
SPRINGFIELD	Springfield Renaissance Innovation School	6-12	681	11.6	4.0	63.9	10.4	66.2
SPRINGFIELD DISTRICT			25,283	26.1	16.9	87.5	19.2	89.8
WEST SPRINGFIELD	21st Century Skills Academy[1]	9-12	26	0.0	0.0	46.1	11.5	50.0
WEST SPRINGFIELD DISTRICT			3,882	24.7	6.5	52.8	21.2	61.3
WORCESTER	The Chandler Magnet School	PK-6	417	77.9	76.3	83.7	21.8	93.3
WORCESTER	Goddard Scholars Academy at Sullivan Middle School[1]	6-8	143	28.0	0.7	54.5	1.4	61.5
WORCESTER	Goddard School of Science and Technology	PK-6	598	64.2	60.4	94.6	16.2	97.8
WORCESTER	Lincoln Street Early Literacy Innovation School	PK-6	256	52.0	47.3	88.7	16.0	94.1
WORCESTER	University Park Campus School	7-12	253	64.0	26.5	81.0	10.3	86.2
WORCESTER	Woodland Academy	PK-6	523	74.6	69.4	97.5	14.5	99.6
WORCESTER	Worcester East Middle School - Academy of Science, Health and Technology[1]	7-8	101	22.8	22.7	91.0	11.9	96.0
WORCESTER	Worcester Technical STEM Early Career & College High School	9-12	1,355	33.8	15.0	62.9	18.4	71.6
WORCESTER DISTRICT			24,740	44.0	34.3	73.1	20.7	81.7
Innovation Totals	**26 Districts with Innovation Schools**		**16,808**	**25.4**	**16.2**	**57.1**	**16.1**	**63.0**
Massachusetts Totals	**47 Total Innovation Schools**		**954,773**	**17.3**	**7.7**	**37.0**	**17.0**	**47.9**

Appendix C: Innovation Schools Performance Profile Sheets

Innovation Schools are required by statute to be evaluated by the Superintendent at least annually. The Performance Profiles for each Innovation School that was in operation for one year or more provide a summary of each school's progress toward meeting its stated Measurable Annual Goals as reported in its annual report. In addition, Performance Profiles include overall student performance on spring 2012 MCAS exams. NOTES: Performance level percentages are not calculated for groups with fewer than 10 students. Median Student Growth percentiles are not calculated if the number of students included in the aggregated SGP is less than 20. MCAS performance data for academy models were provided by the schools.

District: Boston	**School Name:** Roger Clap Community Academy	**Total Enrollment:** 174
	Grades Served: PK-5	**Level:** 3

Mission
The mission of the Roger Clap Innovation School is to ensure that every student, regardless of his/her socio-economic, linguistic and academic history, is educated to the highest level through a rigorous and comprehensive curriculum. In addition, the Roger Clap Innovation School educates students to become knowledgeable of, civically engaged in, and involved in the service of their school, the local community, and the global community while being at the forefront of educational innovations and preparing its students for the demands of tomorrow's world.

Theories of Action
To realize its mission and vision, the Roger Clap Innovation School Plan outlined an overarching "Theory of Action," which includes:

1. The establishment of a true "Community School"
2. Formalized and increased family involvement and communication
3. Development of a professional culture of data analysis and collaboration to improve student achievement.
4. Integration of rigorous, innovative curriculum, instruction, and assessment in the fourth and fifth grades.

Summary of Autonomies
Curriculum, Instruction, and Assessment
Roger Clap Innovation School uses some of the district's curriculum for ELA, mathematics, and other core subjects, as an Innovation School, it was granted the autonomy to deviate from these requirements. During the 2011-12 school year, the school exercised its autonomy in these areas by increasing curricula and instructional rigor. In addition, a key part of the school's innovation plan was the establishment and implementation of authentic assessments to regularly assess and monitor progress on a variety of learning goals.

Schedule and Calendar
As part of the RCIS Innovation Plan teachers hired into the school agreed to the working conditions and uses of time that were negotiated in an agreement with the BTU. This flexibility expanded instructional time for students in the following ways, instructional day for students was extended for 30 minutes per day

(90 hours/year); a two-week summer "Spring Board" program was implemented for Grade 1-5 students; acceleration academies that provided a series of interventions for a targeted group of struggling students were offered on Saturdays and during school vacation times; and other before- and after- school intervention programs provided through the use of flexible scheduling and engagement of key community partners.

Staffing
Roger Clap Innovation School was granted the autonomy to hire a diverse and highly qualified staff who best meets the focus and mission of the school, and more importantly, the needs of its students.

Professional Development
The school has developed an annual plan that makes strategic use of the additional 50 PD hours. In addition, the school makes use of its flexible scheduling to ensure that all teacher teams have at least two hours of common planning time per week.

District Policies
The Innovation Plan authorized the school to replace the School Site Council with a Governing Board made up of 13 elected members.

Budget
Roger Clap Innovation School was granted the autonomy to develop its annual school budget using a variety of flexibilities that have the potential to save the school money that can in turn be re-invested in the school. During the 2012-2013 school year, Roger Clap Innovation School began the process of developing its annual budget based on the actual salaries of teachers, rather than the average salary of all teachers in the district.

Progress on Measurable Annual Goals
Roger Clap Community Academy reported that 80 percent (up from 52 percent the prior year) of first grade students met the DIBELS benchmark by 2013. Similarly, students at the school achieved a 78 percent student growth percentile in mathematics, up from 64 percent the prior year. The school indicated that the average on grade 4 Long Composition was 12.52 percent, which resulted in a gain of 21.8 percent in the average score. Additionally, Roger Clap reported that 87.5 percent of English language learners made progress on the MEPA assessment. In the area of students with disabilities, the school reported academic growth in ELA and mathematics.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	35	65.0	45.0
All Grades Mathematics	42	67.5	78.0
All Grades Science-Tech/Eng	17	48.6	N/A

District: Dennis-Yarmouth	School Name: Marguerite E. Small School	Total Enrollment: 338
	Grades Served: 4-5	Level: 2

Mission
The Marguerite E. Small community embraces the development of successful students. Our students will have a strong foundation in academic skill development, individual strength to enable ongoing inclusion in co-curricular activities, and a strong inner character leading to a sense of belonging and self advocacy that fosters broad participation and continued academic success in middle and secondary educational experiences. Our intermediate foundation firmly begins our students' journey down the "path of educational success."

Summary of Autonomies
Curriculum, Instruction, and Assessment
Through autonomies granted in Curriculum, Instruction, and Assessment, the school instituted flexible grouping of students based on assessment data that has assisted in the closure of skill gaps. In addition, the school notes that flexible grouping has provided students on or above grade level opportunities to move ahead at their own pace. Educator professional development supports a focus on best educational practices for all students, but particularly for subgroups.

Schedule and Calendar
An MOA was created with the teacher's union as one hundred percent of the faculty voted affirmatively to flex their schedules to allow for the implementation of expanded learning time.

The flexibility of the schedule has allowed the student day to be increased by 40 minutes. The result is approximately 17 additional days of school. The additional time has allowed for students to receive additional instruction in core content areas, will providing other students with the opportunity to move more quickly through the curriculum. The additional time provides for the opportunity for all students to explore co-curricular interests that will connect them to school and ensure a sense of belonging.

The autonomies discussed above support the school's mission to develop well-rounded students who are academically successful with strong character, sense of belonging, and ability to advocate for themselves. To date the school has been extremely successful in retaining all its students in the program and currently has 18 students from a neighboring town in its district whose families have opted for this school's education program.

Progress on Measurable Annual Goals
The Marguerite E. Small School reported an annual attendance rate of 96.3 percent. In addition to increased student attendance and decreased suspension rates, the school reported positive trends in MCAS data, professional development, and continuous improvement of students in need of special education services. The school noted that gains made in MCAS were attributed to the additional 40 minutes added to the daily school schedule; which is equivalent to 17 additional school days. Additionally, the school stated that the focus on professional development translated to strengthened curriculum in the areas of language arts, writing, science, and mathematics.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	46	76.2	39.0
All Grades Mathematics	52	79.3	44.5
All Grades Science-Tech/Eng	33	70.4	N/A

District: Falmouth	**School Name:** Lawrence School	**Total Enrollment:** 521
	Grades Served: 7-8	**Level:** 1

Mission
The Lawrence School, in partnership with families and community, provides rigorous and relevant learning experiences for students, ensuring that all reach their unique potential as learners and as respectful members of the local and global communities.

Summary of Autonomies
Curriculum, Instruction, and Assessment
Through autonomies granted in Curriculum, Instruction, and Assessment, the Lawrence School reported the implementation of new initiatives. The school established a Literary Initiative in which all teachers were trained to proctor practice Open Response Question prompts related to their respective disciplines. In addition, the school noted the implementation of Reading Lab and Math Lab courses, taught by subject certified teachers. The courses are designed and developed for students whose progress does not meet school expectations and state curriculum standards. The autonomy granted in this area has allowed for the integration of technology in all areas of the curriculum to support and engage students. Students in grade 7 now have access to courses in Digital Literacy and 21st Century Skills; grade 8 students now have access to an engineering course; and both grade 7 and 8 students now have expanded access to foreign language curriculum through the addition of Exploratory Language.

Schedule
Through autonomies in the area of school schedule; faculty are provided with opportunities for peer observation through scheduled learning walks to share best practices. Additionally, department based curriculum planning time has been embedded into the school day to allow for common planning.

Professional Development
Teachers were provided with relevant professional development focused in the areas of Literacy and Technology to enhance engagement and learning through differentiated content and multiple modes of instruction.

Staffing
The school reorganized its resources and developed a new staffing pattern to create smaller class sizes; continue the house/learning collaborative structure; and add a specialist in mathematics and reading.

District Policies and Procedures
Implementation of a distributive leadership model for students based on the Falmouth representative town meeting model. In addition, the faculty and staff meetings follow the structure of an open town meeting model.

Budget
Through the autonomies granted in this area, the school seeks to ensure that the budget remains level funded. The school also seeks to create a Lawrence School Innovation revolving account to accumulate unspent money as a fund for managing unexpended monies and grants received for future use based on the goals of the Innovation Plan.

Additional Innovation Plan Details
The areas of autonomy and flexibility discussed above were structured with measurable annual goals and benchmarks in four key priority areas.

Key Priority Areas:
Key Priority #1: Increase academic achievement for all Lawrence School students and significantly reduce achievement gaps with a strong focus on literacy and the integration of technology throughout the curriculum.

Key Priority #2: Social Competency that boosts community participation and engagement in learning for all Lawrence School students.

Key Priority #3: Student, Family, and Community Partnerships that enrich learning opportunities for all Lawrence School students.

Key Priority #4: Professional Development and Distributive Leadership that recognizes the essential role that Lawrence School teachers play in student engagement and academic achievement of all students.

Published description of the Distributive Leadership Model for Faculty/Staff and Students
The Lawrence School, in order to form a more perfect replication of our Falmouth town government, experience the democratic process, promote a positive learning environment, provide a voice for the faculty, staff, and student body, and pursue excellence in our education, implemented a Distributive Leadership plan. The plan created three branches of school governance: Representative Student Town Meeting, Open Faculty and Staff Meeting, and Lawrence School Council. At the beginning of each school year the faculty/staff and students each elect a moderator, warrant committee members, and students elect homeroom representatives. This body of representation is responsible for creating warrant articles based on issues brought forth from faculty/staff and students, as well as, participate in the School Town Meetings.

Literacy Initiative
Lawrence School took on a school-wide literacy initiative based on MCAS data that showed our students were performing between one and four percent below the state average in the area of open-response writing prompts. All Lawrence School faculty members were trained to become an active teacher of literacy through learning the common goals of skill development in the areas of reading, writing, speaking, and reasoning. A literacy sub-committee was formed with faculty members representing each content area and met on a monthly basis to oversee the implementation of our school-wide literacy initiative. The main focus of the literacy committee was to create and implement a training program. The training included a script for teachers to read when administering the practice open-response, as well as the use of a grading rubric as a tool for giving students specific and frequent feedback based on practice sessions. Through the course of the school year, students practiced their open-response reading and writing skills ten times. The committee also created classroom posters that outline strategies students can use for key literacy areas of active reading and writing. These posters were printed and hung in each learning space in Lawrence School.

Progress on Measurable Annual Goals
Lawrence School reported an attendance rate of 94.8 percent, with 14.8 percent of students chronically absent and 8.5 percent of students receiving one or more in-school suspensions. The Lawrence School has set an annual goal to decrease the percent of students who are chronically absent, as well as those who receive both an in-school and out-of-school suspension while also increasing the overall student attendance rate.

The school noted the implementation of a school-wide literacy initiative by which teachers were trained to become "active teachers of literacy." This initiative provided training to teachers in targeted areas of skills development. The school reported that due to the school-wide literacy initiative, students were provided with ten open-response practice sessions and credits the initiative with aiding in the closure of achievements gaps.

The school made progress in closing the achievement gap in areas of academic underperformance (low-income and special education). The MAGs indicate that the students in these subgroups scoring in the "warning/failing" category decreased from 2011.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	86	95.7	56.0
All Grades Mathematics	66	85.5	54.0
All Grades Science-Tech/Eng	47	78.1	N/A

District: Greenfield	**School Name:** Discovery School at Four Corners	**Total Enrollment:** 211
	Grades Served: K-3	**Level:** Level 2

Mission
The Innovation School plan on file does not contain a mission statement.

Summary of Autonomies
Discovery School at Four Corners made modifications to its school day, teacher negotiated contract, curriculum, professional development, school district policies and procedures, and staffing.

Through innovation status, Discovery School at Four Corners plans to develop a thematic school with curriculum that utilizes school-wide thematic learning, with one theme introduced each trimester. Chosen themes are intended to increase student knowledge, increase depth of engagement, and create a school-wide learning community. In addition to developing and implementing thematic units of study during the year, the school also intends to focus on environmental studies, which will allow students to participate in hands-on activities which will include gardening, harvesting, and recycling with complementing lessons in sustainability and related research. The school also noted its plans to implement the Responsive Classroom social curriculum in an effort to teach students lessons in civility, tolerance, and respect within a democratic model. Data informed Individualized Learning Plans for students will be created and the school will strive to create a community school which actively engages family and community partners.

In addition to the areas noted above, the school plans to redesign the school day for teachers in an effort to provide weekly common planning time. The 60-90 minute common planning time will enable classroom teachers to be collaborative instructional leaders for school-wide thematic initiatives and individualized instruction.

Progress on Measurable Annual Goals
The Department of Elementary and Secondary Education has not received the required annual report for the Discovery School at Four Corners.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	75	93.8	N/A
All Grades Mathematics	80	88.8	N/A
All Grades Science-Tech/Eng	-----	------	N/A

District: Greenfield	**School Name:** Massachusetts Virtual Academy at Greenfield	**Total Enrollment:** 473
	Grades Served: K-12	**Level:** N/A

Progress on Measurable Annual Goals

The Department of Elementary and Secondary Education has not received the required annual report for Massachusetts Virtual Academy at Greenfield. The Masssachusetts Virtual Academy at Greenfield is in the process of considering a transition from Innovation School status to Commonwealth Virtual School status as outlined by the new Commonwealth Virtual Schools Act signed into law on January 2, 2013 (Chapter 379 of the Acts of 2012).

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	62	82.9	29.0
All Grades Mathematics	33	63.1	25.0
All Grades Science-Tech/Eng	37	68.6	N/A

District: Mahar	**School Name:** Pathways Early College Innovation School	**Total Enrollment:** 35
	Grades Served: 11-12	**Level:** N/A

Mission
Pathways Early College Innovation School (PECIS) is based on academic rigor and relevance, combining the opportunity to experience college, save time and money, and simultaneously graduate with a high school diploma and a two year college degree from Mount Wachusett Community College (MWCC). The fusion of wrap-around academic support and free college credits, earned in the adult environment of a college campus, is a powerful incentive for motivated students who are eager for intellectual challenges. Additionally, Pathways prepares all students for lifelong learning in the areas of academics, civic engagement and social responsibility. Outcomes for graduates of MWCC and Pathways include: the ability to effectively access, analyze, utilize and communicate information through diverse means. Students also demonstrate respect and are responsible members of society, express emotions appropriately, and practice intelligent decision making. These are all necessary skills as Pathways students progress into the work force and four year degree programs.

Key Aspects of Innovation School Plan
Under the current Mount Wachusett Community College-Mahar partnership agreement with the Gateway to College, Dual Enrollment and Middle College programs, issues of autonomy and flexibility have been addressed. Existing flexibility includes utilizing Mahar faculty as MWCC contract instructors, applying MWCC credits toward a Mahar diploma, and for Gateway students, the revision of credit requirements and the allowance of an MWCC Career Research, Development and Portfolio Design course to substitute for a 35-credit hour school to career requirement.

Initial staffing will include one director who will be 25 percent funded through the Innovation School, and one part-time resource specialist, both based out of MWCC, who will manage the student caseload and teach two of the PECHS core curriculum courses: First Year Seminar and Career Research, Development and Portfolio Design, both of which are three-credit MWCC courses designed to equip students with sound academic skill sets and a career path knowledge base for continuous lifelong learning.

Progress on Measurable Annual Goals
The PECIS provides students with the opportunity to participate in a dual enrollment model. Students enrolled in the program attend classes for two complete years, which include attending classes during Winter Intersession, Spring, Maymester, and Summer Sessions 1 and 2.

PECIS reported that May 2012 marked its inaugural graduating class comprised of 16 students. The school reports that of the 16 students that graduated, 12 did so with an Associate's Degree from MWCC. To date, students enrolled at PECIS have earned a total of 1,795 college credits with 1,019 credits earned in Fall 2010; 151 credits earned in Spring 2011; and 625 credits earned in Fall 2011. In addition, the school reported that some students remained at MWCC following the completion of their high school requirements, and that several graduates transferred to four year postsecondary institutions. Finally, the school reports that 15 students from the fall 2011 cohort are projected to graduate in May 2013.

Due to the grade span offered, Pathways Early College Innovation School is not required to administer MCAS exams.

District: Monson	**School Name:** Monson Innovation High School	**Total Enrollment:** 359
	Grades Served: 9-12	**Level:** 2

Mission
The Innovation School plan on file does not contain a mission statement.

Public Statement
The Monson Innovation High School plan seeks to make changes in the structure of the current high school. The restructuring will give students in grades 11and 12 the opportunity to participate in an individualized educational model comprising of options in the areas of Project-Based Education; Community/Work-Based Experiences; Dual Enrollment; Traditional Model; and Virtual Education. Students in grades 9 and 10 will engage in a traditional approach to instruction and learning. Their goal will be the successful completion of all required assessments. In addition, through the established mentoring program, students will be guided in making informed decisions regarding which model will meet their individual needs.

Progress on Measurable Annual Goals
The Department of Elementary and Secondary Education has not received the required annual report for Monson Innovation High School.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	92	98.0	50.0
All Grades Mathematics	75	87.8	39.0
All Grades Science-Tech/Eng	50	80.9	N/A

District: Quaboag	**School Name:** Quaboag Early College High School	**Total Enrollment:** 32
	Grades Served: 9-12	**Level:** N/A

Mission
The mission of the Quaboag STEM Early College High School (Bridges) program is to provide a highly supportive and academically challenging learning environment for students in the STEM disciplines to enable them to graduate prepared for college and to compete globally in careers related to science, technology, engineering, and mathematics.

Overview of Innovation School Model
The Quaboag Innovation STEM Early College High School (Bridges) program focuses on the following key elements:

1. STEM-focused curriculum to prepare students with 21st century skills, specifically pathways in the engineering and biomedical fields.
2. Intelligent integration of technology use in all classrooms.
3. "Smart" classrooms for core and STEM disciplines.
4. School-wide advisory for all students.
5. Rigorous college level and AP courses in core and STEM subjects.
6. Professional development in data use, new technologies introduced to the school, and opportunities for high school teachers to work with college faculty to articulate college level curriculum, and/or participate in AP instruction.
7. Collaboration with Quinsigamond Community College to improve college readiness and create articulation agreements for prerequisite and engineering and biomedical courses on the Quaboag campus.

Summary of Autonomies
Curriculum and Instruction
Through the autonomies granted in the areas of curriculum and instruction, Quaboag provides advanced placement courses in core content areas and provides prerequisites in engineering and biomedical courses. Through a partnership with Quinsigammond Community College, the school offers an Electrical Engineering course to students. In addition, the school is in the process of articulating the prerequisites in computer science and college orientation courses.

Policy
Enrolled students will receive high school and college credits from their Quinsigamond Community College course.

Schedule
Students participate in an extended block in engineering and after-school learning to ensure adequate contact hours in college level courses.

Staffing
Quinsigammond Community College faculty instruct college level courses to Quaboag Early College High School students enrolled in college level courses at the conclusion of the regular school day. Additionally, high school faculty is provided with the opportunity to apply for adjunct level faculty positions at Quinsigamond Community College in order to teach college level courses to Quaboag Early College High School students.

Progress on Measurable Annual Goals

During the course of school year 2011-2012 Quaboag Early College High School made significant changes to its Innovation School Plan that were intended to increase the success of its Early College High School model. Of the changes made, the most substantial pertained to the school's point of entry which now begins in grade 9, with students being recruited during the spring of their 8th grade year. Recruitment activities included information sessions for prospective students and their families, collaboration with the Guidance Department, and an application process which required students to select one of the two STEM program options, biomedical or engineering. As a result of the changes, Quaboag Early College High School noted that the class of 2016 will consist of a cohort of 24 students (an increase from the fist cohort of 11). Additional changes included a requirement that grade 9 students participate in two science courses (a new practice for the district), and advanced course work. The school also noted that modifications were made to the master schedule to allow student cohorts to participate in three courses as a group, as well as the implementation of an after school tutorial program with National Honor Society tutors.

Quaboag Early College High School also reported that significant upgrades were made to the technology and infrastructure to improve the area of "school and community resources." As with the Middle School, some of the upgrades reported included, the acquisition of desktops, laptops, and 200 Apple iPAD II's, the increase of internet bandwidth, network projectors and MIMIO teach interactive teach bars.

Due to the grade span of the school during initial implementation, MCAS was not required.

District: Quaboag	**School Name:** Quaboag Innovation Middle School	**Total Enrollment:** 228
	Grades Served: 7-8	**Level:** N/A

Mission
The mission of the Quaboag Regional Innovation Middle School is to form a vibrant partnership with parents and the community to inspire and equip our students to succeed in an "information age" world and a constantly evolving global landscape. We recognize students' varying learning styles and set high expectations for every student allowing them to see themselves as life-long learners taking ownership of their education and their meaningful role in local and global society.

Summary of Autonomies
Curriculum/Instruction
Quaboag Innovation Middle School integrates STEM, bio-technology, robotics, and solar energy into its curriculum. In an effort to increase student engagement and broaden technology throughout the curriculum, the school has focused on implementing a cross-curriculum, hands-on and project-based learning environment that not only engages students, but also fosters critical thinking. The school has created "smart classrooms," and is currently piloting blended-learning models.

Schedule
The school has modified its daily school schedule to expand learning time and developed enrichment opportunities to increase student achievement. The modifications made to the daily school schedule provide the school with the opportunity to connect its curriculum to meaningful experiences outside the classroom for its students. These experiences include, but are not limited to expert/practitioner visits and presentations, extra-curricular activities, competitions, museums, and exhibitions.

Staffing
The school opted to exercise its staffing autonomies by working with outside partners to promote cultural competencies to ensure a balanced education.

Progress on Measurable Annual Goals
Quaboag Innovation Middle School reported that its first year of implementation focused on the development of after-school learning opportunities for students; providing science data collection technology; and the integration of technology into the curriculum by creating "smart classrooms." The school reported that significant upgrades were made to the technology and infrastructure to improve the area of "school and community resources." Some of the upgrades reported included, the acquisition of desktops, laptops, and 200 Apple iPAD II's, the increase of internet bandwidth, network projectors and MIMIO teach interactive teach bars. In addition, the school reported that it instituted a STEM-focused after-school program that includes flight/aerospace, green and sustainability, and forensics clubs, and noted a partnership with the Mass Academy of Sciences intended to provide after school mentoring services to enrolled students by UMASS college students.

During the course of the 2011-2012 school year, Quaboag Innovation Middle School made changes to its Innovation School Plan that were intended to sustain and expand the program. Particularly, students are now recruited into the Quaboag Early College High School during the spring of their 8th grade year (recruitment originally began in grade 11). In addition, grade 8 students now have an optional engineering course and have cross-curriculum projects for science and mathematics. The school also noted that through its partnership with the Mass Academy of Sciences, teachers at the middle school have access to free professional development from the Massachusetts State Science and Engineering Fair.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	69	86.0	34.0
All Grades Mathematics	42	71.0	38.0
All Grades Science-Tech/Eng	47	N/A	N/A

District: Revere	**School Name:** Paul Revere Innovation School	**Total Enrollment:** 444
	Grades Served: K-5	**Level:** 2

Mission
The Paul Revere Innovation School partners with families and the community to ensure every child is a scholar and citizen who contribute meaningfully to our local and global community.

Summary of Autonomies
The Paul Revere Innovation School sought to use autonomies in the areas of staffing, budget, curriculum/ instruction/ assessment, and schedule. Through the use of the listed autonomies, the school seeks to strengthen teaching and learning for all students by focusing on the following key areas:

1. Develop a structured advisory to improve social-emotional engagement.
2. Develop new assessments, to include PRS progress reports and exhibitions.
3. Utilize ANET to organize student progress data to inform instruction.
4. Develop project-based learning opportunities to prepare students with 21st skills and knowledge.
5. Develop an inclusion model to increase achievement for students with special needs.

Progress on Measurable Annual Goals
The Paul Revere Innovation School reported continued efforts toward improving academic outcomes for all students, and the establishment of new programming and instructional approaches for English language learners and students with disabilities. The school reported that all Level 1 English language learners progressed beyond Level 2, and 20 percent of Level 2 English language learners gained a minimum of one proficiency level. The school also reported that by the spring of 2011, 94 percent of Level 4 and 83 percent of Level 5 English language learners increased their performance or exited the program.

Additionally, the school met its goals to increase common planning time, and the use of data to inform small group instruction. The school noted the implementation of Open Circle curriculum as well as the increase of English language learner students enrolled in summer support programs.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	58	82.0	54.0
All Grades Mathematics	51	78.8	44.0
All Grades Science-Tech/Eng	60	82.7	N/A

District: Springfield	**School Name:** Springfield Renaissance Innovation School	**Total Enrollment:** 681
	Grades Served: 6-12	**Level:** 3

Mission
To provide a rigorous academic program for college bound students in a small, personalized setting that impels and supports students to use their minds well, care for themselves and each other, and rise to the duties and challenges of citizenship.

Summary of Autonomies
The autonomies in the areas of curriculum, assessment, schedule, policy, and professional development have enabled Springfield Renaissance Innovation School to depart from district mandates and expectations and fully implement the Expeditionary Learning model. Springfield Renaissance has used its core beliefs, guiding principles, and core structures to create a school that continues to promote and provide academic excellence for all its students.

With the autonomies noted above, Springfield Renaissance has enacted the following structures and systems below which it feels are the core of its demonstrated success.

1. Standards-based grading
2. Passage Portfolios
3. Required completion of college applications
4. Interdisciplinary learning expeditions
5. School schedule that supports a daily advisory course and school-designed formative assessments
6. School-based workshops and professional development sequences
7. Heterogeneous groupings in grades 6-10 and mini-courses at the end of the semester

Progress on Measurable Annual Goals
The Springfield Renaissance Innovation School stated that substantial progress was achieved in grade 10 MCAS scores with 93 percent of grade 10 students scoring proficient or advanced in English language arts, and 81percent of grade 10 students scoring proficient or advanced on Mathematics. Additionally, the school continues to implement its Expeditionary Learning School design model, for which they have received awards. The school reported that it achieved the 95 percent attendance rate for students and teachers, and a 100 percent college acceptance rate for graduates for the third year in a row.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	71	88.2	54.0
All Grades Mathematics	40	68.1	38.0
All Grades Science-Tech/Eng	39	71.1	N/A

Dissemination
To date, the Springfield Renaissance Innovation School has hosted five demonstration days for nearly one hundred visiting educators. Additionally, the school reports that it will be hosting its first national site seminar in April 2013 for colleagues from throughout the region and country.

District: West Springfield	**School Name:** 21st Century Skills Academy	**Total Enrollment:** 26
	Grades Served: 9-12	**Level:** N/A

Mission
The mission of the 21st Century Skills Academy is to link learning with student interests and career preparation. Through the integration of rigorous academics, relevant technical and work-based learning, and comprehensive student supports, the 21st Century Skills Academy leads to higher graduation rates, increased college enrollments and higher earning potential for all graduates. 21st Century Skills Academy serves high school students in Hampden County, including LPVEC member districts, with a focus on recruiting students who are economically disadvantaged and from districts with dropout rates that exceed the state average.

Guiding Principals
Based on the Linked Learning model, the 21st Century Skills Academy integrates the following four guiding principles that ground teaching and learning at the school in its Innovation plan.

1. Students are prepared for success in postsecondary education and careers.
2. Students are prepared for a wide range of postsecondary education options including two and four year colleges, apprenticeships, certificate programs, and military service.
3. Educators connect academics to real world applications through the development and implementation of 21st Century curricula.
4. Educators have high expectations of student achievement.

Summary of Autonomies
Curriculum
21st Century Skills Academy emphasizes flexible instructional delivery to support personalized instruction. Students are provided with curriculum and instruction in a number of formats, including blended learning, work-based learning, and cooperative education placements. In addition, students are provided with flexible schedules which allows for increased engagement. Graduation requirements at 21st Century Skills Academy meet those for entry into one of the Commonwealths Community College systems. Further, students may elect to fulfill the requirements for entrance to a four year institution should they choose to do so.

Budget, Policy, and Staffing
21st Century Skills Academy is a West Springfield Public School that is operated by the Lower Pioneer Valley Educational Collaborative. This unique structure provides the school with increased flexibility in the areas of budget, policy, resource allocation, and staffing. Through this structure, staffing decisions are not subject to negotiations or contract provisions as are other West Springfield Public Schools.

Progress on Measurable Annual Goals
21st Century Skills Academy reported that it achieved the 100 percent student enrollment rate in hybrid, online, and traditional enrollment, and 100 percent student participation in career and technical education or work-based learning. Additionally, 21st Century Skills Academy reported an attendance rate of 58.9 percent, retention rate of 83 percent, and a graduation rate of 75 percent. Further, 21st Century Skills Academy noted its adoption of a social development/discipline model that focuses on problem solving and productive dialogue to manage conflict.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	4	N/A	N/A
All Grades Mathematics	4	N/A	N/A
All Grades Science-Tech/Eng	----	N/A	N/A

District: Worcester	**School Name:** The Chandler Magnet School	**Total Enrollment:** 417
	Grades Served: PK-6	**Level:** 3

Mission
Chandler Magnet School is committed to partnering with our stakeholders to ensure every child is met with high expectations and support. We will guide our students along a rigorous academic path toward becoming adept speakers, lifelong readers, competent writers and critical thinkers. Our diverse multilingual community of learners will be well prepared for the demands and rigors of middle and high school, college or career. In addition, we pledge to uphold a culture of collegiality, rigor and accountability for the adult learners in our community, which includes teachers, administrators, and support staff. These attributes will allow everyone to successfully navigate our expanding global society.

Summary of Autonomies
The Chandler Magnet School's autonomies include *curriculum and instruction, schedule and calendar, staffing and professional development*. Each one of these autonomies supports the school's mission and vision by empowering the Instructional Leadership Team (ILT) to plan it's instruction, select new staff, and assess efforts, as well as work collegially to support the needs of each Chandler Magnet School student.

Curriculum and Instruction
Autonomies in this area have provided Chandler Magnet School with the opportunity to teach students using best practices that are researched and responsive to its specific learning community. The identified best practices are approved by the ILT while remaining aligned to the Massachusetts Curriculum Frameworks (Common Core). Additionally, autonomies in these areas have provided the school with the opportunity to select materials that it has determined to be appropriate for its diverse learners.

Professional Development
Professional development is carefully planned and follows the schedule and calendar developed during the summer months to ensure delivery and implementation of new information and strategies. Data is continually used when the school revisits its long-term professional development plan by making sure teachers have the resources, tools and capacity needed to provide the best instruction possible for students.

Schedule
The school's learning community uses block scheduling designed to ensure that all classrooms and grade levels have an uninterrupted 90 – 120 minute English language arts block and a 90 minute mathematics block. Special classes are scheduled in grade level clusters to allow time for grade level meetings and common planning time. Dual language classrooms are scheduled to allow for equal time in both English and Spanish instruction in core subject areas.

Staffing
While abiding by contract limitations for the selection of staff, this autonomy provides the school with the opportunity to attract and retain qualified teaching professionals who have the desire and commitment to teach the school's divers learners.

Progress on Measurable Annual Goals
The Chandler Magnet School reported on the progress of its "Literacy for All" initiative and noted that a consistent Guided Reading format in English and Spanish was incorporated in all K-4 classrooms. The school noted that MCAS data comparing 2011-2012 indicates progress was made in the reading comprehension of primary grade students, as well increased gains in Mathematics for English language learners. From 2011-2012, students in grades K-2 increased scores by 16 percent. Additionally, the school noted that teachers continued to be trained in Positive Behavior Intervention Supports (PBIS), and

discussed the implementation of “Second Step” curriculum in all classrooms. PBIS was implemented as a means to augment the social curriculum and reward positive behavior.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	24	51.7	62.0
All Grades Math	15	43.5	56.5
All Grades Science-Tech/Eng	9	41.8	N/A

District: Worcester	**School Name:** Goddard Scholars Academy at Sullivan Middle School	**Total Enrollment:** 143
	Grades Served: 6-8	**Level:** N/A

Mission
The Goddard Scholars Academy is the middle school component of a college preparatory program conducted in collaboration with South High School and Clark University. The Goddard Scholars Academy, comprised of middle school students from throughout the city of Worcester, provides a rigorous and accelerated academic program in a safe, nurturing, and personalized atmosphere.

Summary of Autonomies
Curriculum, Instruction, and Assessment
The Goddard Scholars Academy curriculum aligns with the Massachusetts Frameworks and the Common Core Standards in all content areas. With autonomies in the areas of Curriculum, Instruction, and Assessment, Goddard Scholars Academy embeds several best practices within its Innovation Plan to improve student learning. An example of embedding best practices throughout its plan, the school has ensured the consistent implementation of reading and writing across the curriculum, which supports greater fluency in students' language, written and oral proficiencies.

Schedule
Through scheduling autonomies, time on learning is maximized and allows for flexible groupings of students. Flexible student grouping allows for students to receive the individualized attention they need in addition to providing them with opportunities to participate in activities such as, weekly gifted and talented class, guest speakers, field trips, and many other school-wide events. Modifications to the school schedule have also allowed students to take part in enrichment classes and opportunities offered by teachers from the Sullivan Middle School on a weekly or quarterly basis. Developing 21st Century skills in digital literacy was included as an enrichment class to provide students with access to digital resources for research and skill development. Foreign language instruction has enabled students to communicate with an increased range of populations while utilizing skills in reading, writing, speaking and listening. All Goddard Scholars Academy students learn to play an instrument for the school band, which reflects the school's vision for students to become confident learners and reach their full potential through the opportunity of creative expression through music education.

Modifications to the school schedule have also allowed for teacher common planning time and professional learning communities. Teachers collaborate with one another to teach skills that can then be implemented with consistency across curricula and in interdisciplinary lessons or units of study. Development and usage of common rubrics have allowed for assessment alignment for all classrooms.

Professional Development
Goddard Scholars Academy staff participate in course work, workshops, and conferences that meet the needs of the school's unique student population while expanding knowledge in content and pedagogy. Professional Development Plans include topics such as technology, Pre-AP, implementation of Common Core standards, Model U.N., Improving teacher quality, Gifted and Talented Education, and content specific courses or workshops.

Budget
Autonomy in this area has allowed the school to purchase books and supplies that meet its unique needs by expending the district's per pupil allowance on supplies and instructional materials. Purchases include, book sets for classes, summer common read initiative, band music, instrument supplies and repairs, materials for science labs, graphing calculators, student agendas, art supplies, pencils, paper, and toner, among others. In 2011-2012, the $40,000 Implementation Grant was managed by the GSA.

Staffing
The autonomies gained in this area were not exercised during the first year of implementation. During the second year of implementation (school year 2012-2013), this autonomy assisted the school in hiring four highly qualified and experienced teachers, two from within the Worcester Public Schools and two from outside of the district. The Hiring Committee, which included current teachers, parents, students, and school administration reviewed applications, scheduled interviews, and offered teaching positions to individuals who are committed to its mission and vision and who bring additional diversity and expertise to the teaching staff.

Progress on Measurable Annual Goals
Goddard Scholars Academy reported that academic achievement was strengthened by the successful alignment of instructional curriculum by teachers to the Massachusetts Curriculum Frameworks and Common Core State Standards, and common planning time for teachers in the content areas of English language arts and mathematics. The Academy reports a student growth percentile of 79 percent for English language arts. The Academy reported that all students developed Digital Literacy skills via participation in a technology class, and that teachers would continue to develop rubrics to assess growth needs when students are not enrolled in the technology class.

The Goddard Scholars Academy provided leadership opportunities for students through its Student Ambassadors program, as well as opportunities for teachers through increased teacher-led initiatives. Further, Goddard Scholars Academy noted increased parental involvement in school-wide initiatives.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	99	100	79
All Grades Mathematics	97	98.7	67
All Grades Science-Tech/Eng	62	88.3	N/A

District: Worcester	**School Name:** Goddard School of Science and Technology	**Total Enrollment:** 598
	Grades Served: PK-6	**Level:** 3

Mission
As a school, The Goddard School of Science and Technology challenges all of our students to achieve academic excellence as they begin their journey in the Main South Promise Learning Community to college and career.

Summary of Autonomies
Goddard School of Science and Technology sought autonomies and flexibilities in the areas of curriculum, instruction, assessment, staffing, budget and scheduling in an effort to strengthen teaching and learning for all students. The school notes its strong culture and established track record of shared leadership and professional collaboration teams will improve teaching and learning and believes that the autonomies established will continue to strengthen these areas, while providing essential services to students and families within the Promise Neighborhood.

Progress on Measurable Annual Goals
The Goddard School of Science and Technology reported growth in MEPA scores of English language learner students. The school reported that its focus on writing in grades 3 and 4 attributed to the percentage of students previously scoring "warning" in this area, and noted that 67 percent of students demonstrated proficiency on its monthly Read, Write, and Score internal assessment. In the area of mathematics, the school reported that teachers completed vertical alignment and developed mathematics scope and sequence to Common Core standards.

Additionally, the Goddard School of Science and Technology reported a decrease of behavioral referrals by 22 percent, and increased parental communication and involvement. A school administered survey revealed that 90 percent of parents noted that the school is a good place for their students to learn and that 97 percent believe that parent/teacher conferences are important. The school stated that faculty developed a standards-based reporting tool, differentiated by grade level as a mode of communication with families and noted multiple engagement activities. The school continued to make progress with the implementation of its communication system.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	27	56.8	49.0
All Grades Mathematics	23	49.0	45.0
All Grades Science-Tech/Eng	11	46.7	N/A

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District: Worcester	**School Name:** Woodland Academy	**Total Enrollment:** 544
	Grades Served: PK-6	**Level:** 3

Mission
Woodland Academy, in partnership with Clark University and Main South Promise Neighborhood will focus unwaveringly on empowering students with the strategies and skills necessary for college readiness, character development and community responsibility.

Summary of Autonomies
Through the approval of the Innovation School plan, the principal of Woodland Academy has been granted direct oversight of "special permission" enrollment to the school. To that end, Main South Promise Neighborhood students have the opportunity to participate in our full day pre-school program.

Curriculum, Instruction, and Assessment
Woodland Academy's autonomies in the areas of curriculum, instruction, and assessment facilitate the education of the whole child while ensuring that students are engaged in problem solving, critical thinking, and teambuilding activities. Teachers will develop curriculum in English language arts and mathematics that are aligned to the Massachusetts Curriculum Frameworks and Common Core state standards. In an effort to engage students, instruction at Woodland Academy is differentiated to meet the unique needs of students. The school's Innovation plan includes a robust assessment component capable of providing formative data relative to student progress on discrete skills. In addition, the plan ensures that adjustments and refinements are made in an effort to diagnose and prescribe appropriate core instruction and interventions. Woodland Academy will explore models of inclusive education to serve its students with demonstrated difficulties as well as students with Individualized Education Plans

Schedule and Calendar
Autonomies in this area have allowed the school to modify its schedule to include professional development sessions that are 3.8 hours in length once a month for 10 months.

Staffing and Hiring Practices
The school has the ability to recruit and retain highly effective teachers who meet its unique professional expectations. Flexibilities in this area of autonomy include the adoption of a hiring timeline to recruit and train staff in advance of the academic year. In a targeted effort to provide a structured student support system, the school hired a Wrap-Around Coordinator who develops support plans and connects students and families with appropriate support services. In addition, the school has established a Governance Board comprised of administration, staff, parents and community members, such as Clark University, as well as the school based EAW representative.

Budget
Woodland Academy continues to work with district personnel to establish increased flexibility and autonomy over the use of the funds allocated to the school. Through the use the budget autonomy, Woodland Academy intends to receive a proportion of the Title I and Title III monies appropriate to its student identified needs.

Progress on Measurable Annual Goals
Woodland reported a 95 percent attendance rate; 92 percent of kindergarten students reading at or above grade level (an increase of 67 percent over the prior year); and 92 percent of students adhering to the established core values. The school also reported that 98 percent of students in grades K-6 made progress in reading fluency and comprehension. Additionally, MEPA and MELA-O data indicated that progress was made for English language learners, and noted that 50 percent of staff have completed Category

training. In the area of family engagement, Woodland noted that 90 percent of parents of students in grades PK-3 and 70 percent of parents of students in grades 4-6, attended parent teacher conferences.

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	26	61.2	54.0
All Grades Mathematics	21	52.1	45.0
All Grades Science-Tech/Eng	4	42.6	N/A

District: Worcester	**School Name:** University Park Campus School	**Total Enrollment:** 253
	Grades Served: 7-12	**Level:** 1

Mission
The mission at University Park Campus School is to produce students who are confident and who understand that desire and hard work beat adversity.

Summary of Autonomies
Curriculum, Instruction, and Assessment
The autonomies granted to University Park Campus School in the areas of curriculum, instruction, and assessments have enabled classroom teachers to methodically develop the content for their students while also enabling teachers to foster a shared definition of high quality teaching and learning. Additionally, instructional coherence have provided students with a consistent approach to learning in all classes irrespective of course content. Formative and summative assessments are used to assess student learning and acquisition of key content and habits of mind, and a number of additional assessments are used to ensure that the school is addressing the core values, and realizing its stated mission and vision.

Budget
Autonomy in the area of budget has provided the school with the opportunity to make critical resource decisions that best meet the needs of its students.

Schedule
The daily schedule has been modified to ensure maximum time on learning for students at all levels. Moreover, the daily schedule was developed to ensure that identified classes where students demonstrate more need are longer than others.

Staffing
University Park Campus School exercises important staffing autonomies that allow the school to determine who will be hired when openings exist. Panels of teachers, parents, and students are involved in interviewing and vetting potential teacher candidates. Further, while evaluation of teachers follows the current collective bargaining agreement, teachers will also receive feedback on their use of the school's common instructional framework and definition of high quality teaching and learning.

Professional Development
The school has a strong, embedded professional development program. Teachers are valued as professionals. Teaching as a reflective art where professionals observe one another and provide feedback on practice is the norm. Workshops on the common instructional framework, developed by colleagues, are the source of professional development for current teachers.

Progress on Measurable Annual Goals
University Park Campus School reported growth in a majority of the six areas identified in its plan. In addition, the school achieved a daily attendance rate of 96 percent and a four-year adjusted cohort graduation rate of 91 percent with a dropout rate of 2.6 percent. Grade 8 University Park Campus School students saw gains on students scoring proficient/advanced from 53 percent last year to 67 percent this year on the MCAS math portion of the exam. In the area of College Readiness the school reported the following:

- 91 percent of graduates participated in dual enrollment or AP courses
- 100 percent of graduates have been accepted into postsecondary education
- 77 percent of the class of 2012 matriculated into a four-year institution

- 88 percent of alumni are on track to graduate within 6 years of matriculation

MCAS Performance Data-Spring 2012

	Proficient or Higher (%)	CPI	SGP
All Grades ELA	83	93.4	67.0
All Grades Mathematics	63	82.5	67.0
All Grades Science-Tech/Eng	43	72.7	N/A

B-584

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TIMOTHY P. MURRAY
LIEUTENANT GOVERNOR

January 18, 2010

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of the students, families, educators, and other citizens of the Commonwealth of Massachusetts, I am writing to respectfully submit our Phase I application for the Race to the Top Fund.

When I visit many schools in Massachusetts, I am reminded of the truly transformative power of a high-quality education. I speak with students who are eager to learn, deeply engaged in their courses of study, committed to working hard, and excited about the future. I speak with teachers and school leaders who are passionate about providing their students with rich and varied educational experiences, have the content knowledge and leadership skills necessary to support students to their full potential, and understand that recognizing the needs of the whole child is essential to promoting student achievement.
I am extremely proud of the accomplishments of our students and educators, and our national reputation as the leader in education improvement and reform.

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Given our moral obligation to provide all students with exceptional educational opportunities, however, doing well is not good enough. Too many of our students are not receiving a world-class education, as evidenced by unacceptable achievement gaps among different groups of students. Too many of our educators are not receiving the preparation and ongoing support that they need to provide all students with both differentiated and high-quality educational experiences. Massachusetts is fully committed to addressing these challenges in a comprehensive and systemic manner, and Race to the Top funding will enable us to achieve our ambitious goals much more quickly.

In 1993, the enactment of the Education Reform Act established the foundation for the first phase of education reform in Massachusetts. In 2008, I launched the Commonwealth Readiness Project and asked education, business, and community leaders to offer bold recommendations to create a truly student-centered and integrated system that would support students from birth through higher education. The product of the Readiness Project was the development of a comprehensive and long-term agenda for continuous improvement, grounded in four priorities: 1) meet the learning needs of each student and provide all the support they need to excel; 2) ensure that every student is taught by outstanding and well-supported educators; 3) prepare all students for college, career, and lifelong success; and 4) unleash innovation and systemic change throughout the public education system.

In 2010, we have established the foundation for the second phase of education reform in Massachusetts – a period within which we will continue to build upon our successes to date, but also learn from the lessons of the past so that we can finish the work that we started nearly twenty years ago.

Today, I signed a landmark education bill, *An Act Relative to the Achievement Gap*, which directly addresses several principles that you articulated when you visited us in July and includes groundbreaking strategies to intervene in our lowest-performing schools and promote innovation. First, state and district leaders will have expanded authority to implement aggressive intervention plans that will allow educators to break patterns of chronic underperformance. Second, teachers, parents, district and school administrators, and other community members will have the option to establish "Innovation Schools", in-district public schools that will operate with increased autonomy and flexibility with regard to instruction, staffing, and budgeting. Third, a targeted charter cap lift in the lowest-performing districts will provide effective charter operators, those with demonstrated records of success, with the opportunity to serve our neediest students. This bill has created the legislative framework within which we can close achievement gaps and increase students' and families' access to innovative educational opportunities. More importantly, however, it creates the conditions within which we can commit to new ways of thinking and new ways of working together to achieve our goals.

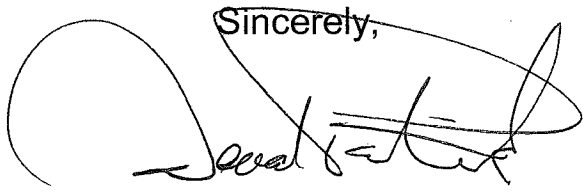
The Race to the Top Fund is a once-in-a-generation opportunity to leverage our successes to date, accelerate current efforts, and catalyze pioneering strategies. Our application is anchored in the priorities of the Readiness Project, and the implementation of our proposed initiatives will enable us to achieve four goals: 1) provide all of our students with more individualized educational experiences; 2) develop and retain an effective, diverse, and culturally competent workforce; 3) rapidly turn around our lowest-performing schools; and 4) increase college and career readiness for all students.

Massachusetts is exceptionally well-positioned to address the goals and priorities of the Obama administration. We are

ready to take advantage of this unprecedented and exciting opportunity to push the boundaries of education reform for several reasons; first, the establishment of the Executive Office of Education has created the infrastructure necessary to develop greater policy coherence across sectors; second, we are continuing to build capacity at different levels to not only implement, but sustain improvement and reform efforts; and third, our Race to the Top efforts have generated renewed commitment on the part of different stakeholders to embrace the second phase of education reform in our state. We will actively pursue our bold and ambitious agenda because we must do what is right for all students; we must ensure that every student in Massachusetts – no matter his/her ZIP code, age, or socioeconomic status – is given the opportunity to excel.

I deeply appreciate the leadership of the Obama administration to chart a new course for the future, and look forward to continuing our strong partnership to achieve common goals. Thank you in advance for your consideration of our application.

Sincerely,



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The Official Website of the Executive Office of Education (EDU)

Executive Office of Education

Race to the Top Executive Summary - January 2010

Background

Massachusetts has worked tirelessly to earn its reputation as one of the nation's leaders in school reform and innovation. With the Education Reform Act of 1993, Massachusetts embarked on a bold course for change, developing rigorous academic content and performance standards, strong assessments, an accountability system, and a revamped school finance system that increased levels of funding while addressing fiscal inequities.

The results are evident: Our students ranked first against their peers nationally on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments in 2005 and 2007. On the Trends in International Mathematics and Science Study (TIMSS), they ranked second (4th grade) and first (8th grade) in science, and third (4th grade) and sixth (8th grade) in mathematics, against their international peers.

But while every student has benefited from education reform, troubling achievement gaps remain. On the 2009 Massachusetts Comprehensive Assessment System tests, across all grades, 64 percent of white students scored proficient or advanced in mathematics, compared with 33 percent of their African American peers. Statewide, 87 percent of white students graduate in four years, compared with 58 percent of their Hispanic and 68 percent of their African American peers.

The job that began in 1993 is unfinished. The root causes of the variation we see in student outcomes must be addressed, recognizing that raising standards and conducting assessments are not good enough. We must provide more meaningful opportunities for teachers and leaders to develop professionally, with a focus on supports that help them individualize instruction and accelerate learning for every student. We also must recognize that teachers cannot teach a child who is distracted or absent because of issues outside the classroom. We need to better understand students' non-academic challenges and give them the physical, social, and emotional supports they need to focus on learning.

The next chapter of reform

These issues are what drive Massachusetts' second phase of reform, which kicked off in 2008 with Governor Patrick's Education Action Agenda. This robust plan was the final product of the Commonwealth Readiness Project, which developed goals that aim to individualize learning, develop and retain effective teachers, heighten focus on college and career readiness, and unleash innovation and systemic change. These goals and the specific recommendations of the Education Action Agenda are the foundation for Massachusetts' Race to the Top (RTTT) proposal. They are also the cornerstone of the groundbreaking January 2010 state legislation, which expands charter school caps, provides additional authority and strategies to intervene in the lowest performing districts, and creates Innovation Schools to foster greater experimentation and collaboration within districts.

Our RTTT dollars will be spent on work that will accelerate our Education Action Agenda, with the goal of transforming teaching and learning in every classroom and every school across the state in a way that will continue to pay off long after RTTT grant funding ends. These activities will be focused on achieving four objectives:

1. Developing and retaining an effective, academically capable, diverse, and culturally competent educator workforce
2. Providing curricular and instructional resources that support teacher effectiveness and success for all students
3. Concentrating great instruction and supports for educators, students, and families in our lowest performing schools
4. Increasing our focus on college and career readiness for all students

These initiatives resonated statewide and garnered widespread support: 256 LEAs signed on to Massachusetts' Race to the Top proposal (65 percent of the 392 LEAs eligible to sign). These LEAs represent 1,336 schools, 72 percent of K -12 public school enrollment, and 86 percent of students in poverty.

Our initiatives

1. Developing and retaining an effective, academically capable, diverse, and culturally competent educator workforce

A pillar of the state's reform plan is to develop an effective, academically capable, diverse, and culturally competent educator workforce. We will transform the entire career continuum and licensure system for both principals and teachers by

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emphasizing effectiveness as the key barometer of progress. Reaching this goal will require rewarding practices that work, changing practices that do not, and connecting consistent, high quality feedback to supports in the school and to opportunities to advance.

- **Embed educator effectiveness into the culture and professional processes of every school and district:** Massachusetts will develop an approach to differentiate educator effectiveness using multiple measures, including student growth data, and align these measures of effectiveness with decisions along the educator career continuum. We will pursue this work in collaboration with participating LEAs and union partners, developing new approaches to measurement and evaluation with 10 pilot LEAs and engaging regional networks to pursue this work in all participating LEAs so we can achieve statewide implementation by the end of the grant. Measures of effectiveness will inform local evaluation, professional development, career pathways, and the removal of ineffective educators. The state will incorporate effectiveness measures and performance-based components into a redesigned, tiered licensure system.

- **Ensure all educators receive high quality support to improve instruction and reach their professional potential:** For principals and administrators, ESE will focus its professional development efforts on strengthening instructional leadership and improving working conditions to better support staff. For teachers, ESE will focus on programs and activities that support individualized instruction for each student, including use of the PreK-12 teaching and learning system and strategies to proactively close achievement gaps. For example, ESE will be able to provide expanded opportunities for teachers to complete ESL category training and coursework in math content.

2. Providing curricular and instructional resources that support teacher effectiveness and success for all students

Massachusetts is widely regarded for its high quality academic standards and student assessments, but we have not provided adequate capacity and expertise to ensure that these resources inform day-to-day teaching and learning. Few schools or districts have the capacity to develop curriculum resources or instructional approaches powerful enough to sufficiently meet the learning needs of every student.

The state will take the lead, collaborating with LEAs, in developing a statewide PreK-12 teaching and learning system that will provide teachers and leaders with a unified system of standards, curricula, assessment tools, and online resources designed to support individualized instruction in every classroom and school. The anchors of our teaching and learning system are:

- **Build a new suite of diagnostic assessments to ensure timely, actionable information on student learning for teachers:** The teaching and learning system will make interim, formative, and curriculum-embedded assessments available to every educator in the Commonwealth. ESE will provide intensive support through courses, supports for professional learning communities, and other modes of delivery to ensure these tools and the information generated from them inform daily classroom practice. Teachers need this information to improve instruction and individualize learning; leaders need it to help teachers in their schools develop; and districts need it to understand which curricula, training, and supports for teachers are most effective.

- **Make high quality curriculum materials, model units, and instructional resources accessible through a Digital Library:** The PreK-12 teaching and learning system will include model curricula units and lesson plans based on common standards that are aligned within and across grade levels. These will be cross-linked to a Digital Library of instructional resources, to the interim and formative assessments mentioned previously, and to a data system for accessing timely information to address individual student needs and improve programs. The system will also connect teachers to resources helpful to educators in other districts and states who have successfully served students with similar challenges.

3. Concentrating great instruction and additional supports for educators, students, and families in our lowest performing schools

To close the achievement gap and dramatically improve dropout and graduation rates, we must transform our lowest performing schools. This will require an infusion of additional supports to address the challenges faced by these schools. We plan to concentrate RTTT funds on investments to achieve the following goals:

- **Develop a specialized corps of educators prepared to tackle the challenges of low achieving schools:** The state will work with LEAs to accelerate the flow of highly effective educators into these schools. We will recruit, train, support, and retain experienced teachers and leaders to take on this unique challenge. Working with established, Massachusetts-based experts, we will design and implement a model to attract highly effective educators, provide them with the tools and training they need to succeed, and retain them in the low achieving schools where they are most needed.

- **Provide targeted supports to meet the needs of low income students:** Low income students and families often need additional supports to help students focus on learning and to foster school readiness among early learners. Massachusetts has identified three key supports (social, emotional, and health supports; expanded learning opportunities; and effective use of data about student learning) and will ensure that they are more broadly available to the districts with greatest need.

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- **Build district capacity to prevent low achievement and sustain progress:** Massachusetts' new accountability system has improved the state's ability to identify the lowest performing schools and the conditions they need support to implement, but many districts still lack the infrastructure and skills to actually create these conditions. We will use this new system to provide targeted assistance and to increase training, consultation, and direct service through proven partners. In addition to building district capacity, we will also create a nonprofit turnaround intermediary to manage lead partners and school turnaround operators.

4. Increasing our focus on college and career readiness for all students

State policy requires proficiency on rigorous grade 10 tests to graduate from high school, but grade 10 proficiency is not a robust indicator of college and career readiness. Graduation requirements vary between districts, and half of our high school dropouts each year had already met state requirements for graduation. The implications are significant: more than one-third of public high school graduates who enroll in Massachusetts public colleges take at least one remedial course in their first semester, and nearly 20 percent of those who started out as first-time, full-time, degree-seeking candidates drop out by their second year. We must develop middle and high school pathways that keep students on track for high school graduation and ensure students arrive at college with the experience and skills they need to advance and succeed.

- **Promote high achievement by leveraging existing policies and programs:**Massachusetts will make MassCore-currently a recommended program of high school studies-the default curriculum for the Commonwealth. The state will also strengthen two existing state programs that promote college and career readiness: the John and Abigail Adams Scholarship program and the Certification of Occupational Proficiency-by explicitly linking them to Common Core standards and providing incentives for their attainment. We will also build an Early Warning Indicator System to identify students at the highest risk of dropout and develop school and district capacity to successfully intervene early and keep students on the path to graduation.

- **Embed rigorous curriculum in low performing schools:** We will provide funding for LEAs with struggling schools to scale proven, rigorous college and career pathways such as International Baccalaureate and Early College High School programs focusing on science, technology, engineering, and mathematics. We will also engage Massachusetts Readiness Centers to work with secondary schools, colleges, and businesses to ensure alignment between core standards and the requirements of first-year college-credit-bearing courses.

Achieving our four ambitious objectives hinges on the development of a robust state data and information infrastructure. Through RTTT we will transform our data systems so that they can efficiently deliver comprehensive, accessible, actionable, and timely data to all Massachusetts K-12 educators and key stakeholders; invest in technology to support the PreK-12 teaching and learning system and associated assessments and a more effective educator workforce; and strengthen and expand training and supports so that educators can use data effectively to inform instructional decisions.

Budget

Massachusetts' proposed RTTT budget totals **$287 million.** Half will be distributed directly to LEAs so that they can access resources and services made available through the initiatives identified above. Half will support the state-level work needed to launch and evaluate these initiatives, ultimately benefiting all participating LEAs. The state half includes $24 million in supplemental funding for participating LEAs to help them implement several of the most critical initiatives.

We're ready

Massachusetts is ready and eager to embark on the next generation of reform. We have used the RTTT planning process to mobilize stakeholders to agree on and launch new efforts; funding will enable us to accelerate these efforts and broaden their reach statewide. With our strong foundation, history of successful implementation, and longstanding nonpartisan political commitment to education reform, Massachusetts has what it takes to create a public education system that will prepare all students for success. We have traveled a great distance since 1993, and as we look ahead, we still have much to learn. That said, we believe Massachusetts can serve as a national model, and that our RTTT work will help propel both the state and our nation into the next generation of education reform.

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Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Race to the Top
Application for Initial Funding

Massachusetts

Submitted by:

Governor Deval Patrick

Commissioner Mitchell D. Chester

Maura Banta, Chair
Board of Elementary and Secondary Education

CFDA Number: 84.395A

III. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)

Legal Name of Applicant (Office of the Governor): Office of the Governor Commonwealth of Massachusetts	Applicant's Mailing Address: Massachusetts State House Room 280 Boston, MA 02133
Employer Identification Number: 04-6002284	Organizational DUNS: 799538178
State Race to the Top Contact Name: (Single point of contact for communication) Carrie Conaway	Contact Position and Office: Director of Planning, Research, and Evaluation MA Dept of Elementary & Secondary Education
Contact Telephone: 781-338-3108	Contact E-mail Address: cconaway@doe.mass.edu

Required Applicant Signatures:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): Governor Deval Patrick	Telephone: 617-725-4005
Signature of Governor or Authorized Representative of the Governor: [signature]	Date: 1/18/10
Chief State School Officer (Printed Name): Commissioner Mitchell D. Chester, Ed.D.	Telephone: 781-338-3100
Signature of the Chief State School Officer: [signature]	Date: 1/15/10
President of the State Board of Education (Printed Name): Maura Banta, Chair, Board of Elementary and Secondary Education	Telephone: 617-513-3392

Signature of the President of the State Board of Education: [signature]	Date: 1/18/10
State Attorney General Certification I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation. *(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)* I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.	
State Attorney General or Authorized Representative (Printed Name): Rhoda E. Schneider, General Counsel, Massachusetts Department of Elementary and Secondary Education	Telephone: 781-338-3400
Signature of the State Attorney General or Authorized Representative: [signature]	Date: 1/18/10

IV. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
    - the uses of funds within the State;
    - how the State distributed the funds it received;
    - the number of jobs that the Governor estimates were saved or created with the funds;
    - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
    - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)

- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)

- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)

- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))

- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

Other Assurances and Certifications

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).

- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher

Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name): Governor Deval Patrick	
Signature of Governor or Authorized Representative of the Governor: [signature]	Date: 1/18/10

V. ELIGIBILITY REQUIREMENTS

A State must meet the following requirements in order to be eligible to receive funds under this program.

Eligibility Requirement (a)

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the Department prior to the State being awarded a Race to the Top grant.

The Department will determine eligibility under this requirement before making a grant award.

Eligibility Requirement (b)

At the time the State submits its application, there are no legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

The certification of the Attorney General addresses this requirement. The applicant may provide explanatory information, if necessary. The Department will determine eligibility under this requirement.

Massachusetts certifies that it does not have any legal, statutory, or regulatory barriers at the state level to linking data on student achievement or student growth to teachers and principals for the purpose of teacher and principal evaluation. Furthermore, the Board of Elementary and Secondary Education's regulations on evaluation of teachers and administrators include this provision, at 603 CMR 35.04(3) (emphasis added):*School committees are encouraged to establish programs and standards which provide for a rigorous and comprehensive evaluation process for teachers and administrators.* ***The evaluation process may include consideration of the extent to which students assigned to teachers and administrators satisfy student academic standards or individual education plans****, and the successful implementation of professional development plans, as provided in M.G.L. c.69, §1B and c.71, §38.*

The language in bold mirrors the following provision in G.L. c. 71, s. 38, referring to arbitration of teacher performance standards (emphasis added): *In reaching a decision, the arbitrator shall seek to advance the goals of encouraging innovation in teaching and of* ***holding teachers accountable for improving student performance****.*

I. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

(A) State Success Factors (125 total points)

(A)(1) Articulating State's education reform agenda and LEAs' participation in it *(65 points)*

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; *(5 points)*

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— *(45 points)*

(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;

(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and

(c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K–12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—*(15 points)*

(a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the

assessments required under the ESEA;

(c) Increasing high school graduation rates (as defined in this notice); and

(d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K–12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

Recommended maximum response length: Ten pages (excluding tables)

Note: Please see the general appendices for a letter certifying ESE's general counsel as the designee of the Attorney General; a glossary of Massachusetts education terminology; and a comprehensive list of works cited across section (A) through (F).

(A)(1)(i)

Massachusetts has worked tirelessly to earn its reputation as one of the nation's leaders in school reform and innovation. Fifteen years ago, our student performance was typical of the nation's. But beginning with the landmark Education Reform Act of 1993, we set—and stuck to—high, but achievable standards. We invested substantial amounts of money to increase and equalize funding for K–12 education, held both our students and teachers accountable, and helped to lead the nationwide charter school movement. Today, on both national and international assessments, our students consistently score at or near the top. At first glance, it would appear that we have completed our mission, but a closer look at our test results tells a more nuanced story. The numbers illustrate that not all of our students receive a world-class education in Massachusetts, and that too many of our teachers are not receiving the curricular and instructional support they need to help every student to excel. The job that began with the passage of the Education Reform Act of 1993 is unfinished.

We are poised to take on the next phase of education reform with an administration and legislature committed to action and with a broad set of stakeholder groups committed to ensuring all students succeed. We will not stop until we can say confidently that every student in Massachusetts graduates ready for success in the 21st century. That "success" may look different for every student, but we envision a responsive system that will have the tools, technology, and innovation in place to ensure that every student can say:

> *"I look forward to school each day because I am challenged and engaged there. I understand how what I'm learning connects with the real world. When I get in trouble in school or at home, my teachers reach out to me. I know what I'm good at, I know what I need to work on, and I know where to turn when I need help. My parents and my teachers have been talking to me about college for as long as I can remember, and I am on track to get there. One day, I plan to get a job that I'm great at and keep learning throughout my career."*

And every teacher can say:

> *"I know how to reach every student in my classroom and support them all to achieve high standards. I have access to curriculum and instructional tools inside and outside of my classroom that help me motivate each student. I receive honest, useful feedback from my peers and principal, recognition when I succeed, and support when I do not. I have the data to help me understand where kids are academically and what they need. And when students have needs I cannot address, I know where to turn for help. All of my students have the ability to go college, and I know that it's my job to prepare them so they have that choice."*

Massachusetts has the momentum we need to achieve this vision for every student and teacher, and Race to the Top funding will provide the resources we need to get there faster.

In 1993, we embarked on a bold course for change, developing rigorous academic content and performance standards, strong assessments, an accountability system, and a revamped school finance system that increased levels of funding while addressing fiscal inequities. The results are evident: Our students ranked first against their peers nationally on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments in 2005 and 2007. On the Trends in International Mathematics and Science Study (TIMSS), they ranked second (4th grade) and first (8th grade) in science, and third (4th grade) and sixth (8th grade) in mathematics, against their international peers.

But while every student has benefited from education reform, troubling achievement gaps remain. On the 2009 Massachusetts Comprehensive Assessment System (MCAS) tests, across all grades, 64% of white students scored proficient or advanced in mathematics, compared with 33% of their African American peers. Statewide, 87% of white students graduate in four years, compared with 58% of their Hispanic and 68% of their African American peers. Among the students who begin as a cohort of entering ninth graders, 10% drop out during high school, including 20% of low-income students, and 25% of English language learners. And more than one-third of public high school graduates entering Massachusetts public colleges take at least one remedial course in their first semester (DOE 2008).

We must address the root causes of the variation we see in student outcomes, recognizing that raising standards and conducting assessments are not good enough. In our first phase of education reform, we successfully increased accountability for results but did not provide teachers with the resources they needed to help all students achieve at high levels. Now we must provide more meaningful opportunities for teachers and leaders to develop professionally, with a focus on supports that help them individualize instruction and accelerate learning for every student. That said, we also must recognize that academic challenges are not the only ones students face. Teachers cannot teach a child who is distracted or absent because of issues outside the classroom. We need to better understand students' non-academic challenges and give them the physical, social, and emotional supports they need to focus on learning.

These issues are what drive Massachusetts' second phase of reform, which kicked off in 2008 with Governor Patrick's Education Action Agenda. This robust plan was the final product of the Commonwealth Readiness Project, a nine-month effort by a diverse group of education, business, and civic leaders charged with assessing the public education system in Massachusetts. Their effort created goals that aim to individualize learning, develop and retain effective teachers, heighten focus on college and career readiness, and unleash innovation and systemic change (see Appendix A1). These goals and the specific recommendations of the Education Action Agenda are the foundation for Massachusetts' Race to the Top (RTTT) proposal, as well as for groundbreaking January 2010 state legislation, which expands charter school caps, provides additional authority and strategies to intervene in the lowest performing districts, and creates Innovation Schools to foster greater experimentation and collaboration within districts.

Entering this next phase of education reform will require us to transform relationships within the education sector to promote greater continuity for students. The Patrick administration set the tone for this change two years ago by establishing the Executive Office of Education (EOE) and appointing a Secretary of Education who is responsible for developing a seamless, high quality, comprehensive education system from birth through higher education. The EOE works with the Departments of Early Education and Care (EEC), Elementary and Secondary Education (ESE), and Higher Education (DHE), as well as the University of Massachusetts (UMass). During its first year, the EOE built the architecture for an integrated P–16 education system. EOE also oversaw the appointment of an exceptional team of new leaders for the state's education departments and helped them launch coherent policy

agendas. It created a Child and Youth Readiness Cabinet co-chaired with the Secretary of Health and Human Services to build partnerships among all Massachusetts public agencies that serve children, focusing first on promoting school readiness for preschoolers and college and career readiness for students in K–12. And it established six regional Readiness Centers statewide to serve as hubs for collaboration among local, regional, and state education stakeholders and to deliver coherent professional development and instructional services to early education and out-of-school time programs, schools, districts, and communities. These partnerships and structures are foundational to our RTTT proposal.

Massachusetts will focus its RTTT dollars on work that will accelerate our Education Action Agenda, with the goal of transforming teaching and learning in every classroom and every school across the state. In our proposal, we have carefully selected investments that take advantage of this one-time infusion of dollars to build knowledge, expertise, systems, tools, and resources that will continue to pay off long after RTTT grant funding ends. These activities will be focused on achieving four objectives:

1. Developing and retaining an effective, academically capable, diverse, and culturally competent educator workforce
2. Providing curricular and instructional resources that support teacher effectiveness and success for all students
3. Concentrating great instruction and supports for educators, students, and families in our lowest performing schools
4. Increasing our focus on college and career readiness for all students

1. Developing and retaining an effective, academically capable, diverse, and culturally competent educator workforce: A pillar of the state's reform plan is to develop an effective, academically capable, diverse, and culturally competent educator workforce. We will transform the entire career continuum and licensure system for both principals and teachers by emphasizing effectiveness as the key barometer of progress. Reaching this goal will require rewarding practices that work, changing practices that do not, and connecting consistent, high quality feedback to supports in the school and to opportunities to advance.

- **Embed educator effectiveness into the culture and professional processes of every school and district:** Massachusetts will develop an approach to differentiate educator effectiveness using multiple measures, including student growth data, and align these measures of effectiveness with decisions along the educator career continuum. We will pursue this work in

collaboration with participating LEAs and union partners, developing new approaches to measurement and evaluation with a representative set of 10 pilot LEAs and engaging regional networks to pursue this work in all participating LEAs so that we can achieve statewide implementation at the end of the grant. In LEAs, measures of effectiveness will inform local evaluation, professional development, career pathways, and the removal of ineffective educators. The state will incorporate effectiveness measures and performance-based components into a redesigned, tiered licensure system.

- **Ensure all educators receive high quality support to improve instruction and reach their professional potential:** Massachusetts will use RTTT funds to make an unprecedented investment in educator development aligned with the state's overall reform agenda. For principals and administrators, ESE will deliberately focus on strengthening instructional leadership and improving working conditions to better support staff. For teachers, ESE will focus on programs and activities that support individualized instruction for each student—including use of the PreK-12 teaching and learning system (see Objective 2 below) and strategies to proactively close achievement gaps.

2. Providing curricular and instructional resources that support teacher effectiveness and success for all students: Massachusetts is widely regarded for its high quality academic standards and student assessments, but we have not provided adequate capacity and expertise to ensure that these resources inform day-to-day teaching and learning. Few schools or districts have the capacity to develop curriculum resources or instructional approaches powerful enough to sufficiently meet the learning needs of every student.

The state will take the lead, collaborating with LEAs, in developing a statewide PreK–12 teaching and learning system that will provide teachers and leaders with a unified system of standards, curricula, assessment tools, and online resources designed to support individualized instruction in every classroom and school. The anchors of our teaching and learning system are:

- **A new suite of diagnostic assessments to ensure timely, actionable information on student learning for teachers:** In a survey of teachers, principals, and superintendents we conducted as part of our RTTT planning, respondents identified interim and formative assessment as a top priority for RTTT funds, particularly for low achieving schools (see Appendix A2 for survey results). Teachers need this information to improve instruction and individualize learning; leaders need it to help teachers in

their schools develop; and districts need it to understand which curricula, training, and supports for teachers are most effective. The teaching and learning system will make formative, interim, and curriculum-embedded assessments available to every educator in the Commonwealth. ESE will provide intensive support through courses, supports for professional learning communities, and other modes of delivery to ensure this information informs daily classroom practice.

- **High quality curriculum materials, model units, and instructional resources accessible through a Digital Library:** Principals and superintendents also identified model curricula and instructional resources as top priorities. The PreK–12 teaching and learning system will include model curricula units and lesson plans based on common standards that are aligned within and across grade levels. These will be cross-linked to a Digital Library of instructional resources, to interim and formative assessments, and to a data system that will provide access to timely information to address individual student needs and improve programs. The system will also connect teachers to resources helpful to educators in other districts and states who have been successful in serving students facing similar challenges. Such proven methods will be especially important for differentiating instruction for students with disabilities and English language learners and for teachers of science, technology, engineering, and math (STEM).

3. Concentrating great instruction and additional supports for educators, students, and families in our lowest performing schools

To close the achievement gap and dramatically improve dropout and graduation rates, we must transform our lowest performing schools. This will require an infusion of additional supports to address the challenges faced by these schools. We plan to concentrate RTTT funds on investments to achieve the following goals:

- **Develop a specialized corps of educators prepared to tackle the challenges of low achieving schools:** Great principals and teachers are critical to rapidly improving low achieving schools. The state will work with LEAs to accelerate the flow of highly effective educators into these schools. We will recruit, train, support, and retain experienced teachers and leaders to take on this unique challenge. The state has a wealth of expertise and success to draw from: urban teacher and principal residency networks, on-the-ground presence of national teacher recruiting and mentoring groups, innovative induction

programs in districts, and strong professional development for instructional leaders. Working with these experts, we will design and implement a model to attract highly effective educators, provide them with the tools and training they need to succeed, and retain them in the low achieving schools where they are most needed.

- **Provide targeted supports to meet the needs of low income students:** Low income students and families often need additional social, emotional, and health supports to help students focus on learning and to foster school readiness among early learners. Massachusetts will identify the key supports needed and ensure they are available in the districts with greatest need. Success will hinge on coordinating and aligning the state, district, and community organizations that offer these services; Massachusetts has already identified several cities ready to create wrap-around zones with integrated services, including investments in early childhood education. Detailed evaluations will be conducted to determine the circumstances under which student achievement is most improved and will lead to recommendations on how these services can be locally funded and sustained.
- **Build district capacity to prevent low achievement and sustain progress:** Over the past year, the state, in collaboration with districts and experts, worked to define 11 Conditions for School Effectiveness that districts must put in place to ensure their schools operate effectively (see Appendix E5). Massachusetts' new accountability system has improved the state's ability to identify the lowest performing schools and the conditions they need support to implement, but many districts still lack the infrastructure and skills to actually create these conditions. We will use this new system to provide targeted assistance and to increase training, consultation, and direct service through proven partners. In addition to building district capacity, the state's strategy to turn around the lowest performing schools will also include the creation of a nonprofit turnaround intermediary to manage lead partners and school turnaround operators.

4. Increasing our focus on college and career readiness for all students

State policy requires proficiency on rigorous grade 10 tests to graduate from high school, but grade 10 proficiency is not a robust indicator of college and career readiness. Graduation requirements vary between districts, and half of our high school dropouts each

year had already met state requirements for graduation. The implications are significant: more than one-third of public high school graduates who enroll in Massachusetts public colleges take at least one remedial course in their first semester, and nearly 20% of those who started out as first-time, full-time, degree-seeking candidates drop out by their second year (ESE 2009b). We must develop middle and high school pathways that keep students on track for high school graduation and ensure students arrive at college with the experience and skills they need to advance and succeed.

- **Provide high achievement by aligning existing scholarship opportunities to Common Core standards:** Massachusetts will make MassCore—currently a recommended program of high school studies—the *de facto* curriculum for the Commonwealth. The state will also strengthen two existing state programs that promote college and career readiness: the John and Abigail Adams Scholarship program and the Certification of Occupational Proficiency—by explicitly linking them to Common Core standards and providing incentives for achievement. We will also build an Early Warning Indicator System to identify students at the highest risk of dropout and develop school and district capacity to successfully intervene early and keep students on the path to graduation.
- **Embed rigorous curriculum in low performing schools:** We will provide funding for LEAs with struggling schools to scale proven, rigorous college and career pathways such as International Baccalaureate (IB) and Early College High School programs focusing on science, technology, engineering, and mathematics (STEM). This will take advantage of our state's strong STEM sector and foster college readiness and interest in STEM careers among students participating in these programs. We will also engage Massachusetts Readiness Centers to work with secondary schools, colleges, and businesses to ensure alignment between core standards and the requirements of first-year college-credit-bearing courses.

Finally, achieving our four ambitious objectives hinges on the development of a robust state data and information infrastructure. Through RTTT we will transform our data systems so that they can efficiently deliver comprehensive, accessible, actionable, and timely data to all Massachusetts K–12 educators and key stakeholders; invest in technology to support the PreK–12 teaching and

learning system and associated assessments and a more effective educator workforce; and strengthen and expand training and supports so that educators can use data effectively to inform instructional decisions.

Massachusetts is ready and eager to embark on the next generation of reform. We have used the RTTT planning process to mobilize stakeholders to agree on and launch new efforts; funding will enable us to accelerate these efforts and broaden their reach statewide. With our strong foundation, history of successful implementation, and longstanding nonpartisan political commitment to education reform, Massachusetts has what it takes to create a public education system that will prepare all students for success. We have traveled a great distance since 1993, and as we look ahead, we still have much to learn. However, we also believe Massachusetts can serve as a model for all states—and that our RTTT work will propel both the state and our nation into the next generation of education reform.

(A)(1)(ii–iii)

Conversations that began with the Commonwealth Readiness Project in 2008 have gained renewed vigor as we talked with LEAs, unions, school committees, early education and higher education professionals, business leaders, community groups, and other stakeholders to develop our RTTT proposal. We have been energized by the statewide momentum to identify and develop powerful solutions together and to ensure successful implementation in every classroom and school. We realize the magnitude of the work ahead, but we are confident that we have a solid platform and a clear design for how Massachusetts—with RTTT resources—can reach our goals.

We are joined in our work by 256 participating LEAs (65% of the 392 LEAs eligible to sign). These LEAs represent the full range of districts and charter schools in Massachusetts and cover 1,336 schools, 72% of K–12 student enrollment, and 86% of students in poverty statewide (see summary table for (A)(1)(iii)). We required all LEAs to obtain signatures on our standard Memorandum of Understanding (MOU) from the LEA leader, school committee or board chair, and union leader (where applicable) in order to qualify as a participating LEA (see summary table for (A)(1)(ii)(c)) for our percentage of applicable signatures, Appendix A3 for our MOU and Appendix A4 for a map of participating LEAs). We also received, but did not accept, MOUs from an additional 62 LEAs that

obtained only two of the three required signatures. This level of participation represents a major step forward for Massachusetts. In a culture of strong local control, we have secured broad statewide commitment to a common set of strategies for the next phase of education reform.

With the participation of these LEAs, we will be able to make strong progress in reducing the achievement gap and will show statewide improvement in student achievement, high school graduation, and college enrollment. We expect that students who are currently furthest behind will make faster, more dramatic improvements and that gains will accelerate in the two years following RTTT as the benefits from the state's investments take off. Our goals for each measure, described below, are ambitious yet grounded in the state's historic ability to continuously improve statewide performance (see Appendix A5). They are:

1) Increase historic rates of gain in student performance on NAEP and MCAS (our ESEA assessment) by 15% between 2010 and 2014 and another 25% between 2014 and 2016. This will increase the share of students scoring in *Advanced* and *Proficient* and reduce the share scoring in *Warning* or *Failing* (*Below Basic* on NAEP).
2) Reduce achievement gaps in student performance on NAEP and MCAS by 25% between 2010 and 2014, and another 25% between 2014 and 2016.
3) Maintain our first-in-the-nation standing on all four NAEP assessments in 2010, 2012, and 2014.
4) Improve overall high school graduation and college enrollment rates by 5% between 2010 and 2014 and an additional 5% between 2014 and 2016.
5) Reduce achievement gaps in high school graduation, college enrollment, and college course completion rates by 15% between 2010 and 2014 and another 15% between 2014 and 2016.

If we attain these goals, by 2014, an additional 13% of students will score *Advanced* or *Proficient* on the mathematics MCAS. We will no longer have some of the largest achievement gaps on NAEP, and we will cut our MCAS achievement gap almost in half in just six years. About 3,000 more students will graduate from high school by 2014, and an additional 2,000 students in the class of 2014 will enroll in college. And we will accomplish this without compromising our standards.

While RTTT will enable us to reach these goals faster, Massachusetts is committed to pursuing our agenda with or without RTTT funding. We will support our most critical investments, such as implementing the Common Core Standards; redesigning our accountability, assistance, and educator development systems; and improving our data systems, through private or repurposed funding. These investments are part of the governor's Education Action Agenda, and we have already established significant momentum among all stakeholders to succeed. But without funding, we will have to proceed more slowly and with less support for LEAs. We anticipate that it could take four to six additional years to achieve the results we could obtain by 2014 with RTTT funding.

Summary table for (A)(1)(ii)(b)

Elements of State Reform Plans	**Number of Participating LEAs (#)**	**Percentage of Total Participating LEAs (%)**
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	242	95%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	256	100%
(ii) Professional development on use of data	256	100%
(iii) Availability and accessibility of data to researchers	256	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	256	100%
(ii) Design and implement evaluation systems	256	100%
(iii) Conduct annual evaluations	256	100%
(iv)(a) Use evaluations to inform professional development	256	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	256	100%
(iv)(c) Use evaluations to inform tenure and/or full certification	256	100%
(iv)(d) Use evaluations to inform removal	256	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	256	100%

(ii) Hard-to-staff subjects and specialty areas	256	100%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	256	100%
(ii) Measure effectiveness of professional development	256	100%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	256	100%

Note: Massachusetts' MOU required signatures from the LEA leader, school committee or board chair, and union leader (where applicable) to become a participating LEA and a commitment to negotiate in good faith those portions of the MOU subject to collective bargaining. The extent to which a LEA needs to negotiate over issues in contract negotiations depends on the local collective bargaining agreement and past practice in the LEA. Massachusetts' MOU includes two optional initiatives in support of criteria B3: Roll out a statewide PreK–12 teaching and learning system; and Increase college and career readiness. If an LEA committed to implement either or both of those initiatives, it earned credit for participation in criteria B3.

Summary table for (A)(1)(ii)(c)

	Number of Signatures Obtained	Number of Signatures Applicable	Percentage (%) (Obtained/Applicable)
LEA Superintendent (or equivalent)	256	256	100%
President of Local School Board (or equivalent, if applicable)	256	256	100%
Local Teachers' Union Leader (if applicable)	203	203	100%

Summary table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of total statewide (%)
LEAs	256	392	65%
Schools	1,336	1,832	73%
K-12 students	667,941	931,391	72%
Students in Poverty	252,392	294,692	86%

Note: Two schools were opened in the Fall of 2009, so K–12 enrollment and students in poverty data are not available for these two schools.

Detailed table of LEA participation available by request from rttt@doe.mass.edu.

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans *(30 points)*

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— *(20 points)*

(a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;

(b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;

(c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;

(d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and

(e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— *(10 points)*

(a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and

(b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (*e.g.*, business, community, civil rights,

and education association leaders); Tribal schools; parent, student, and community organizations (*e.g.*, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

Recommended maximum response length: Five pages (excluding budget and budget narrative)

Massachusetts is prepared to provide the leadership, program management, and focus on implementation necessary to effectively execute its RTTT proposal. Drawing on its existing operational systems and making thoughtful investments in tools and resources with sustained impact, Massachusetts will use RTTT as an opportunity to transform its relationship with LEAs and to strengthen LEAs' abilities to implement education reforms. These investments in state and LEA capacity-building will be a legacy of RTTT well after grant funding ends.

(A)(2)(i)(a–c)

If Massachusetts receives Race to the Top funding, the commissioner of ESE will be responsible for overall implementation and results. The commissioner has made it clear that this work will not be in addition to what we already do; it is our future strategy and the core work of the agency. To support the commissioner, the existing Office of Strategic Planning, Research, and Evaluation (OSPRE) will manage the implementation process and monitor the grant, reporting directly to the commissioner for this function. OSPRE will integrate RTTT-funded staff and repurpose its existing staff to enhance the unit's emphasis on supporting effective implementation, drawing from Sir Michael Barber's "deliverology" approach (Barber 2008), which emphasizes the use of real-time data, focused analysis and reports, and strong leadership involvement to drive implementation. RTTT will fund an implementation manager who will report to the OSPRE director and be responsible for developing an agency-wide program management, evaluation, and communication strategy, as well as for building systems for LEA accountability and support for grant implementation.

The agency senior executives who oversaw the proposal development will continue to lead the work in their areas of expertise and will be accountable for project execution (see Appendix A6 for resumes of key personnel and areas of responsibility). Each assurance area has a set of projects that will form the core work of existing departments. Each project has an assigned project manager who will track and ultimately be accountable for results; these staff will receive intensive training on effective project management. Each project will also have an associated evaluation design, conducted by an objective third-party evaluator where feasible, to gather information for program improvement and to measure program outcomes. The implementation manager from OSPRE will work with ESE project managers to plan implementation, set goals and benchmarks, develop reporting plans, and define the evaluation process for each project. The state also will identify a lead manager with responsibility for working with each participating LEA to ensure they successfully implement their plan. This individual, ranging from a senior manager for the largest urban districts to a middle manager for mid-sized districts or groups of smaller districts, will look at each participating district's scope of work holistically to ensure coordination across all projects and will be responsible for frequent communication with the district about their progress and needs. OSPRE will support these managers with tools and information to track LEA progress.

The implementation manager and OSPRE director will meet with the commissioner and the lead senior manager for each assurance area approximately every six to eight weeks. These half-day working sessions will cover two agenda items. First, the team will review progress in one assurance area in depth. Second, the OSPRE director and implementation manager will highlight any emerging projects and/or LEA plans at risk, as well as patterns of problems with implementation across projects and LEAs. The implementation manager will be responsible for following through with agency staff and districts when ineffective practices are discovered to ensure they are modified or ended; results will be reported back in the next progress review meeting. These reviews will also serve as a basis for identifying opportunities for dissemination of best practices. Additional activities include a kick-off session for participating districts early in the 90-day planning period to provide technical assistance on implementation and budget development, followed by annual half-day technical assistance sessions; training and tools for ESE staff on effective project management; state and district-level reports for monitoring implementation and outcomes, and an external evaluation of the agency's project and grant management functions to provide feedback and identify opportunities for improvement.

OSPRE is well positioned to take on the overall program management function. It is already responsible for tracking performance measures for the agency's and the Board of Elementary and Secondary Education's priorities, which are closely aligned with both the governor's Education Action Agenda and Massachusetts' RTTT proposals. OSPRE also currently administers the State Fiscal Stabilization Fund (SFSF) program; Massachusetts SFSF recipients rated the state among the highest in satisfaction with the guidance they received on the program (USGAO 2009). Additional program management staff will be added to OSPRE to ensure ESE has sufficient staff to support this important function. These will include a research and evaluation manager and a policy analyst, who will work with OSPRE staff on analytical projects to support effective implementation and identify best practices; an operations and grants manager to oversee administrative functions and manage fund disbursement, along with the LEA grant review and monitoring process; a fiscal officer, who will monitor spending plans and manage contracts; a communication specialist to disseminate best practices and coordinate convening events with participating LEAs; an information technology project manager to coordinate the

implementation of all RTTT data systems projects; a data analyst to support federal reporting and state analytical needs; and an administrative assistant. (See Appendix A6 for an organizational chart and Appendix A7 for brief job descriptions.)

To guide its grant implementation, Massachusetts will create two advisory groups. One will be a State Implementation Advisory Group composed of stakeholders representing the key constituencies required to ensure successful implementation and follow-through. Its role will be to provide overall guidance on strategy and implementation and to develop plans for continuing the work once the grant runs out. This group will meet three times yearly and will be convened by Mass Partners, a coordinating organization of the key state associations for education. The group will include all Mass Partners members (school committees, superintendents, teacher unions, elementary and secondary principals, and personnel administrators), as well as additional stakeholders such as the Executive Office of Education (EOE), DHE, EEC, the Massachusetts Charter Public School Association, and the Massachusetts Business Alliance for Education. The second will be an External Advisory Group composed of state, national, and international leaders in education policy, who can provide guidance on the overall direction of Massachusetts' RTTT activities, as well as advice on revising strategies as needed. This group will meet twice per year and will be composed of a mix of practitioners, researchers, and policymakers, including education ministers from at least one other high-performing country to provide an international perspective. Agendas and activities for both groups will be coordinated by OSPRE.

Massachusetts will also be held accountable for achieving its goals by the state's Board of Elementary and Secondary Education, which has legal responsibility for all agency activities. In summer 2008, the Board committed to four priorities for ESE efforts over the next several years: strengthening educator development, improving curriculum and instruction, developing accountability and assistance systems, and coordinating non-academic (social, emotional, and health) and academic resources to provide more effective supports. By design, these priorities align closely with our proposed activities in this grant.

(A)(2)(i)(d)

Massachusetts' proposed RTTT budget totals $287 million (see Appendix A9 for the budget summary and narrative and detailed project budgets). The budget includes $24 million in supplemental funding for participating LEAs, an allocation from the state's share

of funds to support LEAs in implementing critical initiatives. We have focused our resources on investments that will continue to pay off, rather than activities that will be difficult to sustain without grant funding. We have also chosen to contract for many services rather than add agency staff, as we can get better value by capitalizing on the expertise of our state's strong nonprofit and technology sectors. Further, we will coordinate, reallocate, or repurpose approximately an additional $33.8 million (19% of available funds) and 53.0 FTEs (11% of agency staff) from federal and state funding sources to support our proposed RTTT activities (see Appendix A10). We have included $12.5 million (approximately 4% of the budget) for independent program evaluation to support our commitment to holding ourselves accountable for results, identifying best practices, and making work available nationally for others to learn from.

OSPRE will be supported in grants and fiscal management by existing agency systems. ESE currently administers more than 11,000 federal and state grants without a single fiscal audit finding in the three previous A-133 Single Audits. The Commonwealth's Massachusetts Management Accounting and Reporting System will control the total award and track information about individual expenditures. ESE's Spending Plan model will translate spending restrictions and set-asides into expense budgets and reconcile budgets against actual spending. KPMG recently audited the agency's ARRA readiness and found that "the Department has controls in place to help prevent fraud, waste, and abuse for all state and federally funded grant programs" (KPMG 2009).

(A)(2)(ii)

Deep and longstanding partnerships among educational, political, business, and community stakeholders, and an unequivocal commitment to continuous education improvement, are the foundation for our successes to date. These factors will continue to be crucial for our RTTT proposal to succeed. Securing letters of support for the Massachusetts proposal was the final stage in a comprehensive process of engaging stakeholders in our RTTT work. For months, stakeholders across the Commonwealth have been deeply engaged in discussions about our proposed strategies and their potential impact on students, educators, families, and communities. We gathered input in many ways: a statewide survey that received more than 3,400 individual responses; seven face-to-face regional forums and eight webinars on RTTT; two special meetings of the superintendents, union leaders, and school committee leaders for districts in our Urban Superintendents Network; one statewide meeting of superintendents, union leaders, and school

committee leaders for all LEAs; and four sessions with the Board of Elementary and Secondary Education. We also held numerous meetings and focus groups with state association leaders, local and national funders, business leaders, community-based and nonprofit organizations, parents, and individual staff from our largest districts. We offered an opportunity for general public comment on an outline of our proposal, and solicited comment on a full draft of the proposal from the state's superintendents, school committees, and teachers' unions, as well as funders and national experts.

A total of 146 stakeholders have signed letters of support (see Appendix A11). We are energized by our stakeholders' commitment to not only endorse but also contribute to RTTT efforts going forward. To name just a few, Mass Partners has agreed to convene our stakeholder advisory group. The Massachusetts Business Alliance for Education has already launched work to share private sector expertise in performance evaluation and compensation with the field. The Massachusetts Association of School Superintendents is developing training for district leaders aligned with our priorities. And in addition to supporting our state's planning efforts, our local philanthropic community is already investing in innovative projects aligned with our proposal in many of our lowest performing schools. The enthusiasm on the part of these and other stakeholders to embrace our RTTT plan during and after the four-year grant period further strengthens our confidence that we will accomplish our reform agenda.

(A)(2)(i)(e)

To sustain results after funding ends, we will continue to rely heavily on stakeholder support. While already strong, we know there is more we can do to strengthen these relationships, especially among district-based stakeholders who currently view our agency as focused more on compliance than support. Among the most powerful effects of RTTT will be the development of a more effective and collaborative way of working with districts. We have already begun this work. For instance, to introduce our RTTT proposals, we held the first joint meetings of the superintendents, union leaders, and school committee leaders in our 24 largest urban districts. This proved so effective that we plan to convene this group at least once per year. Receiving RTTT funding would allow us to reach our goal of establishing an educational culture characterized by cross-functional communication within our agency, a shared vision and vocabulary for education reform both within and outside the agency, increased collaboration with stakeholder groups and between

school administrators and teachers, and strengthened feedback loops to identify and disseminate practices that work. After four years, we expect this new culture and the new structures will have become the norm and expectation for our working relationships within and outside the agency.

In addition, RTTT will build the human capacity and infrastructure to sustain the work at the state and local levels. In the aftermath of RTTT, our districts will be more effective in supporting their low-performing schools. Our teachers and leaders will have access to data, tools, resources, and professional development that will make them more effective in improving learning among all Massachusetts students. Our coordination with other education sectors will be more robust. Our relationships with stakeholders will be stronger. Our agency will be more capable of sustaining education reform. Coordinating other funding sources with our RTTT activities will provide a sustainability plan for those areas where additional funding already exists. Our efforts in identifying effective practices will strengthen requests for state and private funding. Taken together, we are confident that we have strategies in place to ensure that the fiscal, political, and human capital resources we build through Race to the Top will allow us to continue this important work long after funding ends.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps *(30 points)*

The extent to which the State has demonstrated its ability to—

(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; *(5 points)*

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — *(25 points)*

(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and

(c) Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):

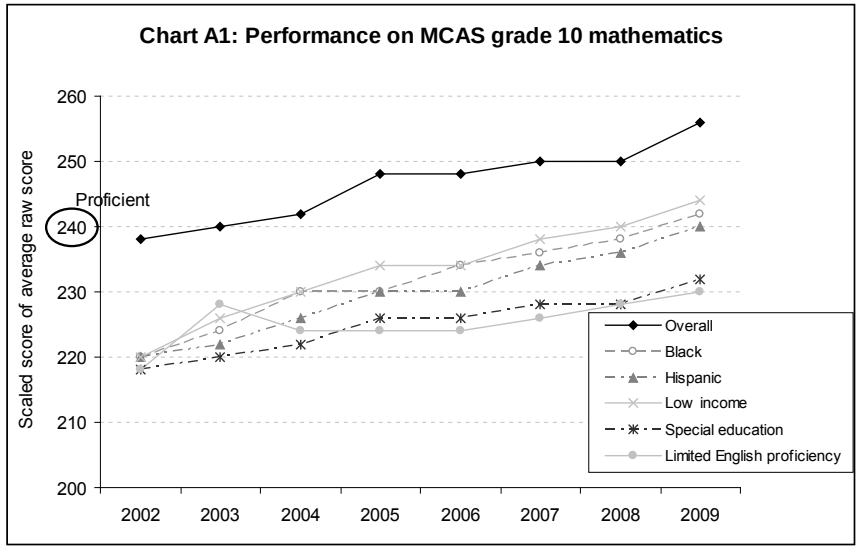
- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

Recommended maximum response length: Six pages

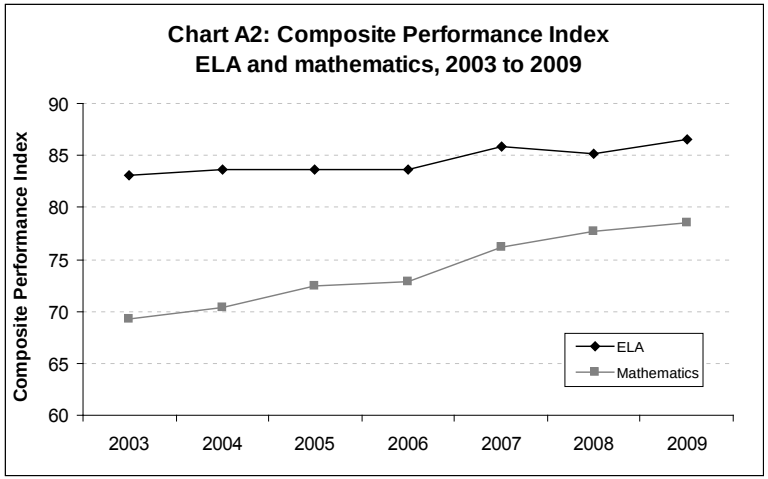
(A)(3)(i–ii)

See Appendix A12 for Massachusetts historical data.

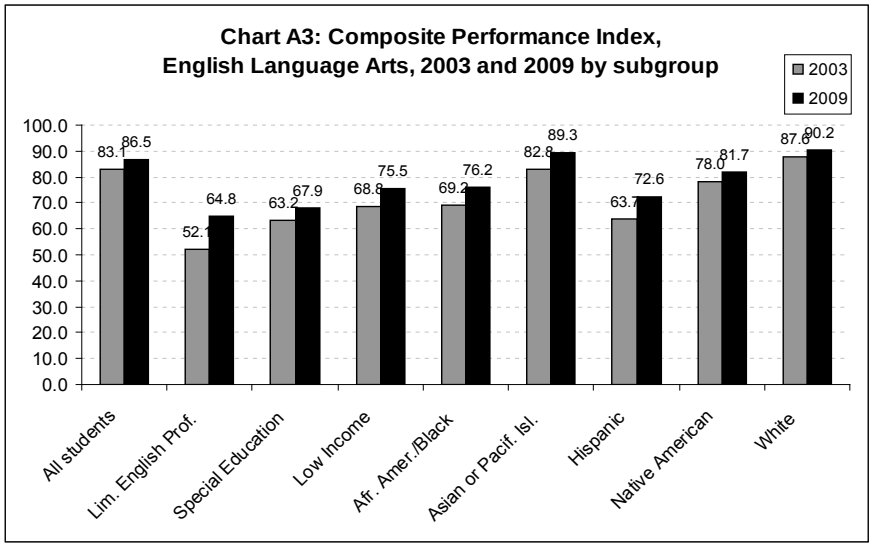
One chart summarizes Massachusetts' remarkable progress in education reform and the substantial work left to be done. As chart A1 shows, from 2002 to 2009, Massachusetts' tenth graders improved their performance on our grade 10 mathematics assessment by 18 scaled score points,[1] moving the average student from just barely *Proficient* to nearly *Advanced*. Performance improved even faster among our lowest performing subgroups. The average scaled score for low income students increased 24 points, from 220, the borderline between *Failing* and *Needs Improvement*, to 244, squarely in the *Proficient* category. Statewide, this improvement translated into a gain of 31 percentage points in students performing at *Proficient* or higher—a remarkable increase over just eight years. The state's tenth graders also made substantial progress on the English language arts (ELA) assessment, with an average scaled score increase of 6 points statewide, and nearly three times that in some subgroups. At the start of the decade the typical score for black, Hispanic, and low income students scored substantially below proficient, but by 2009 the average low income student scored *Proficient* in mathematics and the others groups were closing in on proficiency. We achieved these results without easing our standards, and without increasing the high school dropout rate. In fact, our standards are often judged the strongest in the nation, and our dropout rate held steady over the period while cohort graduation rates steadily improved.

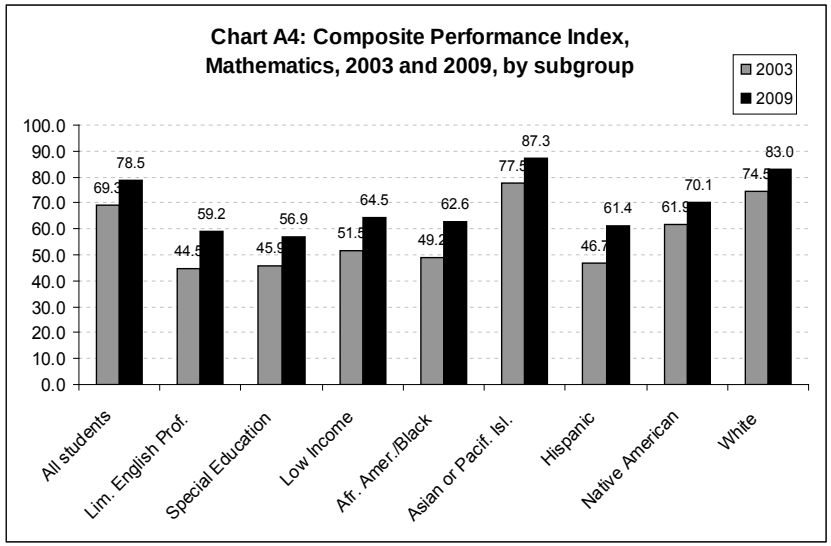


[1] Measured as the scaled score of the average raw score. For technical reasons, only raw scores, not scaled scores, can be averaged across students.



This pattern of improvement extends beyond tenth grade. Our Composite Performance Index (CPI)—a measure of progress to proficiency on our state assessments that we use as part of our Adequate Yearly Progress determinations—shows substantial improvement for all grades in both subjects over this period (see chart A2 for data; see General Appendix 2 for an explanation of how CPI is calculated). Average student performance in ELA as measured by CPI improved by 4% over the seven years; in mathematics, by 14%. We also see faster improvement among the subgroups most likely to show low achievement (see charts A3 and A4). While statewide ELA performance increased by 4% on CPI, limited English proficient students improved by 24% and poor students by nearly 10%. In mathematics, the gains are even more striking: Every subgroup saw at least a 10% improvement, and English language learner, special education, and low income students all improved by at least 25% over the





seven-year period, much faster than the overall average. Similarly, nearly all traditionally low performing subgroups have shown significant increases in performance on NAEP from 2000 to 2009. In many cases achievement gaps have also narrowed significantly. Without question, every student in Massachusetts has benefited from the last 15 years of education reform.

This strong improvement has helped us maintain "first in the nation" status on the National Assessment of Educational Progress for the last three NAEP administrations. Compared with other states in 2005 and 2007, we tied for first or scored first alone in English language arts and mathematics in grades 4 and 8, and we have already repeated this performance on the 2009 mathematics assessments. Further, according to the 2007 Trends in International Mathematics and Science Study, in which Massachusetts was one of only two states to participate as a "country", the state's fourth graders ranked second worldwide in science achievement and tied for third in mathematics; our eighth graders tied for first in science and ranked sixth in mathematics.

We have also seen improvement in cohort high school graduation rates, overall and for many subgroups. Statewide, 81.2% of the 2008 cohort graduated within four years of their first enrollment in ninth grade, one of the highest rates in the nation. While the overall 4-year graduation rate increased by 0.3 percentage points relative to 2007, rates improved by 1.5 to 3 percentage points for limited English proficient, special education, and African American students.

Education reform in Massachusetts has been powerful and effective, but it remains unfinished. Even as our students' overall performance on our state mathematics assessments has improved across grades, performance on science and reading has held steady rather than accelerating. Even as Massachusetts' low income fourth graders tied for first place on the NAEP ELA test, our low income achievement gap for that test was the 17th largest in the nation. Even as our achievement gaps for current and former English language learners have held steady, their performance is still relatively low and their share of total student enrollment is growing. And even as our cohort graduation rate has substantially improved, well over 7,000 students in each cohort still drop out during high school—one-third of whom had already met the state requirements for graduation.

We attribute our success to date to a combination of high standards, accountability, and support. The Commonwealth embarked on standards-based education reform in 1993 with the passage of the Massachusetts Education Reform Act, which substantially increased

the state's financial investment in K–12 education while also increasing accountability for results. This legislation established the key elements undergirding education reform in Massachusetts: a set of curriculum frameworks that set standards in all core curriculum areas, a rigorous system for assessing students' progress toward those standards (MCAS), and a foundation budget (see section (F)(1)) that ensured each district had sufficient resources available to support implementing the standards. Additional elements of accountability were added over the years, including the competency determination (scoring at least *Needs Improvement* on the state grade 10 English language arts and mathematics tests) as a requirement for high school graduation beginning with the high school class of 2003; processes to review performance and target assistance to underperforming districts and schools; and a major revision of the educator licensure requirements in 2001 that led to higher standards for entry and the recertification of 70,000 educators statewide.

More recently, our policy reforms have paralleled many aspects of USED's four assurance areas:

In **Standards and Assessments**, we have added high school science to our competency determination requirement for high school graduation beginning with the class of 2010, and the Board of Elementary and Secondary Education adopted MassCore, a rigorous recommended high school course of studies. In 2001, Massachusetts became the first state to incorporate standards and assessment for technology and engineering within the science frameworks; we are still the only state to include technology and engineering prominently in our standards at all age levels. We have built a growth model allowing us for the first time to measure the change in an individual student's performance over time. In areas where student performance has been weak statewide, such as early literacy and middle school mathematics, and for student groups such as students with disabilities and English language learners, the state has provided funding for professional development for educators to improve their content knowledge and pedagogical skills. Our performance standards have been judged nearly equivalent to NAEP's on three of the four NAEP assessments (NCES 2007), and our recent revisions to our ELA and mathematics standards are informing the development of the CCSSO/NGO Common Core Standards (see section (B)(1)).

In **Data Systems to Support Instruction**, we have provided free statewide access to a Data Warehouse housing state- and local-level education data in an easy-to-use system, including both pre-built reports and the option for more complex queries. We have

developed a rigorous curriculum for training educators on how to effectively use education data and have certified providers to deliver it. We have implemented a new collection of educator-level data on preparation and course assignments, allowing us to better plan for our educator workforce. Funded by our 2009 State Longitudinal Data Systems grant and a state technology bond, we are currently piloting a new data collection system that will connect teachers with the students they serve. Another new data tool (the Schools Interoperability Framework) will reduce the burden of providing data and facilitate real-time data access. Finally, we have partnered with WGBH public television and Moodle to provide curriculum supports through MassONE, our web-based teacher support system.

In **Great Teachers and Leaders**, Massachusetts recently strengthened the standards for teachers seeking certification in elementary or special education, requiring them to earn a minimum score on both the overall state licensure test and its mathematics sub-section. We also adopted new performance standards for administrators. We have supported alternate routes to certification (see section (D)(1)) and incubated innovative models of educator preparation. To support faster and more coherent progress in this important policy area, an associate commissioner was recently hired to lead a newly reorganized center for educator policy, preparation, and licensure. The center has already launched stakeholder-based efforts to develop new performance standards for educational leaders, to define the knowledge and skills of professional teaching practice, and to produce an annual report about the state's educator workforce. This unit is poised to make strong progress in improving educator policy over the next several years.

In **Turning Around the Lowest Achieving Schools**, over the last 16 months, ESE has partnered intensively with key stakeholders to develop a new Framework for District Accountability and Assistance that defines the roles, responsibilities, and expectations of both the district and the state, based on the performance of the district's schools. Three major stakeholder groups and the Board consulted regularly with ESE on every step of the framework's design. Its elements were vetted against the latest academic research and supported by Massachusetts' participation in a National Governors Association initiative convened in partnership with Mass Insight Education and Research Institute to help four states develop state turnaround plans and policies that create the conditions to improve chronically low-performing schools. The resulting framework identifies specific Conditions for School Effectiveness that districts provide for their schools through district systems of support. A set of district standards and indicators measure the strength of

these systems of support and are assessed through regular district accountability reviews (20 scheduled for 2010–2011). In the new framework, DESE focuses efforts on supporting and building district capacity to ensure the Conditions exist in each of its schools. Just as importantly, DESE holds districts accountable for the performance of all of its schools, placing each district at one of five accountability designations based on the performance of its lowest achieving school. Level 3 schools (and districts) are schools with No Child Left Behind status of corrective action or restructuring. Level 4 schools (and districts) are "underperforming districts" with one or more persistently low achieving school. Level 5 schools (and districts) are those schools that districts have been unable to turn around and for which DESE assumes major responsibility; as early as 2012, ESE expects to identify its first Level 5 schools. In February, ESE will announce 36 Level 4 schools; all Level 4 districts are participating LEAs in this proposal. (See Appendices E2 to E6 for a schematic of the framework, the membership of the stakeholder groups involved in its development, the District Standards and Indicators, the associated Conditions for School Effectiveness, and a summary of academic research on the conditions.)

The Framework was built on lessons learned from earlier attempts to turn around low performing schools. Between 2001 and 2006 ESE identified 57 schools as underperforming or chronically underperforming and directed modest state resources and technical assistance to support their improvement (up to $25,000 each in state grants for underperforming schools and up to $150,000 each for chronically underperforming schools). The limits of "light touch" turnaround without close district engagement were evident: only seven schools exited status on the basis of substantial improvement, and of the 44 identified schools that remain open, only four have made dramatic progress. To help these schools and districts improve more quickly, last year the legislature moved the district accountability function from the former Office of Education Quality and Accountability to ESE, allowing the agency to more closely tie accountability with assistance and revamp its entire accountability and assistance framework.

The law passed on January 14, 2010 by the Massachusetts Legislature allows all staff in Level 4 and 5 schools to be required to reapply for their positions and provides staffing flexibility that was not available under previous law; unlike previous law, it also allows for the alteration of collective bargaining agreements and allows the commissioner under certain conditions to appoint a receiver for a Level 5 school (not just for a Level 5 district). The new law allows for dismissal from the district of teachers with

professional teacher status (tenure) in Level 4 and 5 schools under a "good cause" (legitimate business reason) rather than "just cause" standard. The new law makes the lowest 10% of districts eligible for designation as Level 5 districts, including all of the districts likely to have Level 4 or 5 schools. As a result, a district's desire not to be designated as Level 5 will serve as further motivation for rapid improvement of its persistently low achieving schools.

Since 2001, ESE has built strong working relationships with the state's urban districts by co-sponsoring the Urban Superintendents' Network and by providing direct district assistance supported by federal Title I and state school improvement funding through its Urban District Assistance Office. Working with educators from the state's 10 largest urban districts (known as the Commissioner's Districts), ESE has also built a suite of tools, protocols, and resources that districts can use to assess and strengthen their district systems of support and ensure effective implementation of the conditions for school effectiveness. Building on this success, ESE has used federal Title I, Title IID, Title III, and IDEA funding in combination with state sources to launch six regional District and School Assistance Centers (DSACs) to support districts in making effective use of these tools. Priority for assistance goes to districts with schools designated for corrective action or restructuring under NCLB (Level 3, 4, and 5 districts). As will be described throughout this proposal, the state views the DSACs as a primary vehicle for convening and collaborating with our 256 participating LEAs to achieve our RTTT goals.

We know what we've done right, we know what we can do better, and we know the steps we need to take to get there. Resources from Race to the Top will allow us to build the skills, expand the capacity, and create the tools we need to get there faster. We are committed to evolving into a state where every student's needs are met, where every teacher and leader is well-trained and supported, and where every district has the tools, guidance, and direction necessary to continue to improve. Through the strategies detailed in this proposal, we expect to see our graduation rates rise, our achievement gap shrink, and our performance continue to improve. The nearly one million children in our public schools have waited long enough.

(B) Standards and Assessments (70 total points)

State Reform Conditions Criteria

(B)(1) Developing and adopting common standards *(40 points)*

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State's participation in a consortium of States that— *(20 points)*

(a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and

(b) Includes a significant number of States; and

(ii) — *(20 points)*

(a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or

(b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.[2]

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer

[2] Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Recommended maximum response length: Two pages

(B)(1)(i)

In spring 2009, Massachusetts Governor Deval Patrick and ESE Commissioner Mitchell Chester signed a Memorandum of Agreement (MOA) with the Council of Chief State Officers (CCSSO) and the National Governors Association (NGA) that committed the Commonwealth's support to the development of K–12 internationally benchmarked, rigorous Common Core Standards in English language arts and mathematics aligned to college and career expectations (see Appendix B1 for the MOA, see Appendix B2 for the list of the 51 states and territories participating in the Common Core efforts, see Appendix B3 for the draft standards, and Appendix B4 for evidence of international benchmarking).

Feedback from our staff, scholars, and local educators to the CCSSO and NGA on drafts of the Common Core Standards in July, October, and December 2009, along with the fact that six members of our staff serve on working groups on the Core Standards provide further evidence of our state's commitment to the Common Core Standards Initiative (see Appendix B5 for Massachusetts' representation on Common Core working teams and Appendix B6 for comments on the Common Core Standards drafts).

(B)(1)(ii)

Legal Process for Adopting Standards: Chapter 69, Section ID of the Massachusetts General Laws states, "the Board [of Education] shall establish a set of statewide educational goals for all public and elementary schools in the Commonwealth." Further, the statute states that "the Board shall direct the Commissioner [of elementary and secondary education] to institute a process to develop academic standards for the core subjects of mathematics, science and technology, history and social science, English, foreign languages and the arts" (see Appendix B7 for relevant Massachusetts regulations for adoption of standards). In practice, the Commissioner convenes Curriculum Framework Advisory Panels of local educators, scholars, and business and community leaders to assist ESE staff to develop standards, which are then presented to the Massachusetts Board of Education for consideration. The Board then votes to release draft standards for public comment and further revision, if necessary, prior to adoption.

Plan for Adopting the K–12 Common Core Standards in 2010: Based on the original projected January 2010 release date for the K–12 Common Core Standards, Massachusetts planned an August 2010 adoption date. When NGA/CCSSO announced in January that the final version would not be available until March, ESE moved its proposed adoption date to fall 2010 to allow for a required public comment period (see Appendix B8 for a January 15, 2010 memo outlining the detailed timeline for the adoption of the Common Core Standards from the ESE Commissioner to the Board of Elementary and Secondary Education and Appendix B9 for a list of Massachusetts Common Core adoption working groups).

(B)(2) Developing and implementing common, high-quality assessments *(10 points)*

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

(i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and

(ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards; or documentation that the State's consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State's plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

Recommended maximum response length: One page

(B)(2)

On January 6, 2010 the Commissioner signed a Memorandum of Understanding (MOU) to participate in the Balanced Assessment State Consortium, fulfilling the requirements outlined in this notice (see Appendix B10 for the Balanced Assessment Consortium MOU and Appendix B11 for the list of states participating in the Consortium). The Consortium intends to develop a system of assessments designed to measure the extent to which individual students, schools, and LEAs of member states are achieving the Common Core Standards referred to in section (B)(1), and includes (1) standards-based assessments that are part of a tightly integrated

system of standards, curriculum, assessment, instruction, and teacher development; (2) assessments that elicit evidence of actual student performance; (3) assessments that involve teachers in their development and scoring; (4) assessments *of* learning (summative), as well as assessments *for* learning (curriculum-embedded/formative); (5) assessments that are structured to continuously improve teacher effectiveness and student performance; (6) assessments that use multiple measures to evaluate students and schools; and (7) assessments that use both technologies that enable greater assessment quality and information systems that support accountability.

As part of the Consortium, Massachusetts would (1) adopt and, if necessary, augment the Common Core Standards; (2) create and deploy curriculum frameworks that address the standards; (3) build and manage an assessment system based on those standards that includes both on-demand and curriculum-embedded assessments; (4) develop rubrics and examples of student work benchmarked to the performance standards used to report results of the assessments; (5) create a system for ensuring the comparability of locally managed and scored assessment components; (6) work with higher education institutions to infuse principles of the assessment system into teacher preparation programs; and (7) implement high-quality professional development focused on examination of student work, curriculum and assessment development, and scoring of assessment items. In general, given our long and successful history of designing, developing, and implementing the Massachusetts Comprehensive Assessment System (MCAS), we anticipate playing an active role in the governance of the Consortium, and in further articulating the design and development of its various components, selecting contractors to assist in implementation of the system, and working closely with our LEAs to ensure a smooth transition from our existing assessment program to the Balanced Assessment System.

On January 13, 2010 the Commissioner signed on with an additional assessment consortium MOU led by Achieve (see Appendix B12 for the Achieve MOU and a letter from Achieve confirming our commitment to the Consortium with the list of states participating in the Consortium). This Consortium seeks to establish a system of academically rigorous summative assessments based upon college and career readiness standards that are internationally benchmarked, and which will yield comparable student achievement results across states.

The assessments that will be developed will be summative in nature and will be designed to be part of a comprehensive assessment system that can align to interim and formative assessments that directly support improvements to curriculum and instruction. The MOU is based upon the commitment of participating states to adopt and follow 12 principles (see Appendix B13 for the full list of principles) that are closely aligned with our own (e.g., that our assessments must be rigorous and able to be benchmarked with the National Assessment of Educational Progress (NAEP); that assessments must measure student proficiency, ensure accountability and support the improvement of teaching and learning; etc.).

The commitment of the members of this Consortium to "high expectations for students and schools that are firmly grounded in what it takes to be successful" is fundamental to Massachusetts' mission. Since this Consortium is committed to ensuring that summative assessments are part of a larger system of assessment supports for schools, we believe that its goals are compatible with the goals of the Balanced Assessment Consortium. As part of the Achieve Consortium, Massachusetts commits to enacting the same seven activities that are specified for our participation in the Balanced Assessment Consortium. Further, given our long and successful history of designing, developing and implementing the MCAS, we anticipate playing a very active role in the governance of the Consortium by further articulating the design and development of its various components, selecting contractors to assist in implementation of the system, and working closely with our LEAs to ensure a smooth transition from our existing assessment program.

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments *(20 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Eight pages

(B)(3)

Over the past 15 years, Massachusetts has instituted high quality, rigorous standards and summative assessments that national organizations such as Achieve, the American Federation of Teachers (AFT), the Fordham Foundation, and *Education Week* have rated highly (see Appendix B14 for a list of references). Our standards and assessments have contributed significantly to our students' high performance on state, national, and international tests, yet serious achievement gaps still remain among subgroups of students. We set high standards, but did not equip all of our educators with the tools required to achieve them. To address these gaps we must ensure that standards drive what is taught in every classroom. We will do this by developing and implementing a tightly aligned and unified system that links standards to curricula and instructional resources and provides educators with formative, interim, and summative

assessment tools. We will further reinforce the adoption of high standards through changes in college and career readiness policies and incentives, and help scale proven programs that adopt rigorous curricula in lower performing schools. Specifically, Massachusetts has identified three strategies for deploying RTTT funds that will lead to higher achievement for *all* students:

1. **Disseminate the K–12 Common Core Standards** by providing local educators with technical assistance, tools, and other supports necessary to make a smooth transition to the new standards.
2. **Create a unified PreK–12 teaching and learning system, working together with the Balanced Assessment State Consortium** (see section (B)(2)), comprised of model curricular units that are tightly aligned to online interim assessments, curriculum-embedded performance tasks, summative assessments, tools for locally constructed formative assessments, teaching resources and a statewide Digital Library. The teaching and learning system will be accessible through state-of-the-art technology platforms linked to near-real-time data analysis and reporting tools, and supported by in-person and online training and professional development (see section (C)(3) for a description of how effective uses of technology will enhance the teaching and learning system).
3. **Expand implementation of proven secondary school programs, policies, and incentives** that engage students and effectively prepare them to meet the Common Core College and Career Ready Standards by the time they graduate.

Strategy 1: Disseminate the Common Core Standards

Goal: Disseminate the K–12 Common Core Standards statewide, incorporate them into statewide assessments, and play a national role in their development and adoption by sharing presentations and guidance documents with other states.

Broad dissemination of the Common Core Standards using technology and a variety of professional development venues is critical to our two-year plan for ensuring that educators, stakeholders, and the public understand the content and philosophy of the standards and their implications for curriculum, instruction, and assessment.

Activities and Timeline (note: all activities to be completed by 2012):

	Year 1 (2010–2011)	Year 2 (2011–2012)
Disseminate the Common Core Standards	• Conduct comparative analysis of standards with Massachusetts Curriculum Frameworks and augment K-12 Common Core Standards as needed. • Create presentation materials on the Common Core Standards. • Hold 12 meetings to disseminate general information on the Common Core Standards and 12 2-day STEM and ELA focused seminars. • Load Common Core Standards into public ESE standards database. Use annual Curriculum Conference to address the Common Core Standards. • ESE staff and discipline-specific Curriculum Framework Advisory Panels work with consultants to produce guidance documents on applications of the Common Core Standards to all other academic and vocational/technical frameworks.	• ESE and stakeholders continue to disseminate the standards in regional meetings and conferences. • ESE and its assessment contractor review item banks to evaluate the alignment of existing items to the Common Core Standards.
Responsible parties: ESE; Curriculum Framework Advisory Panels (P–16 educators, scholars, and business representatives); Governors' Readiness Centers (P–16 educational support units housed in state colleges and universities); Massachusetts Business Alliance for Education; Measured Progress (ESE summative assessment contractor).		

Strategy 2: Create a unified PreK–12 teaching and learning system

Goal: Make a permanent investment in improved teaching and learning by creating, together with the Balanced Assessment State Consortium, a unified system of standards, curricula, assessment tools, and online resources that are easily accessible by all educators in Consortium member states.

ESE has created some of the nation's most demanding standards for seven subject areas and technically robust summative assessments in STEM subjects, English language arts, and history and social science. Yet statewide standards and tests—no matter how rigorous —do not alone raise the level of daily instruction in classrooms. To close the achievement gap, we must provide our educators with the instructional tools and resources required to meet the learning needs of every student. With Race to the Top funds,

we intend to transform teaching and learning statewide, and particularly in our lowest-performing schools, through a standards-based system of curriculum, instructional tools, and assessments for teachers in all subject areas.

Activities: To create the new system we will work with the Balanced Assessment State Consortium, drawing on the experience and imaginations of our most effective P–16 educators as we design curriculum and assessments. With the Consortium we will build a unified PreK–12 teaching and learning system that incorporates the following elements:

- Model standards-based curriculum units and syllabi for all grade levels in STEM subjects, the humanities, and the arts, created in collaboration with nearly 300 teachers from across the state
- An online interim assessment using MCAS released items, as well as other items available to the Consortium, in mathematics and reading for grades 3–8, and in Algebra I, geometry, and reading at the high school level
- Formative assessments composed of a bank of released items from MCAS and other items from the Consortium states, along with teacher-developed items
- Curriculum-embedded performance tasks (such as science experiments, research projects, and oral presentations) for all grade levels in STEM subjects, English language arts, history and social science, and selected vocational-technical areas
  - Performance tasks will integrate the assessment of content knowledge and skills, and will evaluate skills not now assessed on MCAS that are critical to the success of students in college and the workplace.
  - Among the performance tasks to be developed is a college readiness analytical writing assessment based on the Common Core Standards, which will be used as one criterion for the state's John and Abigail Adams Scholarship (see Strategy 3).
- A Competency Tracking system that allows users to monitor an individual student's mastery of academic content standards
- A Digital Library of online resources aligned to standards for all subject areas
- A new technology platform that makes our resources and tools broadly available and will deliver, score, and report interim assessment results in a timely manner (see section (C)(3) for a detailed description of this system)

- As part of this work, ESE will invest in a pilot (for 5,000 students) of a vendor-built integrated instructional improvement system with additional functionality to support online professional collaboration

Timelines:

Task	Year 1 (2010–2011)	Year 2 (2011–2012)	Years 3 and 4 (2012–2014)
System Design	• Form T&L Leadership Team, including external stakeholders (P–16 educators, business and community organizations) and ESE staff. • T&L Team contracts curriculum design, digital library, and assessment experts to advise project, and hires content and assessment staff. • T&L and RTTT teams collaborate on evaluation design, T&L System, data systems, professional development, and a sustainability plan. • T&L Team consults stakeholders, completes system design and training plans, and begins development work with assistance of ESE assessment contractor, Measured Progress.	• Communication with stakeholders continues. • T&L Team holds monthly meetings to review progress and coherence of all components of the T&L System.	• Communication with stakeholders continues. • External evaluation of system.
Responsible parties: Race to the Top (RTTT) and Teaching and Learning (T&L) Leadership teams, external stakeholders.			

Task	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
Model Curricula and Syllabi	• Nearly 300 P–16 educators are selected for Curriculum Design (CD) teams organized by content and grade span. • Professional development on Common Core	• CD teams refine curriculum drafts in all subject areas. • ESE content staff, project manager, and editor review all drafts for consistency of style and accuracy of content. • Curriculum units are piloted. • ESE posts first set of units on website and Digital Library,	• CD teams continue to develop, pilot, and refine units. • ESE posts second set of units on its website and Digital Library. • ESE recruits and trains new members for the CD teams and continues	• ESE continues support for development and piloting. • ESE posts third set of curriculum units on its website and Digital Library and continues to conduct professional

Task	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
	Standards and curriculum units is offered.	and conducts professional development on use of the T&L system.	to conduct professional development on use of T&L System.	development on use of T&L System.
Responsible parties: ESE Center for Curriculum and Instruction working with Balanced Assessment State Consortium, ESE-identified national experts on curriculum design, Readiness Centers, MA Departments of Higher Education (DHE), MA Department of Early Education and Care (EEC), the University of Massachusetts (UMass), the Massachusetts Business Alliance for Education (MBAE) (see sections (C)(2) and (C)(3) for technology and section (D)(5) for professional development).				
Assessment Tools	• Convene technical assessment advisory committees; consult stakeholders on design of all system components. • Design work begins. • Professional development system design refined and launched.	• Development begins for interim assessments, curriculum-embedded performance tasks, competency tracking system, and formative assessment tools. • Professional development implemented. • Pilot sites selected and training provided.	• Core system components are operational. • Professional development system implementation continues.	• All system components are fully operational. • Professional development system implementation continues.
Responsible parties: ESE Office of Student Assessment working with Balanced Assessment State Consortium; ESE-identified LEAs already implementing interim assessments; Measured Progress (ESE's vendor for summative, interim, and performance assessments) (see sections (C)(2) and (C)(3) for technology and section (D)(5) for professional development).				
Digital Library	• ESE reviews initial set of resources proposed for inclusion in Digital Library. • ESE selects a contractor to manage logistics.	• ESE recruits and trains PreK–16 resource review teams to review content supporting Common Core and Massachusetts standards. • ESE begins initial rollout of	• ESE recruits and trains new members of the resource review teams. • ESE continues support for implementation.	ESE continues resource review teams and support for implementation.

Task	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
		platform to 15 pilot LEAs.		
Responsible parties: ESE Center for Curriculum and Instruction working with Balanced Assessment State Consortium; ESE partners such as museums, archives, and libraries; qualified vendors delivering professional development services to educators on how to access, use, and contribute to the Library (see sections (C)(2) and (C)(3) for technology and section (D)(5) for professional development).				

Strategy 3: Expand implementation of proven secondary school programs, policies, and incentives

Goal: Prepare students in low-performing schools for success in college and a career by adopting MassCore *as the default curriculum for all high school students in the Commonwealth, aligning existing state scholarship opportunities to the Common Core Standards, and expanding educational pathways with proven rigorous curricula, particularly in STEM fields.*

Students who merely meet the minimum passing standard on MCAS high school tests are about five times more likely to be required to take remedial coursework upon entering college than students who score at higher levels. More than one-third of the public high school students who enroll in Massachusetts public colleges and almost two-thirds of those in community colleges require one or more remedial courses. The problem is particularly severe in urban high schools where the trend known as "10-6-4-1" has become a familiar pattern: for every 10 students entering as ninth graders, 6 graduate from high school, 4 enter college, and only 1 graduates in 6 years (see Appendix B15 for methodology).

Activities:

- ESE will make MassCore—currently a *recommended* program of studies that includes a minimum of four years of mathematics and three years of lab-based sciences, four years of English, three years of history and social science, and a year of art—the *default curriculum* for all students in the Commonwealth. ESE will use RTTT funds for grants to high schools so that they can offer all students the courses and credits expected in MassCore.

- ESE will strengthen two existing state programs that provide college and career incentives—the John and Abigail Adams Scholarship Program and the Massachusetts Certificate of Occupational Proficiency (COP)—by explicitly linking them to the Common Core Standards. Currently, eligibility for the Adams Scholarship (a public college four-year tuition waiver) is based on grade 10 English language arts and mathematics MCAS scores. New Adams Scholarship requirements will include the successful completion of MassCore, an analytical writing assessment, a college mathematics placement assessment, and an end-of-course Science and Technology/Engineering MCAS test. ESE will also work with stakeholders to revise the current Career/Vocational Technical Education Standards to incorporate the Common Core Standards and needs of the state's employers. The state will develop employer-based incentives for students to pursue the value-added Certificate of Occupational Proficiency prior to high school graduation; part of implementing the COP will include enhancing the existing Competency-Tracking system to better track students against standards.
- ESE will provide supplemental funds to LEAs and community partners (such as Jobs for the Future and Mass 2020) to implement and scale proven programs that will embed rigorous curricula in lower performing schools, including six new STEM Early College High Schools (ECHS), 12 International Baccalaureate (IB) programs, and a subset of Innovation Schools (see section (F)(2) for descriptions of these schools). ESE will give Level 3 LEAs and schools priority for these funds. Three new STEM ECHSs will be based upon Columbus, Ohio's highly successful Metro Early College High School and will be located on state college or university campuses; three will be on community college or high school campuses. ESE will use RTTT funds to build the capacity of the Massachusetts Department of Higher Education (DHE) to provide dual enrollment opportunities required to support these schools. ESE will also launch up to 12 new high school or middle school IB sites, based upon early signs of success of the IB program in Brockton High School (the state's largest urban high school), across the Springfield LEA, and in several charter schools. The IB program's rigorous, internationally benchmarked curriculum will complement the state's existing AP initiatives. ESE will also provide planning grants and implementation

funds for LEAs to create Innovation Schools that choose to adopt either of these programs or other standards-based, STEM-focused models approved by ESE.

- In addition to the three projects outlined above, ESE recognizes that a more intensive set of interventions is required to increase college and career readiness in the state's lowest performing (Level 4 and 5) middle and high schools. In section (E)(2), ESE will propose a set of strategies focused on dropout prevention and recovery, including implementation of an "Early Warning Indicator Index" in six Level 4 LEAs, capacity building supports for LEAs and high schools, and use of funds to create a both a dropout-focused high school and an alternative high school as part of the state's comprehensive school turnaround strategy.

Timeline:

Task	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
MassCore as the default high school curriculum	• Board of Education votes to require MassCore beginning with the class of 2014.	• ESE provides grants to expand the number of STEM courses. • ESE provides technical assistance to implement MassCore.	• ESE continues to provide grants to expand the number of STEM courses and technical assistance to implement MassCore.	• ESE provides grants for districts to expand the number of STEM courses offered, including funds for dual enrollment.
Responsible parties: ESE Office of Secondary School Services, the Executive Office of Education (EOE), Department of Higher Education (DHE), Massachusetts Business Alliance for Education (MBAE), the ESE Board of Education.				

Task	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
The Adams Scholarship and the Certificate of Occupational Proficiency as college readiness incentives	• Adams Scholarship policy revision team convenes to consider new requirements, including college readiness analytical writing and math assessments, and the completion of MassCore. • Include the Common Core Standards in the Career and Vocational Technical Education Framework.	• Announce new requirements for Adams Scholarship for class of 2014. • Contractor begins work on writing assessment. Writing assessments piloted in RTTT schools. • Stakeholders provide feedback on desired enhancements to the Competency Tracking (CT) system to assist teachers and students in monitoring progress.	• Writing assessments are operational with full reporting of results. • Performance level standards and qualifying standard for Adams Scholarship set for writing assessment. • Hire contractor to implement enhancements to the CT system. • New CT system piloted in vocational technical schools.	• Qualifying score on writing assessment and other new requirements in place for Adams scholarship eligibility. • Expanded, enhanced CT system operational. • Results of CT system available to for use as one criterion for the state's Certificate of Occupational Proficiency.
Responsible parties: ESE Office of Student Assessment, EOE, DHE, UMass, ESE assessment contractor, Department of Labor and Workforce Development, regional Workforce Investment Boards, the Massachusetts Association of Vocational Administrators (see sections (C)(2) and (C)(3) for technology and section (D)(5) for professional development).				
Early College High Schools and IB Programs in low performing schools	• Hold statewide IB and ECHS informational conferences for school districts interested in starting programs. • IB and ECHS design teams select partners to support districts and select sites for funding.	• Hold state IB and ECHS network meetings to foster collaboration and effective implementation. • ESE and partners provide technical assistance to sites.	• State IB and ECHS network meetings continue. • Ongoing support and technical assistance is provided to sites by ESE and highly qualified partners. • Sites develop	• State IB and ECHS network meetings and technical assistance continue. • Hold conference for all LEAs to showcase effective implementation of IB and ECHS.

		• First set of schools open.	sustainability plans.	• Conduct final evaluation of these models
Responsible parties: ESE Office of Secondary School Services, ESE selected partners, DHE, UMass (see sections (C)(2) and (C)(3) for technology and section (D)(5) for professional development).				

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	**Actual Data: Baseline (Current school year or most recent)**	**End of SY 2010–2011**	**End of SY 2011–2012**	**End of SY 2012–2013**	**End of SY 2013–2014**
% of LEAs adopting the Common Core Standards: (B)(1)	n/a	100%	100%	100%	100%
% of LEAs implementing summative assessments based on MA's newly adopted standards–section (B)(2)	n/a	n/a	n/a	100%	100%
% of LEAs making significant use of one or more components of the teaching and learning system–section (B)(3)	n/a	n/a	50%	75%	90%
% of participating LEAs which have implemented the interim assessment system: (B)(3)	n/a	n/a	n/a	50%	75%
% of high school graduates successfully completing MassCore: (B)(3)	50%	55%	65%	75%	85%
% of vocational-technical students earning a Certificate of Occupational Proficiency–section (B)(3)	n/a	n/a	n/a	n/a	50%

Number of Early College High Schools (ECHS) and International Baccalaureate Schools established as a direct result of Race to the Top funding–section (B)(3)	n/a	n/a	6 ECHS; 6 IB	6 ECHS; 12 IB	6 ECHS; 12 IB

(C) Data Systems to Support Instruction *(47 total points)*

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system *(24 points – 2 points per America COMPETES element)*

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.

Recommended maximum response length: Two pages

(C)(1)

Massachusetts has implemented an Education Data Warehouse (EDW) that addresses all of the 12 essential elements stipulated by the America COMPETES Act. With current state efforts, all 12 elements will be in place by September 2011.

1) **Unique statewide student identifier:** In 1998, Massachusetts implemented a confidential, unique State Assigned Student Identifier (SASID) that ensures that a student cannot be identified by unauthorized parties.
2) **Student-level demographic and program participation data:** Our Student Information Management System (SIMS) has collected student-level enrollment, demographic, and program participation data for all public school students since 2001.

3) **Student-level information on P-16 enrollment, transfer, dropout, and graduation:** SIMS captures information on enrollments, transfers, dropouts, and graduations for all K–12 public school students. We assign SASIDs to children enrolled in early education programs and we capture their enrollment in elementary school. Data matching conducted by the Department of Higher Education (DHE) captures the enrollment of public high school students into public post-secondary programs.
4) **Capacity to communicate with higher education data systems:** DHE conducts data matching with our database of public high school graduates and provides FERPA (Family Educational Rights and Privacy Act) -compliant reports regarding students' subsequent enrollment and performance in post-secondary education. DHE is preparing to assign SASIDs to all public higher education students to increase the ease and frequency of these analyses.
5) **State data audit system**: Massachusetts currently has extensive data verification systems to assess data quality, validity, and reliability, including complex validation rules that confirm each data element meets all required specifications.
6) **Individual student test records under section 1111(b) of ESEA**: Massachusetts has collected student-level test record data since 1998 (including every student's response to every Massachusetts Comprehensive Assessment System (MCAS) question as required by ESEA Title I, Part A 1111(b)) and provides these data to LEAs.
7) **Information on students not tested:** The data system referenced above in #6 also provides information on students not tested by grade and by subject.
8) **A teacher identifier system with the ability to match teachers to students:** Massachusetts established its Education Personnel Information Management System (EPIMS) in 2007. EPIMS includes a unique teacher identifier and links teachers to their assigned classes via a unique class code. We are currently piloting the linkage of teachers to students (via class assignments) in 70 LEAs and will conduct the first statewide collection of these data in October 2010.
9) **Student-level transcript information:** The 70-LEA pilot mentioned above in #8 also includes collection of courses completed and grades earned. These data will be collected statewide beginning in October 2010.

10) **Student-level college readiness test scores:** Massachusetts uses a combination of MCAS, SAT, and Advanced Placement test results to assess student-level college readiness. We have conducted a study that found that low scores on the grade 10 MCAS assessments are strongly associated with a higher likelihood of enrollment in remedial education in college.
11) **Data about transitions from secondary to postsecondary schools:** DHE conducts data matching with our database of public high school graduates and provides FERPA-compliant reports regarding their enrollment and subsequent performance in post-secondary education, including enrollment in remedial coursework.
12) **Other data necessary for alignment and preparation for postsecondary education:** Each spring Massachusetts collects information on whether graduating seniors have completed MassCore, our recommended curriculum for college readiness; data matching with DHE provides postsecondary course enrollment and completion data. A new statewide data collection beginning in October 2010 will collect additional elements at the high school level, including course enrollments and grades/marks.

(See Appendix C1 for further documentation on Massachusetts' status on each element.)

Reform Plan Criteria

(C)(2) Accessing and using State data *(5 points)*

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.[3]

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Two pages

(C)(2)

Goal: Transform state data systems to efficiently deliver comprehensive, accessible, actionable, and timely data to all Massachusetts K–12 educators and key stakeholders.

To achieve our state's vision of education reform and close achievement gaps, we must enhance our strategic use of data and information to make decisions and ensure that we are continually learning and improving. Without reliable data about our students, our educators, and our services, we remain limited in our ability to deliver effective interventions when and where they are needed most. Today, LEAs across our state are eager to use data in new and powerful ways, but we run the risk of wasting scarce resources — both human and financial — if every one of our 392 builds its own set of systems and tools. To meet this demand, we have invested significantly in statewide systems, but capacity challenges within our Education Data Warehouse (EDW) and a cumbersome public

[3] Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

website limit their current utility for supporting decisions. Moreover, existing data verification systems are strong, but must continue to expand to support the increasing use of data for instruction, policy, operations, management, and resource allocation.

Going forward, Massachusetts must transform our state data systems to capture and comprehensively integrate data at individual student and educator levels. These systems must efficiently deliver this information directly to teachers, principals, LEA leaders, parents, students, community members, unions, researchers, and policymakers. This transformation supports many of the goals and strategies laid out in other sections of this proposal (see Appendix C2 for more context and detail on activities for each project in section (C)). We will use RTTT funds to pursue three data systems strategies:

1. **Improve the Education Data Warehouse to better support the needs of its 80,000 anticipated users**
2. **Improve the usability of ESE's public website**
3. **Add enhanced data audits to our existing data validation protocols**

Strategy 1: Improve the Education Data Warehouse to better support the needs of its 80,000 anticipated users

The Education Data Warehouse is the information backbone of the many projects and strategies identified elsewhere in the proposal, such as the PreK–12 teaching and learning system and efforts to increase educator effectiveness statewide. Significant investments in this system are crucial to the success of our overall reform plan.

Massachusetts has already invested in a statewide, unlimited EDW license for public K–12 educators. In its current form, the EDW integrates data from SIMS, EPIMS, and MCAS (including item-level responses to every MCAS test for every student and a measure of individual student-level growth), and LEAs have the option to import local data as well (see Appendix C3 for an overview of ESE data systems). While this is an important first step, meeting our goal of serving all of the state's 80,000 educators will require us to accommodate 10 times the 8,000 current EDW users (see Appendix C4 for a graph of historical and projected EDW users). Several dozen intuitive, secure, FERPA-compliant reports, each with many views and variations, are available, and more technically adept users can generate their own reports (see Appendix C5 for a sample student growth report and Appendix C6 for a sample MCAS

item analysis report). However, we have learned from the past year's 300 percent increase in EDW users that it is neither efficient nor sustainable to provide full functionality to every user. We need to transition to a system that provides users with customized information based on their likely needs (data mart architecture), which will allow the system to generate the vast majority of reports in seconds while maintaining appropriate security levels for confidential information. Finally, as users begin to rely on data to inform daily operational and instructional decisions, the need to both input and access real-time data will significantly increase — creating the need for a software solution that will integrate and translate data across LEAs and the state (the Schools Interoperability Framework, or SIF).

In addition, the EDW currently includes does not include data from the early education or higher education sectors and is not accessible to staff from these agencies. The EDW also lacks reports on the early indicators of dropout — which is necessary to support the prevention and recovery strategies that will be discussed in Section (E)(2) — as well as linkages to the National Student Clearinghouse to track college enrollment and persistence. Expanding the EDW to include these elements is the first step toward achieving the state's "Readiness Passport" (see Appendix C7 for a conceptual schematic), a priority initiative in the 2008 Education Action Agenda focused on developing and implementing a data tool for educators, parents, guardians, and agencies that documents key elements of a child's educational experiences as well as captures various services, interventions, supports, data, and performance evaluations related to that child (EOE 2008).

Activities:

- *Transition the Education Data Warehouse to a data mart architecture.* We will greatly enhance the EDW's capacity to serve the 80,000-person user base by separating, routing and processing of data requests to servers matched to the report and resource demands of each user group, and by expanding the processing power available to users who require the most robust functionality. We will also establish processes for routing and scheduling of ad hoc reports.
- *Enhance the Education Data Warehouse's utility to the field through expanded user access, data sources, and reports.* We will build a set of user portals to provide easy access to relevant data dashboard and reporting tools. We will expand secure

differentiated access to the EDW to key stakeholders in early and higher education, as well as to private special education schools and the Department of Youth Services (DYS). We will integrate additional early and higher education data into the EDW and will build reports that flag students as high risks for dropout. We will rely on user groups, focus groups, and other sources of feedback to ensure these enhancements are meeting user needs.

- *Expand the Schools Interoperability Framework (SIF).* We will work with LEAs to procure a SIF vendor and rollout SIF to150 LEAs. In 40 LEAs, we will pilot a more comprehensive SIF solution which integrates data from SIS, HR, and other LEA data systems. To lay the foundation for future cross-agency data integration (required for the Readiness Passport), we will also work with vendors and the Department of Early Education and Care (EEC) to implement SIF solutions that will ultimately allow for seamless integration of PreK-12 data (and strengthen the platform for the teaching and learning system described in Section (B)(3)).

Strategy 2: Improve the usability of ESE's public website

Our agency's public website, one of the largest and most complex state government websites in Massachusetts, has an extraordinary wealth of information and resources for educators, parents, students, policy leaders, researchers, and the public at large. The website's "Profiles" section includes aggregate data on every LEA and school in the Commonwealth on dozens of measures, from student demographics and performance data to teacher salaries to school technology resources (see Appendix C8). However, the current website is not as user-friendly as it must be to ensure fast, simple access to these resources.

Activities: We will redesign the ESE public website to automate ESE data updates, provide for intuitive navigation, and respond accurately and flexibly to visitor-generated searches.

Strategy 3: Add enhanced data audits to our existing data validation protocols

Our existing data validation systems are robust and ensure that we have high quality data. But as we increase access to and use of these systems, they are insufficient to support high-stakes decisions around instruction, management, operations, and resource allocation. We must add a regular process of randomly conducted data audits to enhance the data's validity.

Activities: We will develop a protocol for conducting data audits, pilot it in five LEAs, and then begin conducting 12 audits per year.

Timeline:

Tasks	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
Improve the EDW to better support the needs of its 80,000 users	• Document requirements for functional, FERPA-compliant access for the projected simultaneous use patterns of all anticipated users • Evaluate options and finalize system architecture • Purchase hardware and software licenses • Pilot Stage One EDW rollout to teachers • Implement SIF with 40 LEAs • Collect and evaluate user preferences and build educator portals	• Develop and validate user reports and analytical tools • Complete technical implementation, including P–20 links • Implement Stage Two EDW rollout to teachers • Pilot and evaluate early indicators • Extend access to DYS & private special education schools • Implement SIF with an additional 40 LEAs • Rollout educator portals	• Implement EDW rollout to remaining teachers and to key stakeholders in early and higher education • Develop early indicators reports and incorporate into EDW • Implement SIF with an additional 40 LEAs	• Full P–20 EDW rollout to all K–12 educators • Implement SIF with an additional 30 LEAs
Improve the usability of ESE's public website	Collect and evaluate user preferences and finalize web design	• Rearchitect and streamline data flows • Redesign navigation	Continue to implement changes based on user feedback	Continue to implement changes based on user feedback

Tasks	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
Add enhanced data audits to our existing data validation protocols	Develop data audit process and protocols	Pilot data audit process and protocols in 5 LEAs	Conduct 12 LEA data audits	Conduct 12 LEA data audits
Responsible parties: Improve EDW: ESE Associate Commissioner, Chief Information Officer, IT Director, Director of Data Analysis for early indicators Improve website: IT Director Data audits: Director of Data Collections, Director of Audit and Compliance				

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	**Baseline (Current school year or most recent)**	**End of SY 2010–2011**	**End of SY 2011–2012**	**End of SY 2012–2013**	**End of SY 2013–2014**
Access to the EDW is expanded from 8,000 to 80,000 users, covering all K–12 stakeholders (including adult education, incarcerated youth, and private special education placements) and key stakeholders from early and higher education	8,000	12,000	40,000	60,000	80,000
On-demand EDW reports are generated within a maximum of 60 seconds, 95% of the time	70%	70%	80%	95%	95%

(C)(3) Using data to improve instruction *(18 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness

of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

Goal: Empower educators to meet the learning needs of every Massachusetts student and close achievement gaps by creating a technology platform to make the PreK–12 teaching and learning system available to all educators, training educators to translate the data from these tools to improve daily instruction, and providing researchers with data needed to evaluate the impact of these tools.

Imagine the Massachusetts classroom of the future — where a teacher has up-to-the-minute information about how each of her students is progressing and is equipped with the instructional tools to help each one excel. Down the hall, another teacher accesses the Digital Library and pulls down a model lesson plan developed by an effective educator in another LEA also working with English language learners in order to help his students meet the Common Core Standards. To achieve this vision, we must build a data system that facilitates instructional improvement rather than merely supports reporting and compliance. The first step is for ESE to play a lead role in building the necessary data platform in partnership with our LEAs and then to support them in adopting and effectively implementing the state's instructional improvement system in every school and classroom (see section B3 for a description of the Massachusetts Pre-K-12 teaching and learning system). ESE support is particularly critical for many smaller and mid-size LEAs to take advantage of the new system and to benefit from economies of scale (see Appendix C9 for record of ESE legacy system builds).

ESE must also make information available to researchers, so that we can continuously assess the impact of the system and identify both best practices and priorities for improvement.

To this end, the state will use RTTT funds to pursue three strategies:

1. **Invest in the data systems and technology necessary to support the Pre K–12 teaching and learning system**
2. **Strengthen and expand educator training and supports for data use**
3. **Make state longitudinal data available to researchers through the EDW**

(C)(3)(i)

Strategy: Invest in the data systems and technology necessary to support the PreK–12 teaching and learning system

An anchor of our Race to the Top proposal is the development and implementation of a statewide PreK-12 teaching and learning system that allows every educator to provide individualized instruction to meet the needs of our diverse student population. Significant investments in technology supports, particularly for the Digital Library and the unified assessment system, are necessary for the system to operate at full potential. After evaluating build versus buy options, our current plan is to build the systems to avoid incurring high ongoing subscription costs, though we will continue to pursue this question with LEAs and members consortia we expect to work with during the grant review period and may revise our approach. We will also conduct a pilot of a vendor-built comprehensively integrated instructional improvement system that connects teachers to instructional resources and peers who have successfully served students facing similar challenges. We will compare student outcomes from the two systems to make a decision on how to proceed after the grant ends. Our plan is to do this work with a coalition of LEAs, particularly as we develop the assessment tools. Key LEAs, including Boston and Springfield, have agreed to help us develop and roll out these systems, and we will engage other LEAs as well to confirm that we develop tools that meet the needs of all LEAs.

Activities:

- *Develop and implement a Digital Library for use by all Massachusetts LEAs, schools, and educators.* In conjunction with our participation in the Balanced Assessment State Consortium (see section (B)(2)), we will build a Digital Library within the PreK–12 teaching and learning system featuring electronic access to ESE's *Curriculum Frameworks*, including both Common Core Standards and any additional Massachusetts standards. The Library will incorporate model curricula units, lesson plans, and instructional materials, some developed specifically for the system, some submitted directly by local educators. It will also provide a flexible search tool so that educators can find resources by standard and by organizing idea, as well as tools to assemble resources into units and lesson plans. These tools will be available to assessment consortia members referenced in section (B)(2).
- *Develop a "test builder engine" that enables educators to assemble, score, and access results from assessments.* We will tag all released MCAS items and performance tasks by standard and load them into two item banks: a secure bank for items designated for interim assessments and accessible only to designated LEA personnel, and a non-secure bank with items available to all educators and other interested users. The non-secure bank will also allow LEAs to include locally developed items. We will build an online assessment delivery system for LEA use with hard copy backup (including scannable answer sheets), along with tools to automate as much scoring as possible and to support additional hand scoring as needed. Finally, we will build systems to load results into the EDW for delivery to LEAs, schools, and teachers within 24 to 72 hours of scoring.
- *Pilot a vendor-built comprehensively integrated instructional improvement system and evaluate its impact.* We will procure a vendor with a demonstrated record of success in developing and deploying such a system, implement the system with approximately 5,000 students, and evaluate its student impact relative to the model curricula and unified assessment system to inform future state investments.

(C)(3)(ii)

Strategy: Strengthen and expand educator training and supports for data use

Over the last five years Massachusetts has dramatically increased the data available to educational leaders for policy development and operational decisions. We have incorporated standards for using data to support continuous instructional improvement into our approval of educator preparation program and educator licensure regulations, and we have developed and delivered a variety of professional development opportunities for teachers and principals on effective data use. What we have learned is that, for most educators, significant investment in training and job-embedded activities is required before data use becomes a regular component of their practice. We seek to build upon our existing six-course sequence of EDW training to include additional topics; we will also invest in online delivery so that we can make the courses more broadly accessible and easier to integrate into daily job activities. (Additional professional development activities supporting the PreK–12 teaching and learning system are discussed in section (D)(5).)

Activities:

- We have identified a need for ten additional courses in data use and analysis, in addition to six ESE already offers, and will develop classroom and online versions of these courses. Topics will include the new statewide student growth model, effective use of the PreK–12 teaching and learning system, and use of the EDW to inform professional development planning and educator evaluations, among others.
- We will upgrade ESE's online course delivery infrastructure and related tools and release all sixteen courses online.
- We will expand capacity in regional District and School Assistance Centers (DSACs) to launch, train, and directly support district and school data teams (see section (D)(5) for a description of ESE's proposed system of professional supports).

(C)(3)(iii)

Strategy: Make state longitudinal data available to researchers through the EDW

ESE already has a robust system for sharing confidential student-level data with researchers. Its standard legal agreement for data-sharing is publicly available from the Data Quality Campaign (see Appendix C10 for a sample Memorandum of Understanding

(MOU)), and the agency is currently pursuing more than a dozen research projects with nationally known researchers. However, our website does not currently provide the particular aggregate breakdowns that researchers often require to answer their research questions. Access to our EDW would allow researchers to create their own aggregate data tables to better support investigations of the effectiveness of instructional materials, strategies, and approaches for educating different students.

Activities:

- *Build researcher access to aggregate data in the EDW.* We will build researcher access to data and reports through the EDW as part of our transition to the data mart architecture discussed in section (C)(2).
- *Develop processes and protocols for allowing researcher access.* We will expand our processes for allowing researcher access to data to accommodate EDW access.

Timeline:

	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
1. Invest in the data systems and technology necessary to support the statewide PreK–12 teaching and learning system	• Document functional, access, and performance requirements • Evaluate options and finalize architecture • Engage contractor(s), purchase licenses • Design search engine • Start pilot of vendor-built system	• Create detailed system designs • Develop and validate the system and integrate into the EDW • Continue vendor pilot	• Complete and evaluate the pilot, modify as needed • Launch Digital Library • Plan test builder rollout to all LEAs • Continue vendor pilot	• Launch test builder • Evaluate impact of state-built instructional systems versus vendor system
2. Strengthen and	• Develop a data	• Revise courses as	• Develop curricula for	• Continue course

expand educator training and supports for data use	training implementation plan • Develop training requirements • Develop curricula for growth model courses; pilot the courses • Plan approach for enhancing the capacity of district and school level data teams • Through DSACs, establish district-level pilot, 2 data teams in 12 districts/schools; evaluate and enhance the data team model as needed	indicated and make available through classes and online • Through DSACs, establish district-level data teams in 2 districts/schools; evaluate and enhance the data team model as needed	courses on the PreK–12 teaching and learning system; pilot the courses and train trainers • Continue course delivery • Launch an additional 2 data teams through DSACs	delivery • Launch an additional 2 data teams through DSACs
3. Make state longitudinal data available to researchers through the EDW	Continue existing processes of providing confidential data to researchers	Continue existing processes of providing confidential data to researchers	Develop processes and protocols for sharing aggregate data with researchers via the EDW	Build researcher data mart and begin providing EDW data to researchers
Responsible parties: Goal 1: ESE Associate Commissioner, CIO, IT program manager Goal 2: Training Project Manager, Professional Development Coordinator Goal 3: IT Director, Director of Strategic Planning, Research, and Evaluation				

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	**Actual Data: Baseline (Current school year or most**	**End of SY 2010–2011**	**End of SY 2011–2012**	**End of SY 2012–2013**	**End of SY 2013–2014**
Percent of scores from formative and interim assessments in the PreK–12 teaching and learning system returned within 24 to 72 hours	0%	0%	0%	80%	100%
Percent of **teachers** (from all LEAs) using the PreK–12 teaching and learning system and the EDW to inform instructional decisions	0%	0%	10%	25%	50%
Number of high quality district data teams created in Level 4 and 5 schools	1	3	5	7	9

(D) Great Teachers and Leaders *(138 total points)*

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals *(21 points)*

The extent to which the State has—

(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;

(ii) Alternative routes to certification (as defined in this notice) that are in use; and

(iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
  - The elements of the program (as described in the alternative routes to certification definition in this notice).
  - The number of teachers and principals that successfully completed each program in the previous academic year.
  - The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

(D)(1)(i)

Massachusetts licensure regulations allow for multiple alternative routes to initial licensure (see Appendix D1 for the relevant educator certification law and Appendix D2 for licensure regulations). The alternative routes include district-based models, the SEA, higher education institutions, professional associations, and other non-profit organizations. Unlike many states, candidates in alternative route programs receive the same initial license as those completing traditional preparation programs. Alternative routes usually provide both a residency-style experience for candidates and a streamlined path to licensure. Multiple alternative routes to administrative licensure, such as the Panel Review—a state-run portfolio-based process for career changers (employing highly accomplished educational leaders as assessors)—and a 300-hour district-based Administrative Apprenticeship—completed under the supervision of a mentor—also exist. In addition, programs like the Boston School Leadership Institute, which provides district-based licensure for aspiring principals, novice principals, and other school-based administrators, allows for expedited training and placement of administrators in high-need schools. These routes ensure high and consistent standards statewide, while the district focus allows for local flexibility in the recruitment and preparation of teachers and administrators.

(D)(1)(ii)

A total of 39 alternative route programs conforming to the USED's Race to the Top (RTTT) definition are currently approved statewide, with additional approvals pending. The Boston Teacher Residency, an alternative master's program in education that recruits and trains educators for immediate placement in Boston Public Schools, is one example of the state's commitment to innovation in high quality, practice-based pathways to teaching. Several charter schools have also developed successful school-based residency alternative routes to certification. The number of teachers and leaders prepared through alternative routes has grown steadily in recent years – up to 1037 educators (15% of newly licensed teachers) in 2008 (see Appendix D3 for a current list of the programs and data on program completion).

(D)(1)(iii)

Massachusetts has invested resources in recent years to gather data along the career continuum in order to identify, monitor, and evaluate areas of educator shortage. ESE regularly collects data on the educator pipeline from the state's Education Personnel Information Management System (EPIMS), and Educator Licensure and Recruitment system (ELAR); from Title II and state annual reporting data; and from ESE's annual survey of projected program completers, Highly Qualified Teachers (HQT) reporting, and waiver data. The planned linkage of EPIMS and ELAR in 2010 will enhance the state's and LEAs' abilities to target areas of shortage and identify patterns of inequitable distribution of effective teachers and leaders (see section (C)(2) for a description of the planned linkages across data systems).

Governor Patrick's recent Commonwealth Readiness Project illustrates the state's use of data to inform policy decisions. The Recruiting and Retaining Educators Subcommittee used retirement projections, teacher waiver data, and EPIMS to formulate a set of recommendations, including expanded recruitment efforts and incentives to teach in hard-to-staff schools and on high need subjects. These recommendations also led to the reorganization of educator policy, preparation, licensure, and leadership into a cohesive center at the Department in 2008, and helped shape the recommendations for expanding the pool and pipeline of effective teachers discussed in section (D)(3).

Massachusetts has shown a willingness to experiment with incentives, including differential pay and signing bonuses for STEM (Science, Technology, Engineering, and Mathematics) teachers, as a direct outgrowth of supply/demand data analysis. The 2008 National Council on Teacher Quality (NCTQ) *State Policy Yearbook* noted that Massachusetts is one of only 17 states meeting all goal components regarding differential pay for teachers in shortage subjects and high need schools (NCTQ 2008).

Reform Plan Criteria

(D)(2) Improving teacher and principal effectiveness based on performance *(58 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and

(iv) Use these evaluations, at a minimum, to inform decisions regarding— *(28 points)*

(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;

(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;

(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and

(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Ten pages

Massachusetts' consistently high scores on national and international assessments are testimony to the many great teachers and leaders working today in our classrooms. However, while many teachers deliver a world-class education, too many students do not receive consistently high quality instruction. Our goal is to create a system that recognizes, supports, and retains the many talented educators we have, while ensuring that every student receives great instruction and that we close achievement gaps across our state. Achieving this goal will require bold changes and new partnerships within LEAs and at the state level.

Over the next four years, we will develop and roll out a performance-based system to better develop, retain, and advance our educator workforce. This system will create a coherent approach to defining and assessing teacher and leader effectiveness, using multiple measures of impact anchored in student growth (see sections (D)(2)(i–ii)). We will work closely with LEAs and union partners to design and embed multiple measures of effectiveness into local evaluations and across the career continuum. Our intent is to attract and retain promising recruits; to support, identify and promote effective instructional practices; to provide opportunities for advancement; to provide educators with opportunities to improve; and to remove ineffective educators through fair and transparent processes.

This work will result in new local evaluation models and state licensure regulations and career ladders (see sections (D)(2)(iii–iv)), and will enable us to address equitable distribution as we expand the supply of effective educators for priority subjects and specializations (see sections (D)(3) and (D)(4)). At the same time, we will ensure that we place and retain our strongest educators in the schools where they are most needed. We will act on the results of a powerful teacher and principal survey, Mass TeLLS, to ensure that we enhance working conditions and proactively support our educators (see section (D)(3)). Finally, we will make an

unprecedented investment in educator development and supports aligned with the state's reform priorities (see section (D)(5)). By 2014, we will have an educator workforce of the highest quality and a redesigned statewide educator development system that will serve as a national model.

With 256 LEAs participating in our RTTT proposal, we have an historic opportunity to work side-by-side with stakeholders across the state to transform our educator development system and to reach a significant percentage of educators working in high need schools. Our ambitious plan to build Massachusetts' performance-based system focuses on six interrelated strategies:

1) **Measuring student growth for each individual student**
2) **Differentiating levels of effectiveness**
3) **Using effectiveness measures in educator evaluation**
4) **Ensuring evaluations include timely and constructive feedback from principals, including data on student growth**
5) **Using evaluations to inform decisions**
6) **Reinforcing effectiveness and continuous improvement through state-level reforms**

(D)(2)(i)

Strategy 1: Measuring student growth for each individual student

Goal: Continue to refine Massachusetts' approach to how individual student growth is measured and connect student growth data to individual educators.

Activities: In October 2009, Massachusetts publicly released the state's first student growth data, allowing educators to quantify how an individual student's MCAS performance had changed over time. Massachusetts measures student growth by comparing the change in a student's MCAS performance from one year to the next, relative to that of all other students who had similar previous results (the student's "academic peers"). For example, if the student performed better than 70 percent of her academic peers, she would receive a student growth percentile of 70. To measure growth for a group of students, such as a classroom, school, or district, the growth

percentiles for all students are aggregated to create a median for the group (see Appendix D4 for the October 2009 growth model report).

Students in grades 4 through 8 in 2008 or 2009 who had two or more consecutive years of MCAS results were included in the initial stage of growth reporting, along with students in grade 10 in 2009 who attended Massachusetts public schools in their eighth, ninth, and tenth grade years. The state provides educators with access to reports of student growth results by district, school, grade, and subgroup through its Education Data Warehouse, and school and district aggregate growth data are available to the public on ESE's Profiles website. At present, the state is conducting a pilot with 80 LEAs to connect student growth and achievement data to individual teacher and principal information. By the end of 2010, the state will collect this data for all principals and teachers in tested grades and subjects. Going forward, the state will continue to build out other measures of student growth including new tools for including non-tested grades and subjects. ESE will create these tools in alignment with the effectiveness work described below.

(D)(2)(ii)

Strategy 2: Differentiating levels of effectiveness

Goal: Develop statewide guidelines for assessing the effectiveness of teachers and principals through an iterative process that builds on and includes national research and development efforts, LEA pilots, and statewide networks.

We will develop valid assessments for teacher effectiveness, including impact on student growth, and new approaches to measuring principal effectiveness, including impact on student growth and on teacher effectiveness within a school. This work will be a catalyst to promote effectiveness across the entire educator career continuum and create powerful new tools for educators as they pursue their own career advancement.

Activities: Beginning in spring 2010, Massachusetts plans to convene a panel of statewide and local education leaders (including superintendents, unions, school committees, and members of the higher education community), principals, and teachers from a representative sample of LEAs and schools, along with national experts, to guide development of an approach to measuring teacher

and principal effectiveness via multiple measures, anchored on student growth data. In addition to building on current national projects, such as the Gates Measures of Effective Teaching project, we will seek input through the Education Personnel Advisory Council of the Board of Elementary and Secondary Education (EPAC) and ongoing ESE partnerships with multiple groups, including in-state groups such as the Working Group for Educator Excellence, national organizations such as the Interstate New Teacher Assessment and Support Consortium (INTASC) of the Council of Chief State School Officers (CCSSO) and the State Consortium on Education Leadership (SCEL), and Wallace Foundation-funded projects to revise principal standards (see Appendix D5 for a description of the Gates project and Appendix D6 for descriptions of these existing partnerships).

The provisional definitions of teacher and principal effectiveness will include at least three summative rating categories (from highly effective to ineffective), and at a minimum are expected to incorporate the following:

- Multiple measures of teacher/principal impact on student academic performance and growth, measured through summative and supplemental assessments (acknowledging that state assessments exist for a limited set of subjects and grade levels today, so will need to be developed as part of this work)
- Supervisor evaluations based on research-based observational tools and rubrics of professional practice
- Evidence of educator content knowledge, professional skills, cultural competency, and ongoing professional growth

Examples of other possible measures include:

- Additional student measures such as promotion, graduation and attendance rates
- Student and/or parent feedback on school and classroom experience
- Measures of school culture, conditions, and climate (such as Mass TeLLS and/or other data)

Strategy 3: Using effectiveness measures in educator evaluation

Goal: Accelerate development and implementation of evaluation models based on effectiveness measures, and ensure statewide implementation through revised evaluation regulations.

Massachusetts has not revised its educator evaluation regulations since 1995, and the regulations currently do not include any measures of effectiveness based on student performance (see Appendix D7 for current evaluation law and Appendix D8 for current evaluation regulations). Moreover, the implementation of these regulations varied in quality because the state did not provide LEAs with viable models or the necessary supports to do the work well.

Activities: Beginning in summer 2010, Massachusetts will work with LEAs to develop new evaluation models by selecting 10 representative LEAs as pilots that are interested in playing a leadership role in statewide development of these models. The majority of the pilot sites will enroll at least 50% Title I eligible students, and the sample will also include at least one urban, one rural, and one suburban district; at least one high-performing district (as identified by current student achievement and growth results); and at least one charter school or alternative LEA. Pilot LEAs will need to demonstrate buy-in from the local teachers union, principals, and school committee, and will designate a working group comprised of representatives from each group. By fall 2011, these working groups will partner with the state (supported by nationally recognized consultants and experts) to design and implement specifications for local evaluation models as well as detailed project plans, timelines, and milestones. At least one pilot program will be selected based on its willingness to implement a peer review model in its local evaluation and HR process.

The goal of the pilot project is to use the measures of effectiveness outlined above to create new local evaluation models that are high quality and financially sustainable for LEAs in the long term. The working groups will stay closely connected to national efforts, revising their models as needed to reflect emerging promising practices and validated research-based approaches. Another priority is to develop validated models that really work in our schools (not just on paper), and so the pilots will also focus on the training district and school administrators need to conduct equitable and affordable evaluations (see Strategy 4 below). Given the intensive work required to innovate and implement new models, the state will use a significant share of RTTT funds to support the LEA pilots and will also expect LEAs to allocate a portion of their own RTTT funds to this work.

These pilot projects will serve as learning labs for the state. In fall 2010, ESE will launch a set of regional networks for all participating LEAs to assess current evaluation models and HR practices, laying the groundwork for LEAs to learn from and contribute to the pilot projects. These networks will include district administrators and educator leadership, and will convene periodically during the first three years of the grant. In addition, the state will regularly hold open sessions to convene teachers, principals, superintendents, school committees, and union leadership (including state-level organizations), as well as community and business leaders to share progress reports, best practices and input into the state's revision of its regulations.

A shortcoming of the implementation of the 1995 guidelines was a lack of attention to implementation support. Through the pilots, the state will develop a set of practical local models to recommend and tools to help LEAs develop new evaluation systems. While districts will continue to have flexibility and ownership of local evaluation, the new regulations will ensure consistent use and reporting based on a common set of statewide guidelines to assess educator effectiveness. The regional networks described above will be critical in providing information and support on new evaluation practices within all participating LEAs. In addition, the state will proactively support local implementation, encouraging participating LEAs to use their RTTT funds to help offset the costs of transitioning to a new model. By 2013, with the rollout of new evaluation regulations, the state will require all LEAs to revise local evaluation systems to include the new measures of educator effectiveness.

(D)(2)(iii)

Strategy 4: Ensuring evaluations include timely and constructive feedback from principals, including data on student growth

Goal: Invest to build administrator and principal capacity to conduct evaluations and provide meaningful feedback.

A recently conducted and soon to be published study of evaluation practices in a Massachusetts urban district highlights a key issue for the state: in 2008 and 2009, less than 25% of non-tenured teachers in the district received their state-required annual evaluations and over a quarter of the district's school leaders failed to turn in any evaluations over the two-year period. Variability in the quality of local evaluations—both in terms of what is evaluated and the consistency and rigor of the evaluation process itself—is a

leadership issue that the state plans to address using RTTT funds. Specifically, Massachusetts will use RTTT funds to provide training and support to ensure that LEA administrators, principals, and other evaluators conduct regular formal and informal evaluations and provide meaningful feedback to both teachers and principals.

Activities: As described in sections (C)(3) and (D)(5), Massachusetts will undertake work to give educators access to data on their own students and provide training to help them use this data to improve instruction, inform professional development, and accelerate professional growth. In addition, the state will provide administrator, principal, and teacher evaluation training as part of the support for LEA implementation of new evaluation models. The state will contract with capable third party providers to create and deliver new regional training and tools focused on conducting and delivering fair, transparent evaluations, including online modules which will be available statewide. In the pilots, the state will also partner with LEAs to develop models for the conditions needed to make this possible, including evaluation strategies for large schools where principals may be challenged to conduct evaluations and provide regular, high quality feedback. Through the regional networks described under Strategy 3, LEAs will have the opportunity to share best practices and to work with the state and key associations to figure out innovative solutions that meet the needs of every school. The state will reinforce the importance of this professional development through changes to principal evaluation that hold leaders accountable for ensuring equitable, high quality evaluations are conducted and delivering actionable feedback to every educator (described in Strategy 2 above).

(D)(2)(iv)

Strategy 5: Using evaluations to inform decisions

Goal: Create evaluation models that drive key decisions along the career continuum by embedding measures of effectiveness into all HR practices

Activities: At least three LEAs participating in the evaluation pilots will receive financial and technical support to align the newly developed measures of effectiveness with decisions along the career continuum (from recruiting new teachers through advancing and

retaining experienced ones). Specifically, these LEAs will work with the state to refine local approaches to induction, professional development, advancement to new roles and responsibilities, professional teaching status (tenure), compensation, and the removal of ineffective teachers. In pursuing this work, the state will build on promising models from other states and LEAs across the nation as well as on homegrown models such as Springfield's "Instructional Learning Teams" and career ladder and the Brooke Charter School (a Teacher Incentive Fund site), in addition to other initiatives of promise. A statewide coalition of educators (WGEE) is already working with three districts to develop pilots to align key HR functions across the continuum and measure the impact on student achievement. They will, prospectively, be included among the ten pilot LEAs referenced in (D)(2)(ii).

Through these pilots and the regional networks of participating LEAs described in Strategy 3, the state will pursue improvements to local human resource systems to transition them from compliance to effectiveness-driven organizations. The state's current District Standards and Indicators, used to monitor and assess LEA performance, include the extent to which the LEA "identifies, attracts, and recruits effective personnel, and structures its environment to support, develop, improve, promote, and retain qualified and effective professional staff who are successful in advancing achievement for all students" (see Appendix E4 for full list of District Standards and Indicators). This standard provides a platform for the state and LEAs to promote activities that deliberately link HR practices to the guidelines for educator effectiveness. Using lessons learned from the pilot LEAs, district staff will have opportunities to conduct self-assessments of current HR practices, address the local structures and systems that impede HR functions, and share promising practices for recruitment, selection, induction, advancement, professional teaching status (tenure), and the removal of ineffective teachers. Collaboration is critical to the success of this work, and ESE will invest considerable effort in ensuring that the right people — including LEA leadership and our state and local unions — are at the table working out solutions together.

The state will also use RTTT funds to support four alternative compensation pilots among the 10 LEAs selected as evaluation pilots. The state will work with these LEAs to include performance, knowledge, professional skills, and/or willingness to take on tough assignments in addition to longevity and education attained as the bases for compensation. The state will capture learnings and best practices from these 4 pilots and continuously share them with the regional networks of participating LEAs. In support of this

work, ESE will provide these LEAs with supplemental RTTT funds to implement individual, team, and school-level incentives tied to multiple measures of effectiveness and to create new teacher leader positions and career pathways tied to the LEA's new evaluation system.

Finally, the state will also use RTTT funds to begin a statewide conversation about how changes in policies and practices may support the overall goal of ensuring that every student experiences great teachers and school leaders. In partnership with unions and other educator associations, we will collaboratively review current tenure structures, pension and benefits policies, and the prevailing "step and lane" system used in most teacher contracts. Together, we will develop and pursue a set of recommendations at both the state and LEA levels to strengthen educator effectiveness, systematically build educator capacity, improve the performance of ineffective teachers, and develop fair and streamlined approaches to removing those who do not improve.

Strategy 6: Reinforcing effectiveness and continuous improvement through state-level reform

Goal: Use measures of teacher and principal effectiveness to create a multi-tiered licensure system that is performance and portfolio-based, and create a statewide career ladder.

Activities: The revised performance-based licensure system and career ladder will include a probationary or apprentice license, initial license, professional license, and teacher leader license(s). The licensure system will be designed in close consultation with statewide stakeholders, national experts, EPAC, and state and national teacher unions. Today, licenses are not linked to an educator's performance on the job, but rather to coursework and other credentials. In parallel with new effectiveness-based evaluation regulations, the state will embed effectiveness into the licensure process, from initial through re-licensure. At a minimum, the professional teaching license of the future will likely include: measures of effectiveness; evidence of professional growth; a portfolio review based on professional teacher standards; and demonstrated content knowledge.

The state will also create a career ladder to include a range of new teacher roles and make new compensation structures possible. For example, significant work has already been done by the Massachusetts Teachers Association (MTA) to articulate a statewide

teacher pathway. MTA advocates that the state use licensure to certify and provide additional compensation to highly effective teachers interested in pursuing an "Instructional Leadership Path" with roles such as induction coach, curriculum developer, or mentor, and an "Education Management Path" for those interested in taking on additional school-level operational roles (see Appendix D9).

ESE will deliberately align work to build a statewide career ladder and performance-based licensure system with LEA adoption of the state's revised evaluation regulations, educator preparation program approval, and statewide professional development, ensuring greater coherence among processes that are currently fragmented in Massachusetts and many other states. Massachusetts will use RTTT funds to develop the licensure system, which will eventually be self-supporting through candidate fees. We will engage and seek ongoing partnerships with Massachusetts' professional educators in the development of the new career pathways and the licensure system and will also seek to include educators as trained assessors in the review of candidate portfolios.

Timelines for Strategies 1-6:

	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
1. Measuring student growth for each individual student	• ESE will finalize links across student and educator data to track student results by individual teachers and principals	• In parallel to developing measures of effectiveness, ESE will create models for measuring growth in non-tested subjects • ESE will continue to test and refine models		
Responsible parties: The ESE Director of Student Assessment Services and the Director of Planning, Research, and Evaluation will manage development and refinement of student growth model. The Center for Educator Policy, Preparation, and Licensure will hire additional personnel to oversee all strategies outlined in section (D)(2).				
2. Differentiating levels of effectiveness	• ESE will convene a panel of stakeholders to guide development of measures of effectiveness for both principals and teachers	• Measures of effectiveness will continue to be updated based on results from MA pilot programs and ongoing national work		
Responsible parties: ESE Center for Educator Policy, Preparation, and Licensure will facilitate the statewide panel, with additional input from contracted national experts, the Education Personnel Advisory Council (EPAC), and ongoing partnerships.				
3. Using effectiveness measures in educator evaluation	• ESE will work with LEAs to identify 10 LEAs to pilot new evaluation systems • LEAs will establish working groups to develop new evaluation	• ESE will provide financial support and technical assistance to pilot LEAs to implement new evaluation systems • ESE and pilot LEAs	• Pilot LEAs will continue to implement evaluation systems, with financial support and technical assistance from ESE • ESE will continue to	• All participating LEAs will be expected to revise local evaluation systems based on new regulations

	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
	system based on preliminary measures of effectiveness • ESE will update EPIMS to track LEA evaluation data	will share progress reports through regional networks	convene networks to share progress reports and collect input on new evaluation guidelines • ESE will establish new evaluation guidelines to be implemented in Year 4	
Responsible parties: ESE Center for Educator Policy, Preparation, and Licensure will oversee work and revise evaluation guidelines. All participating LEAs will be involved in the regional networks and provide input for new evaluation guidelines, while a subset of 10 LEAs will implement the new evaluation systems. National experts will also consult on development of evaluation models.				
4. Ensuring evaluations include timely and constructive feedback from principals, including data on student growth		• Regional networks described in Strategy 3 will share best practices for successful evaluation practices	• ESE will continue to convene regional networks	• ESE will provide funding to train and support principals, superintendents, and other administrators in using new evaluation guidelines
Responsible parties: ESE Center for Educator Policy, Preparation, and Licensure will convene regional networks on best practices for evaluation. The Center will contract vendors to develop training materials and sessions, including online modules, on new evaluation system.				
5. Using	• ESE will work with	• Pilot LEAs will begin	• Regional networks will	• ESE will share best

	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
evaluations to inform decisions	LEAs to identify 3 pilots to align HR practices and 4 pilots to implement models of alternative compensation	implementation, with financial support and technical assistance from ESE	identify and codify best practices for aligning HR practices, informed by results from pilot	practices and support work at all participating LEAs to align HR practices and compensation with new evaluation guidelines
Responsible parties: ESE Center for Educator Policy, Preparation, and Licensure will support pilot LEAs and convene regional networks to share results. Pilot LEAs will lead efforts to use evaluations for key HR decisions related to promotion, compensation, and professional development.				
6. Reinforcing effectiveness and continuous improvement through state-level reforms	• ESE develops framework for new tiered licensure system, including performance assessments and career ladders	• ESE continues to define licensure system, informed by results of measures of effectiveness developed by pilots	• ESE seeks approval by Board of Education for new licensure system and develops implementation plans for rollout of performance assessments • ESE begins rollout of new initial licensure process	• ESE rolls out performance assessments for professional licensure, re-licensure and career ladders
Responsible parties: ESE Center for Educator Policy, Preparation, and Licensure will develop licensure framework in conjunction with national experts and statewide stakeholders.				

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	**General goals to be provided at time of application:**	**Baseline data and annual targets**				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	0%	100%	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0%	0%	4%	33%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0%	0%	4%	50%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	-	-	-	-	-
(D)(2)(iv)(a)	• Developing teachers and principals.	0%	0%	4%	33%	100%
(D)(2)(iv)(b)	• Compensating teachers and principals.	0%	0%	2%	2%	25%
(D)(2)(iv)(b)	• Promoting teachers and principals.	0%	0%	1%	1%	50%
(D)(2)(iv)(b)	• Retaining effective teachers and principals.	0%	0%	1%	25%	100%
(D)(2)(iv)(c)	• Granting tenure and/or full certification (where applicable) to teachers and principals.	0%	0%	1%	25%	100%
(D)(2)(iv)(d)	• Removing ineffective tenured and untenured teachers and principals.	0%	0%	1%	25%	100%

The state has set ambitious goals for measuring and strengthening the effectiveness of its educator workforce, based on the Strategies laid out in section (D)(2).

Criteria (D)(2)(i)
As described in Strategy 1, the state currently measures student growth through the growth model. This data will be available statewide, and thus to all participating LEAs, by the end of Year 1 of RTTT.

Criteria (D)(2)(ii)
As described in Strategy 3, a set of 10 pilot LEAs, representing 4% of participating LEAs, will take a leadership role in using measures of effectiveness in their evaluation systems by the end of Year 2. Through the LEA regional networks, the state expects that a larger share of participating LEAs will implement new evaluation systems for teachers and principals in Year 3. By Year 4, all participating LEAs will be required to have a qualifying evaluation system in place as a result of the revised statewide evaluation regulations.

Criteria (D)(2)(iv)(a-d)
A subset of the evaluation pilots will use evaluation systems to inform decisions along the career continuum. In Year 2, all pilot LEAs will be expected to use evaluation to inform development; among these, 4 pilot LEAs (representing 2% of participating LEAs) will use evaluation to inform compensation while another 3 pilot LEAs (representing 1% of participating LEAs) will use evaluation to inform promotion, retention, tenure and removal. In Years 3 and 4 the state will expect an increasing percentage of participating LEAs to inform decisions via qualifying evaluation systems.

General data to be provided at time of application:	

Total number of participating LEAs.	256
Total number of principals in participating LEAs.	1,382
Total number of teachers in participating LEAs.	53,933
Note: Headcount data on principals and teachers is for school year 2008-2009.	

Criterion	**Data to be requested of grantees in the future:**
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.
(D)(2)(iii)4	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.

4 Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	[redacted]
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

(D)(3) Ensuring equitable distribution of effective teachers and principals *(25 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; *(15 points)* and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. *(10 points)*

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals,

activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

Recommended maximum response length: Three pages

Massachusetts is embarking on an ambitious course to both increase the supply of effective teachers in hard-to-staff subjects and specialty areas and to ensure the equitable distribution of effective educators, particularly in high poverty and high minority schools. We recognize that efforts to increase the supply are only as effective as the retention supports available for great teachers and leaders once they are inside our schools, and so will also address working conditions and leadership development as part of this work. Massachusetts has identified four key strategies, which the state will build upon and accelerate using RTTT funds:

1) **Publish and monitor data regarding educator effectiveness**
2) **Expand the supply of effective educators through recruitment and preparation initiatives**
3) **Concentrate placement of effective educators in lowest achieving schools (this initiative will be outlined in (E)(2))**
4) **Increase the retention of effective teachers**

Strategy 1: Publish and monitor data regarding educator effectiveness

Goal: Monitor and publish data regarding educator effectiveness and distribution annually through the "Status of Educator Workforce" report.

The first step in diagnosing and addressing the distribution of effective educators is to have a clear picture of the current state of the system and to monitor key supply, demand, and distribution trends by LEA, school, student characteristics, and other priority indicators. Massachusetts is already developing the "Status of the Educator Workforce" report with the goal of publishing the first edition in summer 2010 and annual publications thereafter (see Appendix D10 for further description of the report).

Activities: Massachusetts will develop the first report in 2010 for all LEAs and schools, using proxies for teacher and leader effectiveness (for example, % highly qualified, % of teachers on waivers, and % of teachers with less than three years of experience). While these are not robust measures of effectiveness, they will provide the state with an initial picture of trends within the educator workforce. In subsequent years, student growth data and educator effectiveness measures will be incorporated into the report. While Massachusetts does not expect to use RTTT funds for the report, the report will be a critical source of information for subsequent initiatives to address equitable distribution, educator effectiveness, and other policy priorities.

Timeline:

	Year 1 (2010–2011)	Years 2–4 (2011–2014)
Publish and monitor data regarding educator effectiveness	ESE will complete first report, using proxies for educator effectiveness	• ESE and partners will use report results to inform efforts to build educator pipeline and distribute educators equitably, including revision of its statewide plan for equitable distribution • ESE will continue to publish annual reports, including data on teacher and principal effectiveness as available from work in (D)(2)
Responsible parties: In partnership with the state Board of Elementary and Secondary Education and the Education Personnel Advisory Council (EPAC), ESE will develop, manage and fund this work. LEAs will submit data and distribute the report locally as appropriate.		

Strategy 2: Expand the supply of effective educators through recruitment and preparation initiatives

Goal: Expand the supply of effective educators through intensive recruitment and preparation initiatives aimed at increasing the number and diversity of academically talented candidates entering teaching, particularly those specializing in STEM, special education, English language learners and by developing improved models of recruitment, preparation, and induction.

Given critical shortages in high need areas, Massachusetts seeks to increase the diversity, cultural competence and academic caliber of candidates entering education. ESE will use RTTT to expand the pool of these candidates and to strengthen the educator pipeline (which includes recruitment, preparation, selection, and induction) through investment in a limited number of highly leveraged, research-based initiatives. This strategy will help ensure that newly prepared teachers have the necessary knowledge and skills to be effective in the state's increasingly diverse classrooms, and that the state develops transformative models for educator preparation that will influence all programs via revised approval regulations (see section (D)(4)). Massachusetts is already planning a statewide diversity summit to identify issues and action steps needed to increase the effectiveness, diversity, and cultural competence of the current and future workforce and to link these issues explicitly to closing statewide achievement gaps.

Activities: Through the regional Readiness Centers, ESE will connect with P-16 education leadership and local communities, analyze educator workforce data, and identify the highest priority gaps in each region of the state (see Appendix D11 for a description of the Readiness Centers). In response to these needs, Massachusetts will use RTTT funds to expand the number of high-quality pathways for potential teachers and principals via targeted initiatives, including the following: a) pre-collegiate recruitment initiatives; b) pathways for students in community colleges, including articulation agreements between two- and four-year colleges; c) initiatives for school paraprofessionals and teacher aides in SPED and ELL settings; d) outreach to college students not currently on the path to teaching; e) programs to attract midcareer candidates into teaching; f) support for a limited number of pilot programs designed to build the pipeline for educators in critical shortage areas and create model practice-based programs.

To do this, ESE will manage a competitive RFP process to source regional and statewide initiatives aligned with these strategies. At present, Massachusetts has several strong initiatives already in place and the RFPs, one each for teacher and principal programs, will enable the state to expand and strengthen homegrown models and spur additional innovation. The RFP process will give preference to initiatives that recruit, prepare, and place academically talented and diverse candidates in cohorts via practice-based and residency models; provide extended induction support, including increased collaboration between LEAs and preparation programs during the first two years of a teacher's placement; emphasize content and pedagogical knowledge; and utilize community-based financial and nonmonetary incentives to attract and retain candidates. ESE will also prioritize existing models with proven or highly promising results (for example, scaling the Boston Teacher Residency program already or importing programs such as UTeach), a commitment to ongoing evaluation of program outcomes, and a reliable ongoing funding source identified. In total, ESE expects to increase the statewide supply of effective teachers and principals in high priority areas by at least 650 by Year 4 through the RFP process, and further increase the number of effective educators through more systemic changes in educator preparation. Finally, ESE will create a clearer source of information for potential candidates through revision of the GEM (Gateway for Educators of Massachusetts) and MECC (Massachusetts Educator Career Center) websites.

Timeline:

	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
Expand the supply of effective educators through recruitment and preparation initiatives	• ESE will use the Status of the Educator Workforce report and work through Readiness Centers to identify and prioritize gaps in the educator workforce ESE will revise GEM and MECC with consultant help and manage the statewide RFP process	• Through RFPs, ESE will launch recruitment initiatives and provide grants for new preparation programs • ESE will convene statewide summit on educator diversity	• ESE will continue to fund initiatives, monitoring and reporting initial results • ESE will identify initial promising practices to inform LEA recruitment strategies and revise standards for preparation programs	• ESE will continue to fund initiatives, assisting LEAs and other stakeholders in developing plans for ongoing sustainability
Responsible parties: ESE staff, including two new staff members hired to oversee recruitment and equitable distribution initiatives, will manage the program in collaboration with the Readiness Centers and LEA working groups. ESE will provide funds for the RFPs through its portion of Race to the Top dollars and participating LEAs will be required to fund an increasing share of local ongoing costs to ensure successful transition from the state to the local community by the end of Year 4.				

Strategy 3: Concentrate placement of effective teachers and leaders in lowest achieving schools

In section (E)(2), Massachusetts outlines an approach to developing a corps of teachers and leaders for placement in the state's lowest achieving schools.

Strategy 4: Increase the retention of effective teachers

Goal: Increase the retention of effective teachers by improving educator working conditions in the state's lowest performing schools, including additional induction support for new teachers in high need schools and/or hard-to-staff subjects.

Massachusetts will ensure that teachers work in learning environments that support their ability to be highly effective, especially teachers working in high need schools.

Activities: In March 2008, more than 40,000 Massachusetts teachers and principals participated in Mass TeLLS, a survey of teaching and learning conditions in the Commonwealth. Mass TeLLS is an important asset in the state's ongoing efforts to recruit and retain effective teachers, and the state will use RTTT funds to implement the survey in 2010 and 2012 as a way to measure progress toward achieving our goals. The state will encourage LEAs to create teams of teachers, school leaders and statewide union representatives to create actionable plans to improve working conditions in a subset of low-performing schools. The state will identify and share promising practices with all LEAs through the six regional District and School Assistance Centers (DSACs) and with principal development programs and networks so that emerging school leaders can benefit from what the teams develop and learn (see (D)(5)).

Massachusetts will also use RTTT to pursue new, innovative online hybrid approach strategies to providing induction support to new teachers, particularly those in low-performing schools or working with high need populations such as special education and English language learners, building off of existing state and national models. Such models pair trained mentors with new teachers via the use of both face-to-face observation and mentoring, and online support and critique of videotaped lessons. For experienced teachers working in these schools, Massachusetts will offer supplemental funds towards National Board for Professional Teaching Standards Certification for 500 teachers. Teachers who pursue National Board certification may be offered lead roles to support new teachers through induction programs. Massachusetts will also encourage LEA's to use RTTT funds so that teams of new and experienced teachers working in low performing schools can access NBPS' *Take One* program to support their own professional development and growth.

Timeline:

	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
Increase the retention of effective educators	• ESE and the Mass TeLLS coalition will conduct a second survey • LEAs will form teams to focus on working conditions initiatives • ESE will launch support for National Board certification, which will continue all four years	• ESE will launch online hybrid induction initiative, which will continue for three years	• ESE and the Mass TeLLs coalition will conduct a third survey	• Mass TeLLS initiatives on working conditions complete final year, sharing results for other schools to adopt and implement
Responsible parties: ESE will partner with the Mass TeLLS coalition to contract with a survey vendor to administer and analyze Mass TeLLS. LEAs and school-level working teams will be responsible for designing, implementing, and monitoring school-level intervention plans on working conditions. ESE will oversee induction and National Board initiatives in high need schools.				

Performance Measures for (D)(3)(i) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year or	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	10%	N/A	N/A	13%	20%

Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	20%	N/A	N/A	24%	30%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	35%	N/A	N/A	25%	15%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	15%	N/A	N/A	13%	10%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	10%	N/A	N/A	13%	20%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	20%	N/A	N/A	24%	30%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	35%	N/A	N/A	25%	15%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	15%	N/A	N/A	13%	10%

At present, Massachusetts does not have a statewide methodology measuring educator effectiveness, nor does the state link individual educators with student growth information in all LEAs. The development of an approach to differentiate effectiveness based on multiple measures is central to the state's RTTT proposal (see section (D)(2)). Based on the plan we have laid out, we expect to be able to measure effectiveness, via multiple measures, by the end of Year 3 of the grant.

The baseline measures above are informed by benchmarks from other districts and states (Pittsburgh Public Schools 2009; Teacher Advancement Program 2009; Tennessee Department of Education 2007; The School District of Palm Beach County 2009). We have further adjusted the benchmark estimates given our history of high student achievement. We also cannot ignore the socioeconomic realities that exist in the state, and thus the baseline measures show a gap between effectiveness in high-poverty, high-minority schools and low-poverty, low-minority schools. The gap reflects the additional challenges faced by educators in high-poverty, high-minority schools where the ability to make an impact is influenced by the socioeconomic status of their students. It also reflects the higher percentage of teachers on waivers in these schools, and the typically higher patterns on turnover these schools experience.

The targets set in Years 3 and 4 represent the state's aspiration to dramatically improve the effectiveness of both teachers and principals. In particular, the targets signal the state's intent to:

1) Increase the number of highly effective teachers and principals
2) Decrease the number of ineffective teachers and principals
3) Close any existing effectiveness gaps across schools

As Massachusetts develops and launches its approach to measure of effectiveness, working in conjunction with the partners described in section (D)(2), the state will revisit these performance targets and recalibrate as appropriate.

(See Appendix D12 for a definition of high-poverty and high-minority schools.)

General data to be provided at time of application:	

Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	509
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	1,335
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	20,415
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	17,617
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	485
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	454
Note: Data above, including headcount data on teachers and principals, is for school year 2008-2009. See Appendix D12 for a definition of high-poverty and high-minority schools.	
Data to be requested of grantees in the future:	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	

Performance Measures for (D)(3)(ii) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of mathematics teachers who were evaluated as effective or better.	75%	N/A	N/A	79%	88%
Percentage of science teachers who were evaluated as effective or better.	75%	N/A	N/A	79%	88%
Percentage of special education teachers who were evaluated as effective or better.	65%	N/A	N/A	70%	85%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	65%	N/A	N/A	70%	85%

As noted above in the performance measures for (D)(3)(i), Massachusetts does not currently have the ability to measure the effectiveness of its educator workforce and expects to have an approach to measure effectiveness via multiple measures by Year 3. In absence of a true baseline, the performance measures set above signal the state's intent to pursue significant gains in the percentage of effective teachers statewide, while closing any existing gap in the effectiveness of teachers across all subjects and specialty areas.

The estimated baseline and annual targets reflect some of the challenges faced by teachers in certain subject and specialty areas. The effectiveness of all math and science teachers is expected to be roughly equal to the average effectiveness across the state (as estimated for (D)(3)(i)), since teachers in these subjects are spread across all schools. Notwithstanding, the percentage of teachers on waivers in these subjects tend to be higher than in other teaching fields. Finally, estimates for teachers of special education and English language learners (referenced as language instruction educational programs above) are set at the same levels as high-poverty, high-minority schools in (D)(3)(i), recognizing that these groups face particular challenges and that the percentage of teachers on waivers is highest among this group.

General data to be provided at time of application:	
Total number of mathematics teachers.	6,988
Total number of science teachers.	5,303
Total number of special education teachers.	8,224
Total number of teachers in language instruction educational programs.	1,527

Note: Headcount data on teachers is for school year 2008-2009.

Data to be requested of grantees in the future:	

Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	[redacted]
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

(D)(4) Improving the effectiveness of teacher and principal preparation programs *(14 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

High quality preparation pathways in Massachusetts are critical for preparing the next generation of great teachers and principals. The Department of Elementary and Secondary Education approves 90 organizations throughout the state, both traditional and

alternative (as defined in this proposal). However, the state does not adequately hold programs accountable for the effectiveness of its graduating teachers and principals.

Goal: Define measures of effectiveness for preparation programs and align the program approval process to these measures.

The state will develop and implement a transparent system of accountability for preparation programs that is anchored in the effectiveness of program graduates. This accountability system will align with new educator standards and be informed by the measures of effectiveness developed in section (D)(2). New preparation approval standards will require stronger partnerships between institutes of higher education (IHEs) and LEAs, practice-based models of preparation, and a tighter integration between preparation and induction during the first two years of a teacher's placement. Pilots for these models will be developed through the RFP program discussed in the previous section. The result will be programs better aligned with the state's educator workforce needs, including greater selectivity in admissions, as well as stronger preparation in content knowledge, pedagogy, and cultural competency.

Activities: Massachusetts has already begun work to increase the accountability of preparation programs. Through a partnership with 12 representative preparation programs, ESE is piloting a new program approval process that is based on outcome indicators, and will be aligned with measures of effectiveness as they are developed. Draft Effectiveness Indicators and a Preparation Program Report Card have been outlined, and will incorporate evidence of student growth and district collaboration programs (see Appendix D13 for a list of programs involved in the pilot, Appendix D14 for a draft program Report Card, and Appendix D15 for draft Effectiveness Indicators). Through the statewide pilots, ESE will develop a transparent statewide accountability system, anchored in measures of student achievement and growth of program graduates, that includes web-based public reporting for all preparation entities and new program approval regulations.

Timeline:

	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
Improve the effectiveness of preparation programs	• ESE will conduct a NY Pathways-style study of a sample of programs to assess program completers' impact on student learning • Based on results from study and work in (D)(2), ESE will refine effectiveness indicators	• ESE will use effectiveness indicators to modify regulations	• ESE will conduct statewide conferences to provide assistance on new requirements • ESE will manage updates to ELAR to create a platform for capturing new approval evidence	• ESE will roll out new requirements for existing programs • ESE will complete 20 visits each year, completing reviews with the new approval process by 2016
Responsible parties: ESE staff, including one new FTE, will engage national experts and statewide stakeholders to refine effectiveness indicators and develop new program approval process. ESE will hire staff and contractors to make the technology changes needed to support the work above, including assigning a Massachusetts Education Personal Identifier (MEPID), integrating ELAR in the Education Data Warehouse, and updating ELAR based on changes to the licensure system.				

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	0%	0%	60%	100%

Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	0%	0%	20%	100%

As described in section (C)(2), the state plans to link the databases for students (SIMS), teachers (EPIMS), and licensure (ELAR) in order to collect data on the effectiveness of a preparation program based on its graduates' impact on student growth. This data will become publicly available beginning in Year 3 of Race to the Top, starting with programs that have at least 20 educators completing the program each year (to ensure a fair and reliable sample size). By Year 4, the state will have at least two years of data for each program and so expects to publicly report such data for all of its approved programs.

General data to be provided at time of application:	
Total number of teacher credentialing programs in the State.	73
Total number of principal credentialing programs in the State.	33
Total number of teachers in the State.	75,356
Total number of principals in the State.	1,901

Note: Data above, including headcount data on teachers and principals, is for school year 2008-2009.

Data to be requested of grantees in the future:
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.

Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	[redacted]
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	

(D)(5) Providing effective support to teachers and principals *(20 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

(D)(5)(i)

Strategy 1: Enhance the statewide professional development system

Goal: Ensure that every Massachusetts educator has access to effective professional support and development opportunities aligned with the state's reform agenda, including using the PreK–12 teaching and learning system, addressing the specific needs of lowest achieving students, and embedding measures of effectiveness in evaluation, licensure, and re-licensure.

In Massachusetts, as in many states, the quality of professional development (both the content and the providers) varies enormously. The most recent Mass TeLLs survey found that less than half of Massachusetts educators believe that the professional supports s/he receives provide the knowledge and skills to teach effectively (Hirsch 2008). To close the achievement gap, Massachusetts must use RTTT funds to make an unprecedented statewide investment in educator development. For maximum impact, the supports available to educators must be both connected to the state's overall reform agenda and grounded in research about what it really takes for professional development to make a meaningful impact on how educators craft daily practice in schools and classrooms.

Massachusetts will use RTTT funds to enhance a statewide professional development system that focuses on instructional leadership for school and district leaders and on individualizing and differentiating instruction for classroom teachers. The system will provide supports to drive statewide implementation of the PreK–12 teaching and learning system, including the model curriculum and unified assessment system (see sections (B)(3) and (C)(3)); close the achievement gap in all seven content areas through focused investment in educator content knowledge (particularly adolescent literacy and STEM subjects) and five instructional strategies (using student data to make decisions, "backwards design" of curriculum, universal design, English as a second language, and cultural competence); and reinforce improvements to LEA evaluation models and the state's licensure system (see sections (D)(2) and (D)(4)).

In recent years, Massachusetts has built the foundation for this significant RTTT investment. This foundation includes state regulation requiring induction programs for new teachers and completion of individual professional development plans (IDPDs) as part of license renewal. The state has also developed high quality courses and institutes in several high need areas critical to closing the achievement gap (including adolescent literacy and STEM, ELL, and cultural competence). To distribute this content, ESE has begun to build out several delivery channels, including DSACs and Readiness Centers, relationships with strong public and private vendors, online and hybrid face-to-face/online versions of several institutes and courses, and ESE-convened networks of urban leaders focused on literacy and STEM. In collaboration with educators in several large urban LEAs, ESE has also developed a new suite of tools and resources focused on data-driven instruction and decision making ("Professional Learning Communities" or "PLCs") in high

need schools. ESE has also partnered with the National Institute for School Leaders (NISL) to customize its two-year program for school leaders focused on strategic instructional leadership.

Activities: ESE will collaborate with LEAs and practitioners in the field to expand and enhance this system of professional development and support by: a) selecting vendors and organizational partners to create a system that supports Massachusetts educators in the acquisition of the core knowledge and skills needed to make effective use of the PreK–12 teaching and learning system, meet the needs of lowest achieving students, and embed educator effectiveness into LEA and school practices; b) working with these providers to develop the system while simultaneously piloting it in schools and districts; c) rolling out the system statewide while refining the offerings and strengthening a set of cost effective and accessible channels that we believe are critical to delivering the support educators will need and d) evaluating the effectiveness of professional supports and incorporating revised educator development guidelines into local evaluation and licensure systems (see section (D)(5)(ii)). To ensure that the state's investment is sustained beyond the grant, ESE will prioritize development of content and delivery mechanisms that encourage networking within and between LEAs, offer low-cost solutions (including online and hybrid models), and build the capacity of partners and LEAs to carry the work forward locally.

Implementation support will occur through six channels, building on ESE's knowledge and experience base to date. ESE will use the tiered approach described below to maximize the number of educators reached statewide, while also providing more intensive, concentrated support to low-performing LEAs and schools.

1. Free online modules and videos available through the Digital Library: RTTT funds will support ESE's work with local educators and educational partners to develop a set of online resources hosted in the Digital Library, including basic technical training on using the PreK–12 teaching and learning system and video examples of high quality instruction. Investments include online/video resources focused on introducing the model curriculum units and the interim, formative, and curriculum-embedded assessments, and modeling strategies for implementation in classroom practice. Once developed with RTTT funds, ESE commits to maintaining these resources and providing free access to teachers and principals in Massachusetts and

worldwide. Professional development in high priority areas will be supplemented by online resources and/or made available as online or hybrid, e.g., scaling training on working with English language learners by codifying and delivering existing content to a broader set of educators.

2. Statewide and regional convenings to launch new products and services: ESE will use existing statewide and regional convenings, including the annual Curriculum Summit and DSAC Awareness Sessions (see Appendix D16 for a menu of current offerings at the DSACs), to introduce the new PreK–12 teaching and learning system statewide. Similar forums will be utilized to refine and share the new evaluation models and licensure requirements that are part of the state's revamped approach to educator effectiveness (see section (D)(2)).
3. Regional networks to build leadership capacity at the LEA and school levels: RTTT funds will be used to expand capacity of the six DSACs to create regional networks of LEA and school leaders (including curriculum directors, principals, and instructional coaches) that focus on systemic implementation of the PreK–12 teaching and learning system, including sharing strategies for data-driven decision making and establishing a culture of continuous improvement (see (C)(3) for DSAC data team targets). This also includes expansion of successful regional networks focused on educator content knowledge, including the Massachusetts ESE/Intel Math Initiative. Through regional networks described in section (D)(2), LEA administrators and school leaders will also be able to participate in training and ongoing support for effective supervision and evaluation. These networks will also be used to conduct needs assessment, creating a feedback loop between LEAs and the state to ensure the right supports are available.
4. Intensive professional development institutes: ESE will make targeted investments to scale successful models of intensive professional development in low-performing schools and districts. Building on the successful and longstanding statewide Professional Development Institute program, funds will be used to expand the capacity of the regional Readiness Centers to convene K–12 educators with institutes of higher education and other high quality vendors for professional development that focuses on priority educator content areas (such as the STEM fields), and with community-based partners for professional

development that focuses on student supports and cultural competence. ESE will also use RTTT funds to assess and expand a NISL-like, 24-month professional development cohort for LEA and school administrators to reinforce the role of the principal as instructional leader and emphasize the importance of strategic, data-driven leadership.

5. Regional training to support use of ESE-developed tools and resources: ESE will use DSACs for a "train-the-trainer" approach to roll out to teachers the technical knowledge and skills required to make use of the PreK–12 teaching and learning system, including training on how to access, interpret, and act on the results of formative and interim assessments. Through this same channel, ESE will provide more implementation support for effective use of the Education Data Warehouse (see section (C)(2)), the new competency-based tracking system being developed as part of the Certificate of Occupational Proficiency initiative for vocational technical programs (see section (B)(3)), and the Professional Learning Communities tools described below.
6. Job-embedded professional development through Professional Learning Communities: RTTT funds will enable statewide strengthening of collaborative professional development that improves practices in local contexts. ESE will expand its Professional Learning Communities (PLC) tools—which currently include Learning Walks and Data Teams—to include modules focusing on the teaching and learning system and to scale these tools to a larger number of LEAs (see Appendix D17 for a description of the PLC vision and tools). ESE will continue its pilot work with at least 3 LEAs in order to test and codify the PLC tools, and then use RTTT funds to provide technical assistance to at least 30 LEAs in order to accelerate widespread adoption. In Level 4 schools, ESE will also support intensive onsite training on implementation of the PreK–12 teaching and learning system and fund work with proven partners on data-driven, tiered instruction and social-emotional and behavioral supports (see section (E)(2) for a description of these Priority Providers). The ESE will make these tools, materials, and protocols available for free and build capacity among partners to support local PLCs with high impact areas of focus, similar to the way that the Mathematics Learning Community program has been developed and disseminated.

Timeline:

	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
Enhance the statewide professional development system	• Continue to build delivery infrastructure for professional supports, including DSACs and Readiness Centers • Work with field to identify the highest priority knowledge and skills and to map these to specific programs and activities; begin developing and piloting professional development system • Build online/hybrid tools and plan initial set of statewide institutes • Launch PLC pilots	• Continue to develop professional development system and pilot delivery in targeted districts through appropriate channels, including DSACs, Readiness Centers, and networks • Continue PLC pilots and begin to capture learning for dissemination with other LEAs	• Roll out and refine professional development system • Begin PLC work with 30–40 other districts, with a focus on data driven instruction	• Continue significant investment in implementation of priority content and channels • Provide statewide training on evaluation system to school leaders and teachers

Responsible parties: Existing staff at ESE will manage LEAs and vendors to develop much of the core content, and will fund DSACs and Readiness Centers to deliver much of the regional and LEA-based supports. LEAs will have the opportunity to use a significant portion of their RTTT funds to enable administrators and educators to participate in the most relevant, high impact activities given the particular needs of LEAs and school teams.

(D)(5)(ii)

Strategy 2: Hold ESE, providers and LEAs responsible for providing effective professional supports

Goal: Hold ESE, providers, and LEAs responsible for providing effective professional supports aligned with the state's priorities and ensure that all teachers and leaders have access to differentiated supports as they progress along the career continuum.

ESE will use RTTT funds to develop sound processes for assessing the impact of professional supports and will use existing LEA and state levers to shift the flow of funds toward high-quality providers.

Activities: ESE will use the National Staff Development Council's (NSDC) Standards Assessment Inventory as a starting point for evaluation of professional development efforts at the state level. ESE will conduct the NSDC survey in a representative subset of schools to assess the match between professional development practice, student needs, and NSDC's Standards for Staff Development, the widely recognized "gold standard" for the design of professional development (see Appendix D18 for a copy of the Standards for Staff Development). Results from this work will provide the state with a baseline of quality against which to monitor progress and will allow ESE to collaborate with LEAs to conduct an initial audit of providers across the state.

Building on the work of NSDC and the increased availability of educator effectiveness data, ESE's Office of Planning, Research, and Evaluation (OSPRE) will use part of the state's RTTT funds to develop, pilot and refine standards for effective professional development and a set of processes and tools that the state and LEAs can use to assess the impact of professional supports on educator practice. By the third year of RTTT, ESE's Center for Targeted Assistance will make these tools available through the regional DSACs and will collaborate with other agencies to provide technical assistance. Specifically, ESE Offices responsible for major

grants in priority RTTT areas including Special Education, Literacy, Title I, English Language Acquisition, Science and Technology/Engineering, and Mathematics will encourage the use of common standards and tools as ways to meet grant evaluation requirements for professional development. Going forward, the Center for District and School Accountability will ensure that district review teams recognize use of the tools as an example of "best practice" in meeting district standards for human resource management and program evaluation and ESE will highlight the processes and tools in the district self-assessment protocol made available to districts in anticipation of their reviews. As a result of these efforts, by the end of the RTTT grant period 80% of districts will have used one or more of the professional development assessment tools and experienced their value first hand. Over time, the state and participating LEAs will be able to identify those activities and vendors with the largest positive impact on educator effectiveness and student growth and ESE will revise the state's preferred provider list to include only those vendors and activities.

Through its work with LEA human resource staff, ESE will further support LEAs in revising current approaches to professional development at the individual, team, school, district, and state levels to ensure that they reinforce the priorities outlined above. ESE will ensure that the new statewide approach to standards-based professional learning is linked to the work on measures of effectiveness, evaluation, licensure, and career ladders. By Year 4 of the grant, ESE will revise professional development regulations and guidelines in concert with changes in evaluation, licensure, and relicensure. The state's enhanced career ladder will also reinforce this movement toward quality providers and supports by rewarding educators who demonstrate proficiency in these areas with additional opportunities to participate in leadership networks and to deliver job-embedded training at their schools.

Timeline:

	Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
Hold ESE, providers and LEAs responsible for providing effective professional supports	• Conduct NSDC survey in representative sample of schools and LEAs • Use survey results to inform initial	• In regional networks (described in (D)(2)), include IPDPs and professional supports in revisions to the career continuum	• Update professional development requirements related to licensure and seek board approval • Explore approaches to	• Continue to refine approach to evaluating effective professional supports; share findings across DSACs, Readiness Centers, and

	preferred provider list		link effectiveness data with professional supports; share findings across DSACs, Readiness Centers, and other networks • ESE will conduct second NSDC survey	other networks • Implement licensure and relicensure regulations linked to performance, measures of effectiveness, and professional growth • Revise professional development regulations and guidelines
Responsible parties: Existing staff at ESE OSPRE will oversee work to develop metrics to evaluate professional supports as part of the overall Race to the Top program evaluation strategy described in section (A)(2) and will work closely with the Center for Education Policy, the Center for Targeted Assistance, and the Center for School and District Assistance – as well as other grant offices within the agencies. ESE will also convene LEAs, IHE, DSACs, and Readiness Centers to monitor use and effectiveness of supports over time and will ensure alignment between professional supports and changes to evaluation models and state licensure regulations.				

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Percentage of LEAs using ESE-developed tool and processes to evaluate the impact of professional supports	0%	0%	10%	25%	80%

(E) Turning Around the Lowest-Achieving Schools ***(50 total points)***

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs *(10 points)*

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

Recommended maximum response length: One page

(E)(1)

New statutory authority:

Schools: A new Section 1J of Mass. Gen. Laws, c. 69, passed by the Massachusetts Legislature on January 14, 2010, makes eligible for designation as underperforming (Level 4) or chronically underperforming (Level 5), on the basis of student performance data and school or district reviews, the lowest 20% of schools at each level statewide based on a measure of student academic performance to be developed by ESE. 4% (72) of the state's schools may be designated as either at any given time.(1J(a)) ***For an underperforming school (Level 4)*** the superintendent is to develop a turnaround plan (1J(b)-(g)) with approval by the commissioner (1J(b)); at the school's annual review the commissioner may in certain cases require changes to the plan, the appointment of an external partner, or a new turnaround plan (1J(k)); and when the plan expires may, among other courses of action, determine that the school is chronically underperforming (1J(l)). ***For a chronically underperforming school (Level 5)*** the commissioner creates the

turnaround plan (1J(m)) and may, if he determines certain conditions exist, appoint an external receiver to operate the school and implement the plan (1J(r)). The commissioner evaluates each school at least annually and if it has failed to meet multiple goals may appoint a receiver if one has not been appointed previously or, after a full school year, may terminate the receiver's contract.(1J(v)) The commissioner has similar options when the turnaround plan expires, or may renew the plan.(1J(w))

Districts: The new law's c. 69, s.1K, makes the lowest 10% of districts eligible for declaration by the Board as chronically underperforming, based on a fact-finding report; 2.5% of districts (7) may be so designated at any given time.(1K(a)) After such a declaration, the Board designates a receiver "with all the powers of the superintendent and school committee" (1K(a)); the commissioner and receiver create the turnaround plan (1K(b)). The commissioner evaluates the receiver's performance at least annually and may take various actions, up to termination of the receiver, depending on how well the plan's goals have been met. (1K(h))

Critical Powers under Turnaround Plans: Under the new law (1J(d),(g),(o), 1K(d),(e)), any turnaround plan may, "[n]otwithstanding any general or special law to the contrary," provide for reallocation of the budget, revision of district policies and practices, alteration of collective bargaining agreements (either after expedited bargaining with a resolution process that considers students' needs at Level 4 schools and Level 5 districts, or unilaterally at Level 5 schools), and the requirement that all staff reapply for their positions. Teachers with professional teacher status (tenure) may be dismissed under a "good cause" rather than "just cause" standard.

See Appendix E1 for all documents referenced above.

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools *(40 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and *(5 points)*

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). *(35 points)*

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

Massachusetts will invest significant time, resources, and support in a targeted set of schools and districts to break the cycle of underperformance and accelerate the gains of students most in need. In section (E)(2)(i) below, we outline the state's newly developed

process to accurately and aggressively identify our lowest-achieving schools. In (E)(2)(ii), we propose an ambitious strategy for using RTTT and other funds to close the achievement gap by changing the trajectory of our lowest-performing schools.

(E)(2)(i)

Goal: Identify the persistently lowest-achieving schools in the state.

Activities: ESE has created a process to identify those schools most in need of intervention, based on MCAS scores (both absolute performance and progress) as well as a new measure of student growth (see section (D)(2)). The process aligns with this notice's definition of persistently lowest-achieving schools. It also builds on the Framework for District Accountability and Assistance work ESE started in 2008 to redefine how Massachusetts works with districts to intervene in struggling schools (see section (A)(3) for further description of the Framework's development).

By February 8, 2010, Massachusetts will announce the 36 persistently lowest-achieving schools that are the focus of our initial turnaround work (2% of all schools). Located in 9 urban districts, with more than half in the Boston and Springfield districts, these 36 schools will be the first schools identified as Level 4 in ESE's rollout of the framework. We will announce the schools as part of the Title IG competitive grant opportunity, with these schools receiving the highest priority for these funds. Each district will be responsible for achieving accelerated improvement in these 36 schools, aided by strong ESE guidance and support, Title IG resources, and increased authority to act. As early as 2012, ESE will designate Level 4 schools that fail to achieve ambitious annual benchmarks after two or more years as Level 5 schools. At Level 5, ESE will assume major responsibility and authority to implement turnaround strategies for dramatic improvement. Projected annual targets for the number of Level 4 and 5 schools are included in the performance measures table at the end of this section.

Timeline: The Framework for District Accountability and Assistance, its standards and indicators, accountability tiers and complementary assistance tools and strategies, and the measures to identify schools are already in place. The framework will be refined as ESE learns from its initial implementation. (See Appendices E2-E6 for a schematic of the Framework, the membership of

the stakeholder groups involved in its development, the associated District Standards and Indicators, the associated Conditions for School Effectiveness, and a summary of academic research on the conditions).

Responsible parties: ESE's Center for Targeted Assistance will lead the turnaround work, drawing on knowledge and resources from other centers and units, notably the Center on Leadership and School Redesign. The initiatives described below will build on work already underway and are designed both to enhance districts' capacity to rapidly improve the performance of their struggling schools and to pave the way for even more aggressive and effective state intervention if district efforts are unsuccessful.

(E)(2)(ii)

Despite extensive statewide and national research and collaboration with leading education experts, Massachusetts has yet to find a single proven intervention strategy for every low-achieving school that ensures the three dimensions called for by Mass Insight: students' readiness to learn, teachers' readiness to teach, and leaders' readiness to act (Calkins *et al.* 2007). There is no silver bullet. To that end, our strategy calls for building expertise and capacity at the state level, within our districts, and for proven and promising partners. This approach will allow us to transform today's struggling schools but and help us prevent other schools from falling into that category in the future.

Experience and independent research (Augustine 2009, Lane 2009) support this focus on building district capacity. Given the dearth of proven turnaround operators nationally and the state's history of local control, rapid and sustained school turnaround depends on robust district systems of support. Districts must successfully manage the implementation of at least one of the four intervention models—a role that is particularly important for the transformation model, which relies on district decision-making and successful changes to evaluation systems, incentives, governance, and schedules. More specifically, the districts must learn to support school leaders in a focused way rather than distracting them with endless lists of initiatives and light touch improvement strategies. Accordingly, a coherent state strategy cannot ignore the district deficiencies that have contributed to persistently low-achieving schools.

Massachusetts will use RTTT funds to pursue four interconnected strategies to build state and district capacity to turn around the persistently lowest achieving schools, and to prevent others from falling into that category in the future:

1. **Develop a specialized corps of turnaround teacher and leader teams**
2. **Build the capacity of proven partners to support struggling schools**
3. **Build district capacity to intervene in struggling schools**
4. **Develop, attract, and manage lead partners and turnaround operators**

Additional investments to scale up the regional DSACs will provide targeted professional development to help teachers and leaders in smaller districts prevent more schools from entering Level 4 (see section (D)(5)).

Strategy 1: Develop a specialized corps of turnaround teacher and leader teams

Goal: Accelerate the flow of highly effective teachers and leaders into turnaround schools by recruiting, training, supporting, and retaining a corps of Massachusetts turnaround teachers and leaders committed to turning around our persistently lowest-achieving schools.

Great principals and teachers are critical to achieving rapid improvement in low-performing schools. All four school intervention models require a pipeline of strong teachers and leaders who can be successful in persistently low-achieving schools. Existing district capacity to fulfill this need is insufficient (see Fuller and Young 2009 for data on high turnover in low-performing schools). We will build on the efforts described in section (D)(3) (focused on enhancing the supply and distribution of an effective, academically capable, diverse, and culturally competent educator workforce) by recruiting and supporting proven, experienced teachers and leaders to do this critically important work in our lowest achieving schools. Under the law just passed by the Massachusetts Legislature, those in charge of Level 4 and 5 schools—the superintendent or the commissioner or his appointed receiver—will have enhanced authority to act. The law allows all staff in Level 4 and 5 schools to be required to reapply for their positions, and allows teachers with professional teacher status (tenure) to be dismissed from the district under a good cause (legitimate business reason) rather than just

cause standard. It also provides for the alteration of collective bargaining agreements as they apply to the school, either unilaterally (for Level 5) or after expedited bargaining with a resolution process that considers students' needs (for Level 4).

Activities: ESE will work with districts, providers, and experts to identify and develop a corps of turnaround teachers and leaders, building a model with five elements: 1) recruitment/selection, 2) preparation, 3) placement, 4) support, and 5) retention. Massachusetts has a wealth of expertise and success to draw upon: urban teacher and principal residency networks, on-the-ground presence of national teacher recruiting and mentoring groups, innovative induction programs in districts, and strong professional development for instructional leaders.

Today these programs are effective but disparate and small in scale. In November 2009, ESE engaged with an initial group of providers, experts, funders, and Level 4 district leaders to outline the major components of the new model to develop turnaround teachers and leaders. Initial feedback from both partners and providers has been very positive. We will use RTTT funds to determine approaches to develop and scale preparation programs, cohort strategies for teacher and leader placement into turnaround schools, necessary induction and supports, appropriate incentives to attract and retain these educators, and the right exit strategy for the state and districts as schools improve.

- For turnaround leaders, expert consensus is that proven leaders are needed to achieve dramatic improvement at the persistently lowest-achieving schools. At a minimum, Massachusetts' approach will include a plan for the five elements listed above. Expected components of the approach include robust "executive search" to identify and recruit leaders; up to six months of training, planning, and mentoring before placement; and involvement of the principal in staff selection and planning with a team of turnaround teachers. Schools replacing their principals under the turnaround and transformation models will be able to draw on a state-supported pool of experienced, effective school leaders while a stream of new, well-trained principal candidates will be prepared to "back-fill" the positions the experienced leaders vacate.
- For turnaround teachers, we will draw on both experienced teachers with proven success in the classroom as well as the enhanced pipeline of new teachers (see section (D)(3)), with experienced teachers providing additional instructional leadership.

For Level 4 schools employing the turnaround and transformation models, we will supply sufficient experienced teachers to take on 30-40% of a school's staffing needs. Under the restart model, schools will draw on both new and experienced teachers. Experienced teachers will receive, at a minimum, incentives (e.g., loan forgiveness, career ladder opportunities, compensation) to work in Level 4/5 schools, up to six months of intense training and support, ongoing mentoring and interaction with a cohort, and opportunities for close collaboration with turnaround leaders.

- Turnaround teachers and leaders will be provided with intensive professional development for tiered instruction and behavioral supports to meet likely challenges, including remediating students performing significantly below grade-level, working with English language learners and students with special behavioral or emotional needs (see section (D)(5)), and improving school-level working conditions (see section (D)(3)).

By 2014, ESE and districts will have developed sufficient numbers of teachers and leaders to fill most of the leadership and core teaching positions in the Level 4 schools. Thereafter, philanthropy and Title I grants will fund continued efforts to recruit and support turnaround teachers and leaders.

Timeline:

	Year 1 (Sep. 2010)	Year 1 (Jan. 2011)	Year 2 (Sep. 2011)	Years 3–4
Program design and assessment	• Convene experts to design program models with an emphasis on recruitment, training, and retention of experienced educators	• Continue to build program models with expert input, focusing on placement and Year 1 supports	• Update recruitment, training, and retention models	• Assess early results and modify model as needed • Link learning and results to broader MA human capital initiatives
Principal pipeline	• Select the first class of 10 proven principals, engaging executive search experts	• Work with higher education and residency programs to launch training and induction in Western MA (Springfield) and Greater Boston	• Place first leaders in schools • Select second class for original regions and first class for two more regions (11 additional principals)	• Select and place cohorts of 12 leaders each year (45 total by Year 4) • Continue induction and support
Teacher pipeline	• Select the first class of 50 proven teachers	• Work with higher education and residency programs to launch training and induction in Western MA (Springfield) and Greater Boston	• Place first class in schools • Select second class for original regions and first class for two more regions (100 additional teachers)	• Select and place cohorts of 150 teachers each year (450 total by Year 4) • Continue induction and support
Responsible parties: ESE will work with local philanthropy to invest in consulting support for program design and assessment. The state's RTTT allocation will fund initial investments in each of four regions in the state and appropriate convenings of teacher and leader cohorts. In addition to program design investments, the state will partially fund district per-teacher and per-principal recruitment, training, and support costs.				

Strategy 2: Build the capacity of proven partners to support struggling schools

Goal: *Identify and help scale effective partners to address priority conditions for school effectiveness that great teachers and leaders alone cannot solve: students' social, emotional, and health needs; expanded learning opportunities; and effective use of data about student learning.*

Struggling schools currently do not have the experience or capacity to implement the new strategies for instructional reform and expanded learning opportunities that the transformation, turnaround, and restart models require. To provide the necessary supports, we will focus on scaling up interventions that work, tapping into our state's rich set of innovative and nationally recognized nonprofits, residency and training programs, and school supports. By the end of Year 4, we will have executed a rigorous process to identify and scale proven partners to support the priority Conditions for School Effectiveness wherever appropriate in Level 4 schools.

Activities: Massachusetts proposes to identify, vet, and scale up partners with a track record of providing services that improve student achievement. RTTT funds will be used to identify and make capacity-building grants through a Priority Provider process, with a focus on expansion beyond providers' current states, districts, and/or schools. Ongoing costs to engage partners at Level 4/5 schools will be funded primarily by Title IG, supplemented in the short term, if needed, by participating districts' RTTT allocations.

In the first two years of the grant, we will focus on three interconnected conditions that experience has shown are critical to catalyzing rapid improvement of low-performing schools: social-emotional supports that ensure students enter the classroom ready to learn (such as Readiness Counselors), an expanded school day and year, and effective use of data to support tailored instruction (see Appendix E7 for further description of these three priority supports). We will work closely with partners to tailor current offerings in these areas to the specific needs of persistently low-performing schools. By Year 4 of the RTTT grant, ESE will make additional partner investments for more of the Conditions for School Effectiveness (see Appendix E5), based on the school/district conditions that continue to limit student improvement and the availability of strong providers.

ESE will advance these efforts by helping districts to assess the quality of potential partners. Identifying a provider that best meets the needs of a particular struggling school is often challenging, given that providers are only responsible for a piece of the school-

improvement puzzle and thus the impact of their work is difficult to assess. We believe part of the value that ESE can provide districts is helping to assess partner quality and to build their capacity to meet district needs. Through this strategy, we will do both. We will use RTTT funds to design and implement a vendor review ("Priority Provider") process that places a strong emphasis on program quality assessment, proven outcomes, and capacity to expand and customize their approach to the context of Massachusetts' schools. The Priority Provider process will build upon and enhance ESE's Request for Proposal (RFP) process. Outside experts (with the guidance of ESE and the input of key stakeholders) will design the process, customizing it to each of the Conditions for School Effectiveness. Each application will be scored by a team that includes an ESE staff member, a stakeholder (e.g., a teacher or administrator) in the specific area, and an independent third party with expertise in site visits and school audits. Providers with successful applications will be added to a newly created "List of Priority Providers." Districts will have confidence that Priority Providers have made it through a rigorous screen for quality. This one-time investment will also result in a lasting process, building capacity within the Department and the field to assess potential vendors and partners for quality.

Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
• Hire one FTE at ESE to develop Priority Provider process; engage consulting support • Identify Priority Providers on data usage, ELO, and social-emotional supports • Make grants to three Priority Providers to allow them to fully respond to requests from two new districts with Level 4 schools	• Evaluate and refine Priority Provider process and identify the next three critical conditions based on school/district conditions that are limiting success • Make grants to three Priority Providers to seed the capacity to expand to 50% of all Level 4 schools	• Evaluate and refine the Priority Provider process and identify the next three conditions to address • Make grants to three Priority Providers to seed the capacity to expand to 75% of all Level 4 schools	• Finalize list of Priority Providers • Execute three-year impact evaluation of Priority Providers • Transition fully to district and Title I-G funding for school-partner collaboration
Responsible parties: ESE will take the lead, with consulting support, to define the Priority Provider process, to make capacity-building grants to scale up providers' work in new districts and a first set of new schools, and to evaluate the work. Districts will identify school needs and employ RTTT and Title IG funds to engage approved partners in support of school intervention.			

Strategy 3: Build district capacity to intervene in struggling schools

Goal: *Strengthen district capacity to intervene successfully, sustain improvement, and prevent other schools from failing by investing in four district systems of support: effective governance and leadership, integrated human resource management and development systems, enhanced family/community engagement and support, and improved dropout prevention and recovery.*

All four school intervention models depend on changes to district systems of support. We will work directly with districts, engaging external experts and providers as appropriate, to equip leaders (including superintendents, school committees, and union leaders) with the knowledge and skills needed for successful implementation.

Activities: The state will use the Priority Provider process defined above to identify, vet, and scale up partners who can provide districts with training, consulting, and implementation assistance. ESE will use RTTT funds to help districts engage the right partners to work with both the district office and Level 4 schools in the following priority areas:

- **Effective Governance and Leadership**: Experience tells us that collaboration among superintendents, school committees, and teacher unions is essential to the success and sustainability of school turnarounds. ESE already has begun to partner with key state associations of these groups to support district-wide strategic goal-setting and implementation. We propose to build on these partnerships to facilitate effective use of the tools, protocols, technical assistance, coaching, and networks that are necessary for successful intervention. One aspect of this work involves effective collaboration with unions, which ESE is advancing by providing implementation support related to the Mass TeLLS Working Conditions survey (see section (D)(3)). Grants to the state associations will cover startup costs both to develop the required expertise and to support districts' efforts to develop and implement potent district-improvement strategies.
- **Human Resource Management and Development Systems**: As described in section (D), insufficient HR systems can cripple an district's ability to attract and retain effective teachers and leaders. We will use RTTT resources to create and facilitate effective use of tools (including model contract provisions) and networks that will help districts address weaknesses in one or

more core HR functions: personnel administration; management and development; labor relations; organizational development; and professional standards. Massachusetts will fund partnerships designed to build Level 4 districts' capacity to design, implement, and sustain effective systems in human resource management.

- **Enhanced Family and Community Engagement and Support**: Experience has repeatedly shown that strong parent and community engagement is a critical lever of school turnaround. An appropriately informed, engaged, and demanding community, and families with high expectations for their children and schools are required to sustain the effective governance and HR systems described above. ESE will identify and fund proven partners that (in collaboration with the state's Center for Targeted Assistance and Office of Adult and Community Learning) will train and consult with Level 4 districts on strengthening family and community engagement in persistently low-achieving schools. The state will support districts in building systems of parent/community engagement as a means to raise expectations and, ultimately, to develop local partnerships that sustain higher expectations for both adults and students. As part of this work, ESE will pilot three "wrap-around zones" comprising five districts in Years 2–4, coordinating social/community services provided by government and nonprofits into a coherent whole. This strategy will build on a successful effort to integrate behavioral supports in Worcester (Wally 2009). We believe that high quality early education is an essential ingredient in turning around low-performing elementary schools. Accordingly, in the wrap-around zones the state will also invest in training for center- and home-based PreK providers in neighborhoods with low-performing elementary schools, ensuring higher-quality services and alignment with early math and literacy curricula.
- **Improved Dropout Prevention and Recovery**: Working in collaboration with public and nonprofit agencies and community-based partners, ESE will provide support to Level 4 districts to identify and intervene with middle and high school students at risk of dropping out. The state will build on an existing urban district early warning initiative, using data from ESE's Student Information Management System and recommendations from the Graduation and Dropout Prevention and Recovery Commission, by funding additional pilots of the expanded Early Warning Indicator System (EWIS) in six districts. Support for

the pilots will include data analysis assistance, training for administrators and teachers, protocols and policies for intervention, and the addition of local data to the state-level system (see section (C) for description of infrastructure investments). ESE will also identify and fund proven partners to help districts develop and implement strategies within high need middle and high schools, including a dropout-focused Innovation School, to ensure preventative and remedial actions are taken based on the information gathered.

Timeline:

Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
• Identify partners and engage four districts in one or more of the governance, HR, or community-engagement systems of support • Provide grants to state associations and funding for HR experts	• Engage a total of eight districts in one or more of the systems of support • Support six districts in piloting the Early Warning Indicator System • Initiate three wrap-around zones • Evaluate progress to date	• Continue to support district engagement with key partners and wrap-around zones	• Continue to support district engagement with key partners and wrap-around zones
Responsible parties: ESE will take the lead to develop tools and identify Priority Providers. District central offices will participate in guided assessments to identify their most pressing needs from among the four listed above, and will collaborate with ESE Targeted Assistance staff and partners to work on those needs.			

Strategy 4: Develop, attract, and manage lead partners and turnaround operators to execute the restart model at Level 4 and 5 schools

Goal: *Build significant additional capacity to manage and conduct the restart model in Level 4 and Level 5 schools by creating a nonprofit school-improvement intermediary organization that will identify and manage a network of strong turnaround operators.*

Within the first two years of the grant, several of the largest districts will likely employ the restart model at some of their Level 4 schools. By 2012, ESE will likely identify the first group of Level 5 schools in which the state has authority to require the restart

model. Given the dearth of proven lead partners and turnaround operators in the state and, more broadly, in the nation (of the nationally recognized models, most have worked in only one or two schools), ESE must act quickly to increase the capacity and to ensure a robust system exists to contract, manage, and evaluate lead partners and operators. To meet this need, several other states have developed effective school-improvement intermediaries that are public-private partnerships. These organizations are typically nonprofits, structured outside of the state government in order to increase speed, flexibility, and access to private funds. ESE will learn from these models and work with private funders to incubate a nonprofit school-improvement intermediary organization. The intermediary will support, manage, and evaluate school turnaround providers via performance-based contracts, and will work closely with districts and the state to implement these models in Level 4 and 5 schools.

Activities: Several private funders have already approached ESE about developing an innovative public-private partnership to do this work. Using RTTT and philanthropic funds, this partnership will work with national and state experts in organization design and school turnaround to incubate a separate 501(c)(3) organization. This entity's mission will be to accelerate and ensure the quality of school turnaround work in Massachusetts by building, identifying, and managing high quality turnaround providers. Its first priority will be to scale up several school turnaround providers based on proven practices from successful turnarounds and high performing urban charter schools (see Appendix E8 for more detail on the business model of this organization).

In addition, ESE will work with one restart operator to establish a new model for alternative high schools, which serve some of our most lowest-performing students. The schools will operate as a network to build knowledge around dropout prevention, recovery, and alternative education effective practices, which will in turn benefit other alternative programs and traditional high schools across Massachusetts. This work will be enhanced by a newly formed network of the state's alternative schools and collaboratives that is using Title IID ARRA funds to develop hybrid face-to-face and online competency-based courses in MassCore subjects. The work of this restart operator will also complement the state's current investment to enhance district capacity for dropout prevention and recovery, as defined above.

Timeline:

Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
• Work with state experts and other experts in incubation and intermediary design, and with philanthropic funders to design and create the full scope of the nonprofit intermediary • Engage alternative education operator to work in one Level 4 restart school in fall 2010	• Conduct competitive process to identify school turnaround operators • Spring 2011: Identify lead partners and turnaround operators, who will have one year for planning, development, and incubation • Engage alternative education operator to work in two additional Level 4 restart schools in fall 2011	• Engage operators at five Level 5 restart schools, then employ Title I School Improvement Grants, district, and philanthropic funding to provide ongoing support • Continue support for alternative education operator in three Level 4 restart schools	• Continue support for lead partners and turnaround operators at five Level 5 restart schools • Continue support for alternative education operator in three Level 4 restart schools
Responsible parties: ESE will use RTTT state funds for early-stage consulting support and planning and the convening of experts and funders to design and create the nonprofit intermediary. In the short term, the state will reallocate staff to participate in planning. The state will also contribute to the per-school costs to engage operators in Years 3–4. The new statewide intermediary, in concert with philanthropic funders, will build its own capacity to support the work and will recruit existing lead partners and school operators to MA. It will then play a leading role in contracting and holding operators accountable for performance.			

Evidence

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
#1 Declaration of Underperforming schools and districts with targeted assistance and intervention plans	41	*Results:* 41 schools have been declared Underperforming by ESE since SY2004-05. With a variety of interventions, only 10 have shown meaningful improvement and four to five could justifiably be labeled as turnaround schools. Despite significant allocation of state and district resources toward school intervention plans, the 10% turnaround rate mirrors the national data on schools in restructuring making AYP. In addition, five districts were declared underperforming based on district-level assessments, of which one exited underperforming status. See #4 below for detail on the district and school-level intervention in Holyoke. *Lessons Learned:* Massachusetts' experience with these schools has driven the redesign of its accountability and assistance systems over the past two years, as described above. ESE learned that intervention efforts must: • Focus on district systems in order to build the district's capacity to support its schools: Without affecting changes in district functions, individual school changes cannot be sustained. • Develop a system for arranging, planning and overseeing ESE's intervention and support to a district and its schools. • Develop clear criteria for a district's status, i.e., entering and exiting Level 4 and 5 • Clarify ESE's capacity and authority to positively affect the dynamics of local governance • Recognize the need for customized timelines and milestones and long-term support

#2 Declaration of Chronically Underperforming schools with targeted assistance and intervention plans	3	*Results:* MA has declared three schools Chronically Underperforming in Holyoke and Fall River (all from 2000-2005, with ongoing intervention). Of these three schools, only one, Kuss Middle in Fall River, has made AYP. *Lessons Learned:* More dramatic intervention, including the district-level supports (described above), are needed to achieve turnaround.
#3 Commonwealth Pilot School model (increased school level autonomy in exchange for increased accountability at candidates for "chronically underperforming" designation)	5	*Results:* • An external evaluation by the UMass Donahue Institute (see Appendix E9) identified the following results and lessons learned • Organizational structures were substantially revised in four of the five schools, including the hiring and integration of new staff. • New scheduling strategies enabled large increases in collaborative professional time at all schools. • Compensation was provided to teachers at schools with increased teacher work weeks. • New governance structures were established to support school- and community-based decision making. • In Year 1, four of the five schools showed improvement in vision, culture, and practice. • Improvements in staff collaboration and in the schools' freedom to make decisions were reported at all five schools. • Improvement was reported with regard to the quality of instruction, sense of direction, focus on student needs, and approach to student support services at four schools. • Mixed impacts were reported on student behavior. • Limited improvement was reported on subject area curricula and the use of assessment data. • In Year 2, staff of all four schools cited improvement in vision, culture, and practice; however, there was some concern that freedom to make decisions had diminished. *Lessons Learned:* • Successful change begins with an objective, deeply informed

		understanding of need and required support. • Planning, technical assistance, and support are required at both the school and district levels. Autonomies may require fundamental changes to existing school and district operations, with implications for budgeting, human resources, governance, and curriculum, instruction, and assessment systems. When there is a substantial migration of students and staff, there may be impacts on other district schools. • Short-term (implementation) and mid-term (culture and practice) performance benchmarks are needed. Otherwise, AYP is perceived as the de facto success criteria, which may obscure intermediate accomplishments. • Uncertainty regarding commitment to the model complicates implementation. Despite the substantial technical assistance and targeted grants to the five participating schools, some leaders and staff have expressed uncertainty about ESE's commitment.
#4 District-level turnaround partner (America's Choice in Holyoke as an approach for underperforming districts and schools)	2 (also included above)	*Results:* • America's Choice worked as a district-level turnaround partner in Holyoke from 2006-2008, implementing its Ramp-Up Math and Ramp-Up Literacy curricula in six schools. In addition, two underperforming schools received an additional 30 days of support from America's Choice coaches. Results were mixed (see Appendix E10 for summary of learnings). *Lessons learned*: • An upfront assessment of district strengths and needs is essential. • Effective use of data must be a driving force in turning around a district. • District-level capacity and improving school performance must go hand in hand. • Differentiating instruction is critical to addressing all students' needs. • In any partnership, it is critical to make certain that parents, teachers, administrators, and other members of the community understand the changes involved in working with an outside partner.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010–2011	End of SY 2011–2012	End of SY 2012–2013	End of SY 2013–2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	0	46	46	46	61

In the table above, we have identified the total number of schools where one of the four intervention models will be in process in each year. These schools will be supported by the strategies defined above.

The state will require that districts initiate one of the four intervention models in all 36 schools declared Level 4 within the next year, both to receive supports and to be eligible for Title IG funding. We do not expect that every element of the transformation model will be in place in each school using that intervention by the end of Year 1; however, districts must have begun to implement some elements of transformation within the first year. In Years 2 and 3, intervention models will be up and running in all 36 Level 4 and 5 schools in the state, including some schools implementing turnaround, restart, or closure. In Year 4, with an additional round of Title IG funding available, we plan to increase the number of interventions by identifying 10 additional Level 4 and 5 schools and requiring them to initiate one of the intervention models. This will result in a total of 46 Level 4 and 5 schools by Year 4 implementing one of the intervention models.

Using available Title IG funding, the state will also initiate a competitive process to attract Level 3 schools to volunteer to implement the turnaround, transformation, or restart models. Significant Title IG funding (up to $500,000 per school per year) will be available to 10 schools submitting dramatic plans for Years 1-3. In Year 4 we will make funding and support available to an additional 5 schools for a total of 15 Level 3 schools implementing intervention models. Creating an incentive for dramatic intervention in the lowest-performing Level 3 schools will be a powerful strategy to spur innovative practices, build knowledge on effective transformation strategies, and prevent additional schools from declining to Levels 4 and 5.

(E) Turning Around the Lowest-Achieving Schools ***(50 total points)***

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs *(10 points)*

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

Recommended maximum response length: One page

(E)(1)

New statutory authority:

Schools: A new Section 1J of Mass. Gen. Laws, c. 69, passed by the Massachusetts Legislature on January 14, 2010, makes eligible for designation as underperforming (Level 4) or chronically underperforming (Level 5), on the basis of student performance data and school or district reviews, the lowest 20% of schools at each level statewide based on a measure of student academic performance to be developed by ESE. 4% (72) of the state's schools may be designated as either at any given time.(1J(a)) ***For an underperforming school (Level 4)*** the superintendent is to develop a turnaround plan (1J(b)-(g)) with approval by the commissioner (1J(b)); at the school's annual review the commissioner may in certain cases require changes to the plan, the appointment of an external partner, or a new turnaround plan (1J(k)); and when the plan expires may, among other courses of action, determine that the school is chronically underperforming (1J(l)). ***For a chronically underperforming school (Level 5)*** the commissioner creates the

turnaround plan (1J(m)) and may, if he determines certain conditions exist, appoint an external receiver to operate the school and implement the plan (1J(r)). The commissioner evaluates each school at least annually and if it has failed to meet multiple goals may appoint a receiver if one has not been appointed previously or, after a full school year, may terminate the receiver's contract.(1J(v)) The commissioner has similar options when the turnaround plan expires, or may renew the plan.(1J(w))

Districts: The new law's c. 69, s.1K, makes the lowest 10% of districts eligible for declaration by the Board as chronically underperforming, based on a fact-finding report; 2.5% of districts (7) may be so designated at any given time.(1K(a)) After such a declaration, the Board designates a receiver "with all the powers of the superintendent and school committee" (1K(a)); the commissioner and receiver create the turnaround plan (1K(b)). The commissioner evaluates the receiver's performance at least annually and may take various actions, up to termination of the receiver, depending on how well the plan's goals have been met. (1K(h))

Critical Powers under Turnaround Plans: Under the new law (1J(d),(g),(o), 1K(d),(e)), any turnaround plan may, "[n]otwithstanding any general or special law to the contrary," provide for reallocation of the budget, revision of district policies and practices, alteration of collective bargaining agreements (either after expedited bargaining with a resolution process that considers students' needs at Level 4 schools and Level 5 districts, or unilaterally at Level 5 schools), and the requirement that all staff reapply for their positions. Teachers with professional teacher status (tenure) may be dismissed under a "good cause" rather than "just cause" standard.

See Appendix E1 for all documents referenced above.

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools *(40 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and *(5 points)*

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). *(35 points)*

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

Massachusetts will invest significant time, resources, and support in a targeted set of schools and districts to break the cycle of underperformance and accelerate the gains of students most in need. In section (E)(2)(i) below, we outline the state's newly developed

process to accurately and aggressively identify our lowest-achieving schools. In (E)(2)(ii), we propose an ambitious strategy for using RTTT and other funds to close the achievement gap by changing the trajectory of our lowest-performing schools.

(E)(2)(i)

Goal: Identify the persistently lowest-achieving schools in the state.

Activities: ESE has created a process to identify those schools most in need of intervention, based on MCAS scores (both absolute performance and progress) as well as a new measure of student growth (see section (D)(2)). The process aligns with this notice's definition of persistently lowest-achieving schools. It also builds on the Framework for District Accountability and Assistance work ESE started in 2008 to redefine how Massachusetts works with districts to intervene in struggling schools (see section (A)(3) for further description of the Framework's development).

By February 8, 2010, Massachusetts will announce the 36 persistently lowest-achieving schools that are the focus of our initial turnaround work (2% of all schools). Located in 9 urban districts, with more than half in the Boston and Springfield districts, these 36 schools will be the first schools identified as Level 4 in ESE's rollout of the framework. We will announce the schools as part of the Title IG competitive grant opportunity, with these schools receiving the highest priority for these funds. Each district will be responsible for achieving accelerated improvement in these 36 schools, aided by strong ESE guidance and support, Title IG resources, and increased authority to act. As early as 2012, ESE will designate Level 4 schools that fail to achieve ambitious annual benchmarks after two or more years as Level 5 schools. At Level 5, ESE will assume major responsibility and authority to implement turnaround strategies for dramatic improvement. Projected annual targets for the number of Level 4 and 5 schools are included in the performance measures table at the end of this section.

Timeline: The Framework for District Accountability and Assistance, its standards and indicators, accountability tiers and complementary assistance tools and strategies, and the measures to identify schools are already in place. The framework will be refined as ESE learns from its initial implementation. (See Appendices E2-E6 for a schematic of the Framework, the membership of

the stakeholder groups involved in its development, the associated District Standards and Indicators, the associated Conditions for School Effectiveness, and a summary of academic research on the conditions).

Responsible parties: ESE's Center for Targeted Assistance will lead the turnaround work, drawing on knowledge and resources from other centers and units, notably the Center on Leadership and School Redesign. The initiatives described below will build on work already underway and are designed both to enhance districts' capacity to rapidly improve the performance of their struggling schools and to pave the way for even more aggressive and effective state intervention if district efforts are unsuccessful.

(E)(2)(ii)

Despite extensive statewide and national research and collaboration with leading education experts, Massachusetts has yet to find a single proven intervention strategy for every low-achieving school that ensures the three dimensions called for by Mass Insight: students' readiness to learn, teachers' readiness to teach, and leaders' readiness to act (Calkins *et al.* 2007). There is no silver bullet. To that end, our strategy calls for building expertise and capacity at the state level, within our districts, and for proven and promising partners. This approach will allow us to transform today's struggling schools but and help us prevent other schools from falling into that category in the future.

Experience and independent research (Augustine 2009, Lane 2009) support this focus on building district capacity. Given the dearth of proven turnaround operators nationally and the state's history of local control, rapid and sustained school turnaround depends on robust district systems of support. Districts must successfully manage the implementation of at least one of the four intervention models—a role that is particularly important for the transformation model, which relies on district decision-making and successful changes to evaluation systems, incentives, governance, and schedules. More specifically, the districts must learn to support school leaders in a focused way rather than distracting them with endless lists of initiatives and light touch improvement strategies. Accordingly, a coherent state strategy cannot ignore the district deficiencies that have contributed to persistently low-achieving schools.

Massachusetts will use RTTT funds to pursue four interconnected strategies to build state and district capacity to turn around the persistently lowest achieving schools, and to prevent others from falling into that category in the future:

5. **Develop a specialized corps of turnaround teacher and leader teams**
6. **Build the capacity of proven partners to support struggling schools**
7. **Build district capacity to intervene in struggling schools**
8. **Develop, attract, and manage lead partners and turnaround operators**

Additional investments to scale up the regional DSACs will provide targeted professional development to help teachers and leaders in smaller districts prevent more schools from entering Level 4 (see section (D)(5)).

Strategy 1: Develop a specialized corps of turnaround teacher and leader teams

Goal: Accelerate the flow of highly effective teachers and leaders into turnaround schools by recruiting, training, supporting, and retaining a corps of Massachusetts turnaround teachers and leaders committed to turning around our persistently lowest-achieving schools.

Great principals and teachers are critical to achieving rapid improvement in low-performing schools. All four school intervention models require a pipeline of strong teachers and leaders who can be successful in persistently low-achieving schools. Existing district capacity to fulfill this need is insufficient (see Fuller and Young 2009 for data on high turnover in low-performing schools). We will build on the efforts described in section (D)(3) (focused on enhancing the supply and distribution of an effective, academically capable, diverse, and culturally competent educator workforce) by recruiting and supporting proven, experienced teachers and leaders to do this critically important work in our lowest achieving schools. Under the law just passed by the Massachusetts Legislature, those in charge of Level 4 and 5 schools—the superintendent or the commissioner or his appointed receiver—will have enhanced authority to act. The law allows all staff in Level 4 and 5 schools to be required to reapply for their positions, and allows teachers with professional teacher status (tenure) to be dismissed from the district under a good cause (legitimate business reason) rather than just

cause standard. It also provides for the alteration of collective bargaining agreements as they apply to the school, either unilaterally (for Level 5) or after expedited bargaining with a resolution process that considers students' needs (for Level 4).

Activities: ESE will work with districts, providers, and experts to identify and develop a corps of turnaround teachers and leaders, building a model with five elements: 1) recruitment/selection, 2) preparation, 3) placement, 4) support, and 5) retention. Massachusetts has a wealth of expertise and success to draw upon: urban teacher and principal residency networks, on-the-ground presence of national teacher recruiting and mentoring groups, innovative induction programs in districts, and strong professional development for instructional leaders.

Today these programs are effective but disparate and small in scale. In November 2009, ESE engaged with an initial group of providers, experts, funders, and Level 4 district leaders to outline the major components of the new model to develop turnaround teachers and leaders. Initial feedback from both partners and providers has been very positive. We will use RTTT funds to determine approaches to develop and scale preparation programs, cohort strategies for teacher and leader placement into turnaround schools, necessary induction and supports, appropriate incentives to attract and retain these educators, and the right exit strategy for the state and districts as schools improve.

- For turnaround leaders, expert consensus is that proven leaders are needed to achieve dramatic improvement at the persistently lowest-achieving schools. At a minimum, Massachusetts' approach will include a plan for the five elements listed above. Expected components of the approach include robust "executive search" to identify and recruit leaders; up to six months of training, planning, and mentoring before placement; and involvement of the principal in staff selection and planning with a team of turnaround teachers. Schools replacing their principals under the turnaround and transformation models will be able to draw on a state-supported pool of experienced, effective school leaders while a stream of new, well-trained principal candidates will be prepared to "back-fill" the positions the experienced leaders vacate.
- For turnaround teachers, we will draw on both experienced teachers with proven success in the classroom as well as the enhanced pipeline of new teachers (see section (D)(3)), with experienced teachers providing additional instructional leadership.

For Level 4 schools employing the turnaround and transformation models, we will supply sufficient experienced teachers to take on 30-40% of a school's staffing needs. Under the restart model, schools will draw on both new and experienced teachers. Experienced teachers will receive, at a minimum, incentives (e.g., loan forgiveness, career ladder opportunities, compensation) to work in Level 4/5 schools, up to six months of intense training and support, ongoing mentoring and interaction with a cohort, and opportunities for close collaboration with turnaround leaders.

- Turnaround teachers and leaders will be provided with intensive professional development for tiered instruction and behavioral supports to meet likely challenges, including remediating students performing significantly below grade-level, working with English language learners and students with special behavioral or emotional needs (see section (D)(5)), and improving school-level working conditions (see section (D)(3)).

By 2014, ESE and districts will have developed sufficient numbers of teachers and leaders to fill most of the leadership and core teaching positions in the Level 4 schools. Thereafter, philanthropy and Title I grants will fund continued efforts to recruit and support turnaround teachers and leaders.

Timeline:

	Year 1 (Sep. 2010)	Year 1 (Jan. 2011)	Year 2 (Sep. 2011)	Years 3–4
Program design and assessment	• Convene experts to design program models with an emphasis on recruitment, training, and retention of experienced educators	• Continue to build program models with expert input, focusing on placement and Year 1 supports	• Update recruitment, training, and retention models	• Assess early results and modify model as needed • Link learning and results to broader MA human capital initiatives
Principal pipeline	• Select the first class of 10 proven principals, engaging executive search experts	• Work with higher education and residency programs to launch training and induction in Western MA (Springfield) and	• Place first leaders in schools • Select second class for original regions and first class for two more regions	• Select and place cohorts of 12 leaders each year (45 total by Year 4) • Continue induction

		Greater Boston	(11 additional principals)	and support
Teacher pipeline	• Select the first class of 50 proven teachers	• Work with higher education and residency programs to launch training and induction in Western MA (Springfield) and Greater Boston	• Place first class in schools • Select second class for original regions and first class for two more regions (100 additional teachers)	• Select and place cohorts of 150 teachers each year (450 total by Year 4) • Continue induction and support
Responsible parties: ESE will work with local philanthropy to invest in consulting support for program design and assessment. The state's RTTT allocation will fund initial investments in each of four regions in the state and appropriate convenings of teacher and leader cohorts. In addition to program design investments, the state will partially fund district per-teacher and per-principal recruitment, training, and support costs.				

Strategy 2: Build the capacity of proven partners to support struggling schools

Goal: *Identify and help scale effective partners to address priority conditions for school effectiveness that great teachers and leaders alone cannot solve: students' social, emotional, and health needs; expanded learning opportunities; and effective use of data about student learning.*

Struggling schools currently do not have the experience or capacity to implement the new strategies for instructional reform and expanded learning opportunities that the transformation, turnaround, and restart models require. To provide the necessary supports, we will focus on scaling up interventions that work, tapping into our state's rich set of innovative and nationally recognized nonprofits, residency and training programs, and school supports. By the end of Year 4, we will have executed a rigorous process to identify and scale proven partners to support the priority Conditions for School Effectiveness wherever appropriate in Level 4 schools.

Activities: Massachusetts proposes to identify, vet, and scale up partners with a track record of providing services that improve student achievement. RTTT funds will be used to identify and make capacity-building grants through a Priority Provider process, with a focus on expansion beyond providers' current states, districts, and/or schools. Ongoing costs to engage partners at Level 4/5 schools will be funded primarily by Title IG, supplemented in the short term, if needed, by participating districts' RTTT allocations.

In the first two years of the grant, we will focus on three interconnected conditions that experience has shown are critical to catalyzing rapid improvement of low-performing schools: social-emotional supports that ensure students enter the classroom ready to learn (such as Readiness Counselors), an expanded school day and year, and effective use of data to support tailored instruction (see Appendix E7 for further description of these three priority supports). We will work closely with partners to tailor current offerings in these areas to the specific needs of persistently low-performing schools. By Year 4 of the RTTT grant, ESE will make additional partner investments for more of the Conditions for School Effectiveness (see Appendix E5), based on the school/district conditions that continue to limit student improvement and the availability of strong providers.

ESE will advance these efforts by helping districts to assess the quality of potential partners. Identifying a provider that best meets the needs of a particular struggling school is often challenging, given that providers are only responsible for a piece of the school-improvement puzzle and thus the impact of their work is difficult to assess. We believe part of the value that ESE can provide districts is helping to assess partner quality and to build their capacity to meet district needs. Through this strategy, we will do both. We will use RTTT funds to design and implement a vendor review ("Priority Provider") process that places a strong emphasis on program quality assessment, proven outcomes, and capacity to expand and customize their approach to the context of Massachusetts' schools. The Priority Provider process will build upon and enhance ESE's Request for Proposal (RFP) process. Outside experts (with the guidance of ESE and the input of key stakeholders) will design the process, customizing it to each of the Conditions for School Effectiveness. Each application will be scored by a team that includes an ESE staff member, a stakeholder (e.g., a teacher or administrator) in the specific area, and an independent third party with expertise in site visits and school audits. Providers with successful applications will be added to a newly created "List of Priority Providers." Districts will have confidence that Priority Providers have made it through a rigorous screen for quality. This one-time investment will also result in a lasting process, building capacity within the Department and the field to assess potential vendors and partners for quality.

Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
• Hire one FTE at ESE to develop Priority Provider process; engage	• Evaluate and refine Priority Provider process and	• Evaluate and refine the Priority Provider process	• Finalize list of Priority Providers

consulting support • Identify Priority Providers on data usage, ELO, and social-emotional supports • Make grants to three Priority Providers to allow them to fully respond to requests from two new districts with Level 4 schools	identify the next three critical conditions based on school/district conditions that are limiting success • Make grants to three Priority Providers to seed the capacity to expand to 50% of all Level 4 schools	and identify the next three conditions to address • Make grants to three Priority Providers to seed the capacity to expand to 75% of all Level 4 schools	• Execute three-year impact evaluation of Priority Providers • Transition fully to district and Title I-G funding for school-partner collaboration
Responsible parties: ESE will take the lead, with consulting support, to define the Priority Provider process, to make capacity-building grants to scale up providers' work in new districts and a first set of new schools, and to evaluate the work. Districts will identify school needs and employ RTTT and Title IG funds to engage approved partners in support of school intervention.			

Strategy 3: Build district capacity to intervene in struggling schools

Goal: *Strengthen district capacity to intervene successfully, sustain improvement, and prevent other schools from failing by investing in four district systems of support: effective governance and leadership, integrated human resource management and development systems, enhanced family/community engagement and support, and improved dropout prevention and recovery.*

All four school intervention models depend on changes to district systems of support. We will work directly with districts, engaging external experts and providers as appropriate, to equip leaders (including superintendents, school committees, and union leaders) with the knowledge and skills needed for successful implementation.

Activities: The state will use the Priority Provider process defined above to identify, vet, and scale up partners who can provide districts with training, consulting, and implementation assistance. ESE will use RTTT funds to help districts engage the right partners to work with both the district office and Level 4 schools in the following priority areas:

- **Effective Governance and Leadership**: Experience tells us that collaboration among superintendents, school committees, and teacher unions is essential to the success and sustainability of school turnarounds. ESE already has begun to partner with key

state associations of these groups to support district-wide strategic goal-setting and implementation. We propose to build on these partnerships to facilitate effective use of the tools, protocols, technical assistance, coaching, and networks that are necessary for successful intervention. One aspect of this work involves effective collaboration with unions, which ESE is advancing by providing implementation support related to the Mass TeLLS Working Conditions survey (see section (D)(3)). Grants to the state associations will cover startup costs both to develop the required expertise and to support districts' efforts to develop and implement potent district-improvement strategies.

- **Human Resource Management and Development Systems**: As described in section (D), insufficient HR systems can cripple an district's ability to attract and retain effective teachers and leaders. We will use RTTT resources to create and facilitate effective use of tools (including model contract provisions) and networks that will help districts address weaknesses in one or more core HR functions: personnel administration; management and development; labor relations; organizational development; and professional standards. Massachusetts will fund partnerships designed to build Level 4 districts' capacity to design, implement, and sustain effective systems in human resource management.
- **Enhanced Family and Community Engagement and Support**: Experience has repeatedly shown that strong parent and community engagement is a critical lever of school turnaround. An appropriately informed, engaged, and demanding community, and families with high expectations for their children and schools are required to sustain the effective governance and HR systems described above. ESE will identify and fund proven partners that (in collaboration with the state's Center for Targeted Assistance and Office of Adult and Community Learning) will train and consult with Level 4 districts on strengthening family and community engagement in persistently low-achieving schools. The state will support districts in building systems of parent/community engagement as a means to raise expectations and, ultimately, to develop local partnerships that sustain higher expectations for both adults and students. As part of this work, ESE will pilot three "wrap-around zones" comprising five districts in Years 2–4, coordinating social/community services provided by government and nonprofits into a coherent whole. This strategy will build on a successful effort to integrate behavioral supports in Worcester

(Wally 2009). We believe that high quality early education is an essential ingredient in turning around low-performing elementary schools. Accordingly, in the wrap-around zones the state will also invest in training for center- and home-based PreK providers in neighborhoods with low-performing elementary schools, ensuring higher-quality services and alignment with early math and literacy curricula.

- **Improved Dropout Prevention and Recovery**: Working in collaboration with public and nonprofit agencies and community-based partners, ESE will provide support to Level 4 districts to identify and intervene with middle and high school students at risk of dropping out. The state will build on an existing urban district early warning initiative, using data from ESE's Student Information Management System and recommendations from the Graduation and Dropout Prevention and Recovery Commission, by funding additional pilots of the expanded Early Warning Indicator System (EWIS) in six districts. Support for the pilots will include data analysis assistance, training for administrators and teachers, protocols and policies for intervention, and the addition of local data to the state-level system (see section (C) for description of infrastructure investments). ESE will also identify and fund proven partners to help districts develop and implement strategies within high need middle and high schools, including a dropout-focused Innovation School, to ensure preventative and remedial actions are taken based on the information gathered.

Timeline:

Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
• Identify partners and engage four districts in one or more of the governance, HR, or community-engagement systems of support • Provide grants to state associations and funding for HR experts	• Engage a total of eight districts in one or more of the systems of support • Support six districts in piloting the Early Warning Indicator System • Initiate three wrap-around zones • Evaluate progress to date	• Continue to support district engagement with key partners and wrap-around zones	• Continue to support district engagement with key partners and wrap-around zones

Responsible parties: ESE will take the lead to develop tools and identify Priority Providers. District central offices will participate in guided assessments to identify their most pressing needs from among the four listed above, and will collaborate with ESE Targeted Assistance staff and partners to work on those needs.

Strategy 4: Develop, attract, and manage lead partners and turnaround operators to execute the restart model at Level 4 and 5 schools

Goal: *Build significant additional capacity to manage and conduct the restart model in Level 4 and Level 5 schools by creating a nonprofit school-improvement intermediary organization that will identify and manage a network of strong turnaround operators.*

Within the first two years of the grant, several of the largest districts will likely employ the restart model at some of their Level 4 schools. By 2012, ESE will likely identify the first group of Level 5 schools in which the state has authority to require the restart model. Given the dearth of proven lead partners and turnaround operators in the state and, more broadly, in the nation (of the nationally recognized models, most have worked in only one or two schools), ESE must act quickly to increase the capacity and to ensure a robust system exists to contract, manage, and evaluate lead partners and operators. To meet this need, several other states have developed effective school-improvement intermediaries that are public-private partnerships. These organizations are typically nonprofits, structured outside of the state government in order to increase speed, flexibility, and access to private funds. ESE will learn from these models and work with private funders to incubate a nonprofit school-improvement intermediary organization. The intermediary will support, manage, and evaluate school turnaround providers via performance-based contracts, and will work closely with districts and the state to implement these models in Level 4 and 5 schools.

Activities: Several private funders have already approached ESE about developing an innovative public-private partnership to do this work. Using RTTT and philanthropic funds, this partnership will work with national and state experts in organization design and school turnaround to incubate a separate 501(c)(3) organization. This entity's mission will be to accelerate and ensure the quality of school turnaround work in Massachusetts by building, identifying, and managing high quality turnaround providers. Its first priority

will be to scale up several school turnaround providers based on proven practices from successful turnarounds and high performing urban charter schools (see Appendix E8 for more detail on the business model of this organization).

In addition, ESE will work with one restart operator to establish a new model for alternative high schools, which serve some of our most lowest-performing students. The schools will operate as a network to build knowledge around dropout prevention, recovery, and alternative education effective practices, which will in turn benefit other alternative programs and traditional high schools across Massachusetts. This work will be enhanced by a newly formed network of the state's alternative schools and collaboratives that is using Title IID ARRA funds to develop hybrid face-to-face and online competency-based courses in MassCore subjects. The work of this restart operator will also complement the state's current investment to enhance district capacity for dropout prevention and recovery, as defined above.

Timeline:

Year 1 (2010–2011)	Year 2 (2011–2012)	Year 3 (2012–2013)	Year 4 (2013–2014)
• Work with state experts and other experts in incubation and intermediary design, and with philanthropic funders to design and create the full scope of the nonprofit intermediary • Engage alternative education operator to work in one Level 4 restart school in fall 2010	• Conduct competitive process to identify school turnaround operators • Spring 2011: Identify lead partners and turnaround operators, who will have one year for planning, development, and incubation • Engage alternative education operator to work in two additional Level 4 restart schools in fall 2011	• Engage operators at five Level 5 restart schools, then employ Title I School Improvement Grants, district, and philanthropic funding to provide ongoing support • Continue support for alternative education operator in three Level 4 restart schools	• Continue support for lead partners and turnaround operators at five Level 5 restart schools • Continue support for alternative education operator in three Level 4 restart schools
Responsible parties: ESE will use RTTT state funds for early-stage consulting support and planning and the convening of experts and funders to design and create the nonprofit intermediary. In the short term, the state will reallocate staff to participate in planning. The state will also contribute to the per-school costs to engage operators in Years 3–4. The new statewide intermediary, in concert with philanthropic funders, will build its own capacity to support the work and will recruit existing lead partners and school operators to MA. It will then play a leading role in contracting and holding operators accountable for performance.			

Evidence

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
#1 Declaration of Underperforming schools and districts with targeted assistance and intervention plans	41	*Results:* 41 schools have been declared Underperforming by ESE since SY2004-05. With a variety of interventions, only 10 have shown meaningful improvement and four to five could justifiably be labeled as turnaround schools. Despite significant allocation of state and district resources toward school intervention plans, the 10% turnaround rate mirrors the national data on schools in restructuring making AYP. In addition, five districts were declared underperforming based on district-level assessments, of which one exited underperforming status. See #4 below for detail on the district and school-level intervention in Holyoke. *Lessons Learned:* Massachusetts' experience with these schools has driven the redesign of its accountability and assistance systems over the past two years, as described above. ESE learned that intervention efforts must: • Focus on district systems in order to build the district's capacity to support its schools: Without affecting changes in district functions, individual school changes cannot be sustained. • Develop a system for arranging, planning and overseeing ESE's intervention and support to a district and its schools. • Develop clear criteria for a district's status, i.e., entering and exiting Level 4 and 5 • Clarify ESE's capacity and authority to positively affect the dynamics of local governance • Recognize the need for customized timelines and milestones and long-term support

#2 Declaration of Chronically Underperforming schools with targeted assistance and intervention plans	3	*Results:* MA has declared three schools Chronically Underperforming in Holyoke and Fall River (all from 2000-2005, with ongoing intervention). Of these three schools, only one, Kuss Middle in Fall River, has made AYP. *Lessons Learned:* More dramatic intervention, including the district-level supports (described above), are needed to achieve turnaround.
#3 Commonwealth Pilot School model (increased school level autonomy in exchange for increased accountability at candidates for "chronically underperforming" designation)	5	*Results:* • An external evaluation by the UMass Donahue Institute (see Appendix E9) identified the following results and lessons learned • Organizational structures were substantially revised in four of the five schools, including the hiring and integration of new staff. • New scheduling strategies enabled large increases in collaborative professional time at all schools. • Compensation was provided to teachers at schools with increased teacher work weeks. • New governance structures were established to support school- and community-based decision making. • In Year 1, four of the five schools showed improvement in vision, culture, and practice. • Improvements in staff collaboration and in the schools' freedom to make decisions were reported at all five schools. • Improvement was reported with regard to the quality of instruction, sense of direction, focus on student needs, and approach to student support services at four schools. • Mixed impacts were reported on student behavior. • Limited improvement was reported on subject area curricula and the use of assessment data. • In Year 2, staff of all four schools cited improvement in vision, culture, and practice; however, there was some concern that freedom to make decisions had diminished. *Lessons Learned:* • Successful change begins with an objective, deeply informed

		understanding of need and required support. • Planning, technical assistance, and support are required at both the school and district levels. Autonomies may require fundamental changes to existing school and district operations, with implications for budgeting, human resources, governance, and curriculum, instruction, and assessment systems. When there is a substantial migration of students and staff, there may be impacts on other district schools. • Short-term (implementation) and mid-term (culture and practice) performance benchmarks are needed. Otherwise, AYP is perceived as the de facto success criteria, which may obscure intermediate accomplishments. • Uncertainty regarding commitment to the model complicates implementation. Despite the substantial technical assistance and targeted grants to the five participating schools, some leaders and staff have expressed uncertainty about ESE's commitment.
#4 District-level turnaround partner (America's Choice in Holyoke as an approach for underperforming districts and schools)	2 (also included above)	*Results:* • America's Choice worked as a district-level turnaround partner in Holyoke from 2006-2008, implementing its Ramp-Up Math and Ramp-Up Literacy curricula in six schools. In addition, two underperforming schools received an additional 30 days of support from America's Choice coaches. Results were mixed (see Appendix E10 for summary of learnings). *Lessons learned*: • An upfront assessment of district strengths and needs is essential. • Effective use of data must be a driving force in turning around a district. • District-level capacity and improving school performance must go hand in hand. • Differentiating instruction is critical to addressing all students' needs. • In any partnership, it is critical to make certain that parents, teachers, administrators, and other members of the community understand the changes involved in working with an outside partner.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010–2011	End of SY 2011–2012	End of SY 2012–2013	End of SY 2013–2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	0	46	46	46	61

In the table above, we have identified the total number of schools where one of the four intervention models will be in process in each year. These schools will be supported by the strategies defined above.

The state will require that districts initiate one of the four intervention models in all 36 schools declared Level 4 within the next year, both to receive supports and to be eligible for Title IG funding. We do not expect that every element of the transformation model will be in place in each school using that intervention by the end of Year 1; however, districts must have begun to implement some elements of transformation within the first year. In Years 2 and 3, intervention models will be up and running in all 36 Level 4 and 5 schools in the state, including some schools implementing turnaround, restart, or closure. In Year 4, with an additional round of Title IG funding available, we plan to increase the number of interventions by identifying 10 additional Level 4 and 5 schools and requiring them to initiate one of the intervention models. This will result in a total of 46 Level 4 and 5 schools by Year 4 implementing one of the intervention models.

Using available Title IG funding, the state will also initiate a competitive process to attract Level 3 schools to volunteer to implement the turnaround, transformation, or restart models. Significant Title IG funding (up to $500,000 per school per year) will be available to 10 schools submitting dramatic plans for Years 1-3. In Year 4 we will make funding and support available to an additional 5 schools for a total of 15 Level 3 schools implementing intervention models. Creating an incentive for dramatic intervention in the lowest-performing Level 3 schools will be a powerful strategy to spur innovative practices, build knowledge on effective transformation strategies, and prevent additional schools from declining to Levels 4 and 5.

(F) General ***(55 total points)***

State Reform Conditions Criteria

(F)(1) Making education funding a priority *(10 points)*

The extent to which—

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Recommended maximum response length: Three pages

(F)(1)(i)

Massachusetts is a national leader in our support for public education, and our commitment continues even in the face of the current historic economic downturn. Table F1 shows the share of the Commonwealth's revenues that went to and will continue to fund K–12 education and higher education in fiscal years 2008, 2009, and 2010. Despite the declining revenues, current estimates predict that the state will increase the share of total state revenues funding education programs in fiscal year 2010.

Table F1: Education expenditures as a share of total state revenues, fiscal years 2008 to 2010

	FY08	FY09	FY10
Chapter 70 (K–12 local aid)	$3,725,671,328	$3,536,824,061	$3,869,847,585
Special Education circuit breaker	$220,000,000	$215,337,070	$133,119,160
Regional transportation aid	$58,300,000	$58,357,600	$40,521,840
Other K–12 state grants and programs	$247,397,202	$246,384,065	$210,602,044
University of Massachusetts	$479,008,592	$475,026,934	$379,900,504
State colleges	$215,789,565	$210,173,408	$171,387,324
Community colleges	$240,185,710	$230,749,551	$188,150,763
Massachusetts School Building Authority	$607,100,000	$702,000,000	$634,700,000
Massachusetts Teachers' Retirement System and Boston Teachers' Retirement System	$907,420,000	$891,941,000	$933,254,000
Total state revenues	$20,879,200,000	$18,259,500,000	$18,278,700,000
Education spending as % of total state revenue	32%	36%	36%
K–12 spending as % of total state revenue	28%	31%	32%

Notes: Data are current as of October 30, 2009. FY08 and FY09 expenditure figures are final; FY10 figures are budgeted or estimated. FY08 revenues are final; FY09 are estimated; FY10 are projected.

(F)(1)(ii)

The state distributes education aid, commonly referred to as Chapter 70, to school districts through a progressive funding formula. The formula establishes an adequate spending level for each school district and ensures that every district reaches this spending goal each year through a combination of state aid and local resources. Chapter 70 aid is non-categorical funding and can be used to fund a variety of district operating costs, with the exception of transportation and capital expenditures.

The foundation budget—the amount that each school district must spend to provide an adequate education to every student—has been in place in Massachusetts since fiscal year 1994. It is calculated using a set of assumptions about how much districts should spend per pupil across expenditure categories and for a variety of student groups, assigning higher rates to students whose resource needs are assumed to be greater, such as students with disabilities, vocational students, English language learners, and low-income students. Rates are adjusted for inflation each year.

The formula has produced a progressive distribution of state aid. Districts that educate the highest percentage of low income students, based on their eligibility for free or reduced price lunch, receive the most state aid per pupil. Table F-2 shows that in fiscal year 2008, districts serving the highest numbers of low income students received almost three times as much state aid per pupil as districts in the lowest quartile, and more than twice as much as districts in the second quartile.

Grant funding is another major source of support for Massachusetts school districts, and the data show that the state delivers our federal and state grant dollars to districts in a similarly progressive way. Districts that serve the greatest numbers of low income students received more than twice as much federal grant funding per pupil as districts in the next highest quartile in fiscal year 2008 (see Table F2). The same was true for state grant funds, which comprise a smaller yet equally important source of district funding. The state awards grants to fund expanded learning time, academic support programs, and full-day kindergarten, among other priorities, with high poverty schools receiving priority for these grants (see section (F)(3)).

The progressive distribution of state aid and grant dollars means that districts with the highest percentage of low income students spend more per pupil than other districts when all funding sources (local, state, and federal) are taken into consideration (see Table F-

2). Spending differences between the lowest, second, and third quartiles are small, but districts serving the neediest students spend an average of nearly $2,000 more per student than districts in the next highest quartile.

As of fall 2009, Massachusetts has 392 school districts, including charter and vocational schools. Our districts are small by national standards, enrolling an average of about 3,000 students. The state's commitment to fund districts progressively and to prioritize high poverty schools for school-level grants helps to ensure that resources are targeted to the neediest schools and students.

Table F2: Chapter 70, grant funding and total spending per pupil, fiscal year 2008

Quartile of enrollment of low income students	FY08 Chapter 70 aid per pupil	FY08 federal grants per pupil	FY08 state grants per pupil	FY08 spending per pupil, all funds
Lowest quartile (fewest number of poor students)	$1,942	$265	$76	$11,528
Second quartile	$2,677	$329	$60	$11,303
Third quartile	$3,207	$484	$64	$11,952
Highest quartile (greatest number of poor students)	$5,764	$1,040	$134	$13,679
Difference between lowest and highest quartile	$3,822	$775	$58	$2,151

Note: FY08 is the most current year for which ESE has data on all three categories: state aid, grant awards, and per-pupil spending.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 points)*

The extent to which—

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State

that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;

(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;

(iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State's approach to charter school accountability and authorization, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

- For each of the last five years:
  - The number of charter school applications made in the State.
  - The number of charter school applications approved.
  - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
  - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the State's approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Recommended maximum response length: Six pages

(F)(2)(i)

(See Appendix F1 for complete charter school statutes and Appendix F2 for regulations.)

The Massachusetts charter school statute defines two types of charter schools:

1. Commonwealth charter schools are newly formed independent local education agencies serving students from either a single district or a region made up of multiple districts. Massachusetts currently has 55 operating Commonwealth charter schools, serving over 26,000 students. Students are accepted into a school through an open lottery and retain the right to attend if they

move out of the district or region. Siblings are given preference in enrollment. Charter school teachers and staff are not part of collective bargaining, enabling schools to establish their own work rules and working conditions.

2. Horace Mann charter schools also operate as independent local education agencies, but teachers remain a part of the local collective bargaining unit. Massachusetts currently has seven Horace Mann charter schools. The primary differences from a Commonwealth charter are that the original charter application, subsequent applications for renewal of the charter, and any requests to the Board of Elementary and Secondary Education to amend the charter must receive approval from the school committee and local collective bargaining unit prior to Board approval. A recent statutory change, however, allows for the creation of 14 Horace Mann charter schools that do not require local union approval. Horace Mann charters can be established as conversion schools and, in those cases, currently enrolled students receive preference for enrollment. Additionally, conversion of an existing district school into a Horace Mann charter does not require union approval but instead a memorandum of understanding regarding any waivers to applicable collective bargaining agreements that requires approval by a majority vote of that school's teachers. Enrollment is otherwise limited to the district in which the school is located, with siblings receiving preference.

Massachusetts General Law c. 71, § 89 includes multiple types of requirements regarding the number and types of charter schools that may be approved, two of which limit the overall number of schools. The first limits the number of charter schools to a total of 120, including 72 Commonwealth charters and 48 Horace Mann charters, in comparison to 1,770 non-charter public schools (i.e., these types of charters can represent what amounts to approximately 7% of all public schools). The second requirement limits the amount of any district's net school spending that can be reallocated to charter schools to 9%. In addition, no less than two charters granted in any year must be granted in districts where overall student performance on the statewide assessment system is in the bottom 10 percent for two consecutive years; only one regional charter can be granted to a charter school located in a district in the top 10 percent on the statewide assessment system; and Commonwealth charters can be granted in communities with a population less than 30,000 only if the charter is regional. Currently, 55 Commonwealth charters and 7 Horace Mann charters are operating in

Massachusetts for a total of 62 charters, or 3% of schools and 2.8% of students. Notably, however, in our state's largest district, Boston, charter schools currently represent approximately 12% of all public schools, and the state's new charter law will allow for a near doubling of the allowable spending on charters in Boston, as well as several other of the state's lowest performing districts.

The goal of Massachusetts' recently passed "smart cap" law is to increase the number of proven providers operating in low-performing districts and serving high-needs students. Consequently, for a subset of districts, only one restriction applies: statewide, for districts in the bottom 10% for academic achievement for two consecutive years, the net school spending cap (i.e., the amount of any district's net school spending that can be reallocated to charter schools) increases to 18%, rather than 9% as it is for all other districts. In fiscal year 2011, this cap is set at 12%; by statute, it increases by one percentage point a year to reach 18% in 2017. Charter schools opening in these districts are not subject to the limitation, described above, of 72 Commonwealth charters, which means that, with the passage of this new law, the total number of charters in the state could well exceed 7% of all public schools.

For districts authorized to exceed the 9% net school spending cap, only so-called "proven providers" may apply. A high performing, proven provider is defined by statute as "an applicant, or a provider with which an applicant proposes to contract, [that] has a record of operating at least one school or similar program that demonstrates academic success and organizational viability and serves student populations similar to those the proposed school seeks to serve, from the [eight identified categories of students]." These categories of students are: English Language learners; special needs students; students eligible for free lunch; students eligible for reduced price lunch; students who are sub-proficient, as defined by statute; students who are determined to be at risk of dropping out of school based on predictors determined by the SEA; students who have dropped out of school; and other at-risk students who should be targeted in order to eliminate achievement gaps among different groups of students.

Lastly, the state's sole charter authorizer, the Board of Elementary and Secondary Education is authorized to give priority in its deliberations to these "proven providers."

(F)(2)(ii)

Massachusetts is one of only two states in the nation with a single authorizer, the Board of Elementary and Secondary Education. For this reason, accountability is handled consistently for all charter schools in the state. The Charter School Office of the Department of Elementary and Secondary Education operates under a comprehensive set of standards and protocols that have been developed since 1993, when the state's charter legislation was first enacted. Over the past several years Massachusetts' authorizing and accountability process has been hailed as a national model. Massachusetts was one of eight charter authorizers highlighted in USED's 2007 report "Supporting Charter School Excellence Through Quality Authorizing."

Under Commonwealth of Massachusetts Regulations 603 CMR 1.00, charter schools are held accountable in three areas: faithfulness to charter, academic success, and organizational viability. The process of accountability begins with the application for a charter, which uses an extensive set of criteria in all three areas of accountability in addition to an assessment of the capacity of the board of trustees. The most detailed section of the application requires answers to questions on curriculum development and implementation, instruction, professional development, and use of instructional time. The information provided against these criteria becomes a critical element in determining if the application should be chartered. Massachusetts uses a phased application process in which applicants first submit a prospectus and, depending on the outcome of the prospectus review, may be invited to submit a full application. 5 Newly chartered schools are required to complete an opening procedures process to ensure schools have met state and

5 G.L. c. 71, s. 89 provides that the application for a Commonwealth charter school must include: (i) the mission, purpose, innovation and specialized focus of the proposed charter school; (ii) the innovative methods to be used in the charter school and how they differ from the district or districts from which the charter school is expected to enroll students; (iii) the organization of the school by ages of students or grades to be taught, an estimate of the total enrollment of the school and the district or districts from which the school will enroll students; (iv) the method for admission to the charter school; (v) the educational program, instructional methodology and services to be offered to students, including research on how the proposed program may improve the academic performance of the subgroups listed in the recruitment and retention plan; (vi) the school's capacity to address the particular needs of limited English-proficient students, if applicable, to learn English and learn content matter, including the employment of staff that meets the criteria established by the department; (vii) how the school shall involve parents as partners in the education of their children; (viii) the school governance and bylaws; (ix) a proposed arrangement or contract with an organization that shall manage or operate the school, including any proposed or agreed upon payments to such organization; (x) the financial plan for the operation of the school; (xi) the provision of school facilities and pupil transportation; (xii) the number and qualifications of teachers and administrators to be employed; (xiii) procedures for evaluation and professional development for teachers and administrators; (xiv) a statement of equal educational opportunity which shall state that charter schools shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin,

federal statutory and regulatory requirements. Enrollment is by open lottery and does not allow for quotas or set demographic requirements.

Recently passed legislation requires that all charter schools create student recruitment and retention plans to attract and retain a student population that, when compared to students in similar grades in schools from which the charter school is expected to enroll students, contains a comparable academic and demographic profile. In districts authorized to exceed their 9% net school spending cap, charter applicants must provide and annually update recruitment and retention plans designed to attract and retain, when compared to the population of students in the grades and schools from which the charter is expected to enroll students, a comparable or greater percentage of: (1) English language learner or special needs students; and (2) a comparable percentage of students from two or more of the following categories: students eligible for free lunch; students eligible for reduced price lunch; students who are sub-proficient; students who are determined to be at risk of dropping out of school based on predictors determined by the department; students who have dropped out of school; and other at-risk students who should be targeted in order to eliminate achievement gaps among different groups of students. Additionally, the statute requires that, at the request of a charter school, districts must provide to a third party mail house authorized by the SEA the addresses for all students in the district who are eligible to enroll in the charter. This will allow for broad-based recruiting to help charter schools reach recruitment and retention goals.

A charter school's success in the three areas of accountability is defined by Common School Performance Criteria developed by the Department. These criteria were used to create protocols for site visits during the charter term, renewal inspections in the fifth year, and federal programs inspections to ensure schools have implemented requirements. ESE has also developed numerous guidance documents for charter schools, including a guide on fiscal policies and procedures, technical advisories on amendments and

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creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or academic achievement; (xv) a student recruitment and retention plan, including deliberate, specific strategies the school will use to ensure the provision of equal educational opportunity as stated in clause (xiv) and to attract, enroll and retain a student population that, when compared to students in similar grades in schools from which the charter school is expected to enroll students, contains a comparable academic and demographic profile; and (xvi) plans for disseminating successes and innovations of the charter school to other non-charter public schools.

transportation, and annual report guidelines. Each charter school is required to submit an annual report of the school's progress on an accountability plan that details goals and measures in the three areas of charter accountability, and each charter school must annually contract for and submit an independent audit. The charter school statute also requires that, when deciding on renewal, the ESE Board must consider the extent to which the school has followed its recruitment and retention strategies.

Over the course of each school's charter term, the Department builds a body of evidence regarding the school's success, using data from the annual statewide assessment, the school's annual reports and audits, and information contained in reports produced after interim site visits by the Department and the final renewal inspection visit. Academic success is also assessed by statistical comparisons with the sending district(s) to determine if the charter school is achieving at an equal to or higher level. At the five year mark, charters may be renewed, non-renewed, renewed with conditions, or placed on probation, also with conditions. Revocation, as defined in the regulations, is possible at any time during the charter term.

Charter applications are denied when a combination of factors are unveiled through the review panel process and interview with the founding group. Factors may include quality of the proposed model for curriculum and instruction, or capacity of the founding board to implement the proposal.

Lack of academic success was a major factor in the closure of two of the three charter schools closed in the past five years. The first school was closed at the five year renewal, primarily for academic and governance reasons. The second was renewed with stringent outcome conditions regarding academic success and meeting the terms of its charter; the conditions were not met and the charter was revoked. The third school's charter was revoked in the second year of operation for failure to meet accountability standards in all three areas, including implementation of the academic program, governance, and financial oversight and management.

Table F3: Charter School Applications and Approvals, 2005–2009

School year	Charter prospectuses submitted	Final charter applications made	Charter applications approved	Charter applications denied	Charter schools closed by the Board
2004–05	8	5	2	3	2
2005–06	14	4	3	1	0
2006–07	10	4	1	3	0
2007–08	10	5	3	2	0
2008–09	7	3	1	2	1
Total	49	21	10	9	3

(F)(2)(iii)

The funding formula in the Massachusetts charter school statute uses three components to calculate charter school tuition rates. The first is a per-pupil foundation rate, based on student demographic and enrollment factors and adjusted annually for inflation. The foundation rates are the same rates used to establish foundation budgets for traditional school districts. The second factor is the "above-foundation" adjustment. The foundation rates are adjusted upward to reflect the amount by which the sending districts' spending on their own students exceeds their foundation budget. The third component is a per-pupil facilities component, which is discussed under (F)(2)(iv), below.

Charter school tuition rates vary from under $9,000 to more than $20,000 per pupil, reflecting the differences in spending of sending districts. In general, the charter tuition formula is designed to ensure that charter schools are receiving the same amount per pupil as is spent in the sending districts. The only differences result from adjustments for student demographics (for example, a charter school with a higher percentage of low income students than the sending district will receive relatively more funding per pupil) and exclusion of certain cost elements not borne by charter schools (most notably tuition costs for students placed in private special education schools). In fiscal year 2008, charter schools on average spent $10,628 per student as compared with $12,454 for districts, a difference of $1,826 per student. This difference is attributable to the fact that districts bear higher costs for special education than charter schools do and have higher average teacher salaries. The average salary for teachers in district schools in fiscal year 2008 was $64,000 per year, as compared to $52,000 per year for charter schools.

Charter school tuition is paid by the sending districts, and as a result draws from the same local and state revenue sources that fund traditional public schools. The state provides reimbursement to sending districts for the amount that their charter school tuition increases from one year to the next. Based on recently enacted legislation, in each fiscal year, districts are reimbursed for 100% of the increase in tuition over the prior year, and 25% of the difference in increased costs for the next five years. Reimbursement for facilities costs is based on a statewide rate that is calculated annually (see description below in (F)(2)(iv)). Federal grants are distributed directly to charter schools by the Department in accordance with federal requirements.

(F)(2)(iv)

The funding formula for Massachusetts charter schools includes a facility component that is based on a set per-pupil amount, adjusted annually for inflation. In addition, MassDevelopment, a quasi-public agency, issues tax-exempt bonds to finance the acquisition, rehabilitation, or construction of charter schools through multiple vehicles, including Qualified Zone Academy Bonds for school renovations and upgrades; real estate loans of up to $5,000,000 for facility acquisition, renovation, construction, and permanent financing; and charter school loan guarantees for a portion of a bank loan or tax-exempt bond for acquisition, construction, or renovation of owned and leased charter school facilities. Recently enacted legislation offers incentives to districts to offer unused school buildings to charter schools. No facility requirements are placed on charter schools beyond the normal building code and accessibility requirement, and these same requirements apply to traditional district schools. Lastly, the state legislature passed a law in 2009 requiring the Massachusetts School Building Authority (MSBA) to oversee Massachusetts' allocation of American Recovery and Reinvestment Act Qualified School Construction Bonds (ARRA QSCBs). (See text of Section 137 of Chapter 27 of the Acts of 2009 in the appendices.) The MSBA was authorized to use a portion of the state's allocation of ARRA QSCBs for charter schools.

(F)(2)(v)

Both the state and local districts enable the operation of innovative, autonomous schools other than charter schools. Three districts (Boston, Springfield, and Fitchburg) operate a total of 23 pilot schools: district-based schools with autonomy over staffing, budget, curriculum and assessment, governance and policies, and school calendar, and with greater accountability for results. In addition, the state allowed five schools in three districts facing determinations of underperformance to become Commonwealth Pilot Schools, with the same autonomies and accountability as district-based pilot schools.

Recent state legislation enabled the creation of Innovation Schools, another kind of innovative, autonomous school (see Appendix F3). Innovation Schools are in-district public schools, authorized by the local school committee, with increased autonomy and flexibility in the areas of curriculum, budget, school schedule and calendar, staffing (including waivers or exemptions from collective

bargaining agreements) and school district policies. These unique schools—which may be established by superintendents, school committees, teachers, parents, colleges and universities, charter school operators and others—will promote high levels of student achievement through an innovation plan and represent an in-district alternative to charter schools. Responsibility for designing and meeting the terms of the innovation plan under which the school operates may rest with either school leadership (as well as faculty, for the design phase) or with an external partner or partners. Innovation Schools are intended to be a fiscally neutral school redesign model in which long-term support for new or different programs or services will be primarily supported through increased flexibility in how the school's existing budget is used. Unlike charter schools, local school committees, not ESE, have final approval over the authorization of Innovation Schools. However, ESE is responsible for the overall organization, coordination, and monitoring of the Innovation Schools initiative, including the provision of technical assistance and support and the development of prospectus applications and other documents related to the approval process. In summer 2009 ESE issued $200,000 in planning grants to 16 districts (encompassing efforts at 22 schools) to prepare for transitions to Innovation Schools. Twenty Innovation Schools are poised to open in fall 2010 and 2011.

(F)(3) Demonstrating other significant reform conditions *(5 points)*

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

Recommended maximum response length: Two pages

Massachusetts has a demonstrated history in establishing innovative conditions, policies, and programs favorable to education reform. Beyond those already mentioned elsewhere in the application (such as the Innovation Schools described in (F)(2)(v)), a key element of these conditions is the state legislature's funding priorities. (See Appendix F4 for complete statutory budget language.)

Recognizing the importance of additional time to improving outcomes for low performing students, the state funds two programs that increase time for academics. First, we are the only state in the nation to support a statewide Expanded Learning Time program, funded at $15.7 million in FY10 and serving 23 primarily high poverty schools. This program, currently in its fourth year, provides an additional 300 hours of time in participating schools to support additional time for academics, enrichment, and professional development. An independent evaluation by Abt Associates suggests that most participating schools are implementing the program effectively and that teachers feel they have more time to differentiate instruction and explore subjects in-depth. Student achievement results for the first two years of the program show relatively small impacts on MCAS scores, but we expect to see improvements as schools gain more experience with the model. (Abt Associates 2009) Second, the legislature also funds after-school and out-of-school time grants ($2 million in FY10) to improve the quality of after-school and summer programs. In FY08, this program supported 48 programs in providing services to 6,750 students statewide, including 980 students with disabilities and 630 English language learners.

The state funds a variety of programs aimed at helping students meet high school graduation requirements and improve their college and career readiness. Largest is a set of programs supporting students in grades 8 and above in passing the required high school MCAS examinations. These programs, totaling $9.3 million in FY10, have resulted in increases of 12 to 34 percentage points (depending on student grade of enrollment) in the share of students earning a Competency Determination, relative to students eligible for but not served by the program (ESE 2009). The state also funds a Connecting Activities program ($2 million in FY10) designed to link high school students to the world of work through internships and work-based learning, with priority to students scoring in *Needs*

Improvement or *Warning/Failing* on MCAS test(s). A study of FY07 participants showed that 57 percent of students who participated in the program earned a Competency Determination, as compared to 43 percent who were eligible for but not served by the program. Finally, the state provides $1.3 million each year to the WPI School of Excellence, a STEM-focused high school in Worcester affiliated with Worcester Polytechnic Institute, and $1.5 million to Youth Build, an alternative education program serving overage high school students and featuring GED or high school completion, job skill development, community service, and mentoring.

Our full-day kindergarten grant program, funded at $25.9 million in FY10, supports districts to transition from half-day to full-day kindergarten and provides resources to improve the quality of full-day kindergarten programs. As a result of this program, between FY00 and FY09 the share of Massachusetts students attending full-day kindergarten rose from 29 to 77 percent. Currently 265 of the state's 280 non-charter school LEAs enrolling kindergarten-age students (89%) offer full-day kindergarten. Proposed regulations to be voted by our Board in January 2010 would require full-day kindergarten in all Level 4 elementary schools.

In FY10 the state legislature consolidated three separate early literacy programs into a single line item funded at $4.2 million. The Department can now more effectively target districts with identified literacy proficiency gaps, expand its focus beyond K–3 to the equally important area of adolescent literacy, and provide professional development and resources statewide. The consolidated line item serves over 100,000 students in 380 high priority schools statewide.

Together with local school aid already provided through Chapter 70 and other fiscal programs outlined in section (F)(2), these legislative investments signal Massachusetts' deep commitment to innovative supports designed to meet the needs of all students and to close achievement gaps statewide.

VII. COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). *(15 points, all or nothing)*

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

Investment in STEM is a critical component of Massachusetts' overall reform agenda and is integrated throughout our RTTT proposal. As noted in section (A)(3), we have made a rigorous commitment to high standards in STEM, leading to striking results: our fourth- and eighth-grade

students lead the nation in mathematics achievement and are ranked internationally in both science and mathematics.

This success belies the fact that too few of our students are reaching their full potential. Large and persistent achievement gaps persist on the basis of race, language, income, and disability. And too few of our students are interested in pursuing STEM careers; according to the College Board, 20.5% of Massachusetts students who took the 2008 SAT indicated an interest in pursuing a career in the STEM fields, below the national average of 26.3%. This is particularly troubling given our high-tech economy, where 10% of our state's job vacancies in 2008 were in STEM fields (DWD 2008). Dramatically changing these trends is critical for the future of our students and the continued prosperity of our state. We will use RTTT funds to make targeted STEM investments that address key challenges:

Individualize STEM instruction (see sections (B)(3), (D)(5)): Massachusetts will incorporate STEM subjects into all aspects of the PreK–12 teaching and learning system, and we will prioritize formative and interim assessments for mathematics and science. Educators will have access to high-quality curriculum materials, model units, and lesson plans, designed to model what an effective STEM classroom looks like, what engages and excites students in STEM, and how to better integrate courses.

Expand the supply of effective STEM educators (see sections (D)(3), (D)(5)): Given critical shortages of STEM educators, Massachusetts will scale up intensive recruitment and preparation programs. We will also invest in retention efforts, as every year we lose STEM teachers, particularly mid-career changers, because they do not receive sufficient classroom support. We will use RTTT funds to provide additional induction and coaching for new STEM educators as well as opportunities to participate in proven professional development networks for science and K–8 mathematics instruction (e.g., Massachusetts Intel Mathematics Initiative).

Increase STEM college and career readiness among under-represented groups (see section (B)(3)): The state will continue to emphasize STEM in MassCore, which will become the state's default high school curriculum, and will include a minimum of four years of mathematics and three years of lab-based science. We will also provide supplemental funding to LEAs to scale proven programs that embed rigorous STEM curricula in lower-performing schools, including six new early college high schools, twelve International Baccalaureate programs, and planning and implementation of STEM-focused Innovation Schools.

In October 2009, Governor Patrick established a STEM Advisory Council that will serve as a central advisory body, convening public and private sector stakeholders to increase student interest in and preparation for careers in STEM fields. This Council, along with several related channels, will be leveraged to achieve rapid and effective implementation by our Race to the Top investments: a) seven existing regional PreK–16 STEM networks that connect districts, higher education, and industry with the purposes of increasing student interest in STEM careers, adding to the pool of qualified STEM teachers, and improving the quality of STEM offerings; b) a significant collection of leading-edge STEM institutions such as the Museum of Science; c) The Robert H. Goddard Council, comprised of high-level representatives from industry, state government, and K–12 and higher education, which advises the Board of Higher Education and the legislature on STEM workforce development programs and policy; and d) the STEM-focused Greater Boston Readiness Center that provides targeted professional development and instructional services to educators and shares promising practices via the Readiness Center Network.

With our history of high standards, our commitments from our policymakers and STEM partners (see Appendix A11 for letters of support), and our deliberate use of Race to the Top investments in innovation and capacity-building, we are confident that Massachusetts will dramatically increase the STEM proficiency of our students and their successful pursuit of STEM-related careers.

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes *(not scored)*

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Massachusetts has a deep commitment to developing and implementing innovative strategies to improve learning outcomes for young children, particularly those living in high need communities. We firmly believe that we cannot turn around our lowest-performing schools unless we reach out to students before they enter the K–12 system. In 2005, Massachusetts became the first state in the nation to establish a single agency, the Department of Early Education and Care (EEC), to oversee both early education and care programs and after-school services. The agency was established in accordance with one primary principle—state resources must fundamentally be re-organized to better address the different needs of children and their families—and its primary purpose is to develop a more unified, coherent, and efficient system of early education and care.

The core priorities of EEC are as follows: 1) create a delivery system that will provide high-quality services across the state; 2) increase and promote families' access to affordable support services; 3) establish a system to build an effective and diverse educator workforce; 4) disseminate information to stakeholders to advocate for and convey the value of early education and care; and 5) develop the organizational infrastructure that is needed to achieve key goals. Governor Patrick's Education Action Agenda (EAA), which was issued in June 2008, and a landmark early education bill (An Act Relative to Early Education and Care), which the Governor signed in July 2009, established the foundation for several key EEC initiatives: 1) the development of a Quality Rating and Improvement System (QRIS) to assess and improve the

level of quality in early education and after-school programs (to date, this work has informed the development of a regulatory framework for kindergarten readiness and a statewide assessment system to measure the developmental progress of young children ages 3 to 5); 2) the creation of the Birth to School Age Task Force to support the healthy development of children, particularly those from low-income families; and 3) the expansion of universal pre-kindergarten to promote school readiness and inform the establishment of accessible, affordable, and high-quality programs.

Massachusetts' Race to the Top application includes three specific investments deliberately connected to the Governor's EEC agenda:

Focus on PreK services in the "Wrap-around Zones" (see section (E)(2)): Massachusetts will allocate RTTT funding to establish "wrap-around zones," in three communities—regions within which students and families will receive more comprehensive instructional and support services. In each zone, funding will also be used to support home- and center-based early education and care providers that serve as feeder programs for the lowest-performing elementary schools in the district. Early childhood educators in these programs will have access to professional development opportunities focused on aligning early literacy and mathematics instruction with K–3 curricula.

Provide instructional and professional development services (see section (D)(5)): The purpose of the regional Readiness Centers is to improve the quality of teaching across the educational continuum and throughout Massachusetts by leveraging partnerships among institutions of higher education, school districts, early education providers, and business and community partners. Massachusetts will use Race to the Top funding to support the provision of instructional and professional development services to early childhood and out-of-school-time educators. For example, with guidance and support from EEC, Readiness Centers will provide targeted professional development related to core skills and competencies, the QRIS, and child care regulations.

Link early education standards and assessments K–3 (see section (B)(3)): In partnership with EEC, ESE will make targeted investments in early education through the PreK–12 teaching and learning system, aligning PreK and K–3 standards, providing model curriculum through the Digital Library, and developing formative assessments and curriculum-embedded performance tasks in early grades.

The investment of Race to the Top funds in these projects will strengthen our current efforts to provide children and families with high-quality educational and development opportunities. In addition, the existence of a strong state-level organizational framework and robust collaboration among multiple partners will ensure that we can sustain the impact of these investments in the years to come.

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Massachusetts is currently pursuing the development of a comprehensive longitudinal data system. Progress to data has been funded by the state and by supplemental funds secured through the 2008 LDS grant. ESE has already implemented several of the key data elements and the functionality described by this invitational priority in the state's Education Data Warehouse (EDW). This includes integration of data related to the enrollment, attendance, and performance of students who are in special education, who are English language learners, and who are at risk of dropping out, as well as data on student mobility and human resources information for teachers, principals, and other staff.

Going forward, the statewide longitudinal data will continue to be a critical component of the governor's Education Action Agenda and is a priority in the state's Race to the Top application. Governor Patrick strongly supports the development and implementation of a Readiness Passport: an integrated P–16 data tool for parents, guardians, and agencies to document key elements of a child's educational experiences as well as to chronicle various services, interventions, supports, data, and performance evaluations related to that child (EOE 2008). The

Passport is meant to ease transitions between schools and programs and to transform data into actionable information on policy, practice, and program effectiveness.

The governor has convened a Child and Youth Readiness Cabinet, composed of senior-level representatives of the Massachusetts public agencies that serve children, as well as a Readiness Passport Interagency Working Group to drive forward developing this system. EOE also commissioned a report from Public Consulting Group to lay out the context, challenges, and opportunities related to increased data-sharing across agencies, so we are prepared to take on this important work and have the governance structures in place to succeed.

Our goal with both our RTTT application and our pending 2010 State Longitudinal Data Systems grant proposal is to build out the remaining foundation of the Passport through pursuit of four strategies:

Improving and integrating education data collection systems: We will assign a SASID (a unique student identifier) as soon as a student is touched by the public education system, whether in early, K–12, higher, or adult education, to facilitate data-linking across systems. Our Education Personnel Information Management System (EPIMS) will expand to include information related to educator evaluation, and we will also begin assigning a MEPID (unique educator identifier) as soon as prospective educators take their first concrete step toward licensure (e.g., enrollment in a preparation program or registration for a state licensure exam). We will expand our Student Information Management System to include data related to participation and completion in college and career pathways (see section (B)(3)) and link this to National Student Clearinghouse data on college enrollment and completion patterns. We will also build tools to simplify the process of submitting data to the agency and implement an auditing system to improve data quality across all our systems.

Expanding access to the Education Data Warehouse (EDW): We will expand secure, differentiated EDW access to all K–12 educators, private special education schools, the Division of Youth Services (serving incarcerated students), researchers, and key stakeholders in early and higher education. We will also explore the feasibility of expanding access to parents and students for individual student-level data. If this application and/or ESE's 2009 LDS application are funded, the EDW will expand to include early childhood and higher education students; an improved "Early Warning Information System" to support dropout prevention and recovery; and enhanced data and related reports on school climate.

Enhancing the Education Data Warehouse's utility: The EDW will serve as the information backbone of many of the projects in our Race to the Top proposal, most notably the PreK–12 teaching and learning system, the digital library, and the educator evaluation system. Beyond this, we will enhance the data and tools available in the EDW to include the expanded data elements noted above. We will integrate ELAR, the Department's educator licensure transactional database, with EPIMS through the EDW. And we will build reports and tools that help identify students at risk of dropout or ready for accelerated instruction and that measure college enrollment and completion outcomes.

Providing training on effective data use: For most educators, significant investment in training and job-embedded activities is required before data use becomes a regular component of their practice. To this end, we have built training activities throughout our RTTT and 2010 SLDS proposals to ensure that the data we are collecting and disseminating is effectively used for instructional decision making. These activities include classroom and online courses, supports for district- and school-based data teams, and other curricular materials.

By implementing these strategies, we will expand our state longitudinal data system to serve a much broader spectrum of users. We will be able to analyze the college enrollment and completion rates of our high school graduates even if they enroll outside the Massachusetts public higher education system, and we will be able to differentiate those outcomes for students participating in new program initiatives such as Early College High Schools. We will be able to connect early learning experiences to student outcomes in the K–12 system, and to connect educator preparation, licensure, teaching assignment, and student outcomes. Finally, we will meet all 12 elements of a longitudinal data system as defined in the America COMPETES Act. Together, we will successfully make a leap forward in achieving our long-term goal of a Readiness Passport connecting timely, relevant, and actionable information for all Massachusetts public agencies serving our children and communities.

Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment *(not scored)*

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Massachusetts is currently pursuing an ambitious plan to integrate the P–20 system and support our learners through every stage of their educational careers. The state has already established the governmental and organizational framework that is necessary to both promote and sustain P–20 coordination, and is pursuing additional policies and strategies that will increase both vertical and horizontal alignment across the state.

In 2008, the Massachusetts legislature overwhelmingly approved Governor Patrick's proposal to establish the Executive Office of Education (EOE), the single and responsible authority to advance public education in the state. Under the leadership of a Secretary of Education, the primary function of the EOE is to create and sustain a truly seamless education system from birth through higher education. As described in section (A)(1), the EOE is working in partnership with the Departments of Early Education and Care (EEC), Elementary and Secondary Education (ESE), and Higher Education (DHE) and also with the University of Massachusetts (UMASS) to create and sustain a truly seamless education system from birth through higher education.

Massachusetts' Race to the Top proposal was crafted with significant guidance and input from the EOE and the three departments, and the success of the following strategies depends on the deliberate and continued coordination of these entities:

Standards and Assessments: As described in section (B)(3), Massachusetts will use RTTT funding to develop a unified and more coherent PreK–12 teaching and learning system. ESE's ongoing partnership with EEC and DHE will ensure alignment between the early education and K–3 standards/assessments, inform a seamless PreK–12 model curriculum, strengthen the link between K–12 and higher education, and address strategies related to college and career readiness (including the implementation of MassCore as the default curriculum for all high school students, revisions to the criteria for the Adams Scholarship, the establishment of STEM-focused early college high schools and Innovation Schools, and expansion of dual enrollment opportunities).

Data Systems: As described in section (C), enhancements to the state's Education Data Warehouse (EDW) and the expansion of existing databases will assist educators with the collection, transfer, usage, and application of data. ESE has and will continue to partner with the EOE, ESE, DHE, UMASS, and other state agencies to ensure that the collection and management of data supports the implementation of RTTT initiatives including, among others, using data from the "Early Warning Indicator System" (EWIS) to prevent students from dropping out of school, and linking teacher preparation, licensure, and evaluation to measures of effectiveness.

Great Teachers and Leaders: The depth and breadth of the initiatives and strategies described in sections (D)(1) through (D)(5) necessitate continued and consistent collaboration among ESE, EOE, DHE, UMASS, and other stakeholders, and ESE will coordinate these partnerships both during and beyond the four-year RTTT grant. For example, ESE will continue its partnership with DHE, institutions of higher education, and other partners to develop and embed measures of educator effectiveness into every component of the system; improve the content, quality, and structure of teacher preparation programs; and increase the diversity of the educator workforce. RTTT funding also will be allocated to the Readiness Centers to supplement the capacity of ESE to provide instructional and professional development services and to convene stakeholders to address cross-sector priorities.

Turning Around Low-Achieving Schools: As described in Invitational Priority #3, RTTT funding will be allocated to support professional development opportunities for early childhood educators about early literacy, mathematics instruction, and standards/assessments through the "wrap-around zones." RTTT funds will also support the "Early Warning System" in six LEA pilots and act upon the recommendations of the Graduation and Dropout Prevention and Recovery Commission by building district and school capacity to partner with other agencies and community-based organizations to identify and intervene with middle and high school students most at risk of dropping out.

Massachusetts has already made great strides in building a more unified and cohesive public education system. We have the statewide architecture necessary to promote P–20 coordination and alignment; we are building capacity at multiple levels to develop, implement, and sustain efforts over time; we have increased policy and programmatic coherence; and we are actively leveraging existing partnerships between education agencies and other organizations and building new ones. With support from RTTT, the state can accelerate this critical work and realize Governor Patrick's vision of creating an outstanding public education system that truly promotes growth and success from birth through higher education—for all students.

Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning *(not scored)*

The Secretary is particularly interested in applications in which the State's participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

(i) Selecting staff;

(ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);

(iii) Controlling the school's budget;

(iv) Awarding credit to students based on student performance instead of instructional time;

(v) Providing comprehensive services to high-need students (as defined in this notice) (*e.g.*, by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);

(vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and

(vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Over the past 15 years, Massachusetts LEAs have led the way in establishing innovative, semi-autonomous public schools that feature high degrees of flexibility and autonomy. In 1995 Boston began the successful Pilot Schools initiative, which has resulted in the creation of 23 innovative, semi-autonomous schools, some of which are now among the most successful and highly sought-after schools in the city. Seeking to build on this success, Governor Patrick's Education Action Agenda (released in July 2008) proposed the creation of up to 40 semi-autonomous Readiness Schools by 2013. In 2009 ESE, working with the Executive Office of Education (EOE), awarded planning grants to 16 urban, suburban, and rural LEAs across the state to facilitate the establishment of 22 Readiness Schools, most of which are scheduled to open in fall 2010 or fall 2011.

With final passage of major education legislation reform legislation in January 2010, Massachusetts is now positioned to dramatically expand these existing initiatives by giving all of our LEAs the ability to establish schools with greater flexibility and autonomy. The law

authorizes the creation of Innovation Schools—in-district public schools with increased autonomy in the areas of curriculum, budget, school schedule and calendar, staffing (including waivers from collective bargaining agreements), and school district policies. Innovation Schools may be established as new schools or as conversions of existing schools, and can be proposed by a wide variety of eligible applicants, including superintendents, school boards, administrators, teachers, parents, colleges and universities, non-profit organizations, charter school operators, and consortia of those groups.

Innovation Schools will be developed through an inclusive, locally based process that will involve the development of an "innovation plan" that will detail the areas of autonomy and flexibility the school seeks to incorporate, as well as a performance contract that will include annual measurable goals on core academic measures. In cases where an existing public school is being proposed for conversion, school faculty will vote to accept the innovation plan (including any collective bargaining waivers) on the basis of a 2/3 vote; in the case of new Innovation Schools, such waivers will be facilitated through an expedited collective bargaining process. All Innovation Schools will be subject to final authorization by the local school committee, with provisions for annual evaluation and renewal after the school's initial authorization period has expired.

Because the Governor's Readiness Schools concept largely overlaps with the Innovation Schools framework authorized in the new law, during the spring of 2010 the school districts that were awarded Readiness School planning grants will continue to be developed using the newly established statutory framework. As detailed in this application, Massachusetts intends to use Race to the Top funds to support the start-up and establishment of these schools, including a subset of STEM-focused schools as well as a dropout-prevention high school and an alternative high school model.

At present, many of the proposed Innovation Schools under development in the 16 LEAs plan to incorporate the specific type of autonomy and flexibility referenced in this Invitational Priority. For example, nearly all of the LEAs intend to establish schools that use unique curricular and student support models that remove obstacles to student engagement and actively support student engagement and achievement (especially for high needs populations such as low-income students, English language learners, and students with disabilities). Nearly all the forthcoming Innovation Schools plan to feature enhanced budgetary autonomy. More than half

will seek to establish new structures for the school day or school year that result in increased learning time, and several plan to use increased autonomy to arrange staffing in ways that differ from traditional processes.

In addition, the January 2010 education law also will support LEAs in using flexibility and autonomy to facilitate the turnaround of low-performing schools in Massachusetts. As further detailed in section (E) of this application, the new law allows local superintendents and the commissioner to develop turnaround plans to promote the rapid improvement of schools that are designated by the state as Underperforming or Chronically Underperforming. In each case, the law mandates that these turnaround plans incorporate comprehensive services to high need students and their families, such as health services, social services, and workforce development services for students and families. Moreover, these turnaround plans will also include strategies to effectively engage families and communities in supporting the academic success of their students through a variety of statutorily mandated and optional components. Finally, the new law gives local superintendents and the commissioner the ability to include other turnaround plan components that will enhance flexibility in low-performing schools, such as budgetary flexibility, increased planning time for teachers, and provisions to authorize bonuses and other awards to attract and retain high-quality educators.

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Table of Contents for Appendices for Section B	B	B-1
Table of Contents for Appendices for Section C	C	C-1
Table of Contents for Appendices for Section D	D	D-1
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Table of Contents for Appendices for Section F	F	F-1

Total number of pages of appendices by section:

- General appendices: 9
- Section A: 254
- Section B: 228
- Section C: 37
- Section D: 86
- Section E: 96
- Section F: 64

Full appendices are available by request from rttt@doe.mass.edu.

Table of Contents for General Appendices

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B-790

THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE OFFICE OF EDUCATION
ONE ASHBURTON PLACE, SUITE 1403, BOSTON, MA 02108
617-979-8340

PAUL REVILLE
SECRETARY OF EDUCATION

January 18, 2010

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of the educators of our Commonwealth, I'm pleased to enthusiastically endorse Massachusetts' application for the Race to the Top Fund.

As you know, Massachusetts has never shied away from tackling the difficult work of education reform and improvement. Nearly a generation ago, our state was among the first to institute a rigorous system of learning standards coupled with high-quality assessments, allowing Massachusetts to vault from the middle ranks of the states in terms of academic achievement to the very top. Now we are setting a new goal: we want Massachusetts to become the international leader in student achievement, and close – once and for all – the pernicious achievement gaps that hold our students back and damage their life chances.

Our Race to the Top application reflects hundreds of hours of work and tremendous input and feedback from every corner of our education community. It balances initiatives that promote the yeoman's work of education with exciting new efforts that will challenge our school leaders, educators, and students. Our application is deeply responsive to the four reform priorities you have identified and addresses the competitive priority regarding STEM education, as well as most of the invitational priorities. We believe our application is a solid blueprint on which to base the next phase of education reform in Massachusetts, and we're eager to move forward.

We're just as eager to move forward in implementing the Commonwealth's new education legislation, the introduction of which you joined us for in July. After months of hard work, our Legislature passed this legislation by strong margins last week, and Governor Patrick signed it into law yesterday. The new law makes major advances in promoting school innovation, effective charter schools in our lowest-performing districts, and swift turnarounds of underperforming and chronically underperforming schools. We believe it will further enhance the effectiveness of our Race to the Top plans, and we're grateful that our state's leadership has coalesced around this measure.

Massachusetts has always prized the value of high-quality education, and with support from the Race to the Top Fund, we're confident that we reach new heights and deliver world-class schooling to all of our students. Thank you for the opportunity to partner with you and President Obama on this important work, and we look forward to your consideration of our application.

Sincerely,

Paul Reville
Massachusetts Secretary of Education

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B-791

Congress of the United States
Washington, DC 20515

January 14, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

We are writing to enthusiastically endorse Massachusetts' Phase I application for the Race to the Top Fund.

As you know, Massachusetts is a national leader in education reform and improvement, and our students consistently rank among the highest performers on U.S. and international measures of reading, mathematics and science achievement. Still, we recognize the need to continue working to close persistent achievement gaps and ensure that each and every one of our students receives a world-class public education. Massachusetts' Race to the Top application aims to accomplish this goal by building on the strong foundation of our landmark 1993 Education Reform Act and launching a second phase of major education reforms designed to propel student achievement to new heights.

Massachusetts' application emphasizes four ambitious yet achievable goals: providing all students with a more personalized educational experience; developing and retaining an effective, diverse, and culturally competent educator workforce; concentrating high-quality instruction, additional supports for students and families, and tools for educators in the lowest-performing schools; and increasing the readiness of all students for college and careers.

The application also articulates a series of bold and innovative strategies to reach each of the above goals. For example, Massachusetts plans to establish a new teaching and learning system that will give educators unprecedented access to formative, benchmark, and interim assessments that are closely aligned to rigorous content standards. Our application will promote the establishment of a greatly enhanced student data system that will allow educators to run sophisticated, real-time reports assessing students' academic mastery and continued learning needs.

We hope to use Race to the Top funding to establish a new teacher licensure system to ensure that teachers are expertly qualified in different domains, as well as a teacher career ladder that will encourage educators to move into new leadership roles. Finally, we will use program funding to implement dramatic new turnaround strategies authorized by the state legislation, which you joined us in promoting last July. Taken together, we believe these initiatives will not

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only be a powerful impetus for dramatic change in Massachusetts, but also allow our state to continue to serve as a national model for educational improvement and reform.

We appreciate the leadership that you and President Obama have shown to make this unprecedented opportunity available to states and respectfully request that you will give Massachusetts' application the fullest consideration.

Sincerely,

Edward J. Markey
U.S. Representative

John F. Kerry
U.S. Senator

Barney Frank
U.S. Representative

Paul G. Kirk
U.S. Senator

Richard E. Neal
U.S. Representative

John W. Olver
U.S. Representative

Bill Delahunt
U.S. Representative

Jim P. McGovern
U.S. Representative

John F. Tierney
U.S. Representative

Michael E. Capuano
U.S. Representative

Stephen F. Lynch
U.S. Representative

Niki Tsongas
U.S. Representative

B-793

COMMONWEALTH OF MASSACHUSETTS

THE GENERAL COURT

STATE HOUSE, BOSTON 02133-1053

January 15, 2010

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of the Massachusetts General Court and the citizens of the Commonwealth of Massachusetts, we are writing to share our enthusiastic support for Massachusetts' Phase I application to the Race to the Top Fund.

As you know, Massachusetts' students consistently outperform their national and international peers in the areas of reading, math and science, on multiple measures of assessment. Despite this success, however, we recognize that we have a tremendous amount of work to do to close persistent achievement gaps and ensure that each and every one of our students receives the best possible public education. In 1993, our General Court put in place a strong foundation through a landmark Education Reform Act, and this year our state legislature has reaffirmed its support for education reform through legislation enacted this week. The Legislature's support for *An Act Relative to the Achievement Gap* underscores our belief in providing meaningful intervention tools to address persistent underperformance in our schools, lifting charter school caps in our most challenged districts, and promoting innovation in all Massachusetts schools and districts. These are three essential steps Massachusetts must take to achieve our educational goals and close the achievement gap, and with the Governor's signature, this law will be the most significant education legislation our state has passed since the Education Reform Act of 1993.

The Commonwealth's Race to the Top application, coupled with this newly passed law, will allow us to initiate an ambitious second phase of education reform in Massachusetts that will improve student achievement while closing achievement gaps. Our application emphasizes four ambitious yet achievable goals: providing all students with more individualized educational experiences; developing and retaining an effective, diverse, and culturally competent educator workforce; concentrating high-quality instruction, additional supports for students and families, and tools for educators in the lowest-performing schools; and increasing college and career readiness for all students. The Commonwealth's application articulates a series of bold and innovative strategies to reach each of these goals that will not only be a powerful impetus for dramatic change in Massachusetts, but will also allow our state to continue to serve as a national model for educational improvement and reform.

We are grateful to you and President Obama for providing this opportunity to the Commonwealth, and we look forward to working to ensure *all* of our students receive a high-quality educational experience. On behalf of the Massachusetts General Court, we hope that you will grant your fullest consideration to the Commonwealth of Massachusetts' Race to the Top application. Please do not hesitate to contact us if we can provide additional information.

Sincerely,

Speaker Robert A. DeLeo
Massachusetts House of Representatives

President Therese Murray
Massachusetts State Senate

Representative Martha M. Walz
Chairwoman
Massachusetts Joint Committee on Education

Senator Robert A. O'Leary
Chairman
Massachusetts Joint Committee on Education

B-795

OFFICE OF THE GOVERNOR
COMMONWEALTH OF MASSACHUSETTS
STATE HOUSE • BOSTON, MA 02133
(617) 725-4000

DEVAL L. PATRICK
GOVERNOR

TIMOTHY P. MURRAY
LIEUTENANT GOVERNOR

June 1, 2010

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of the students, families, educators, and other citizens of the Commonwealth of Massachusetts, I am writing to respectfully submit our Phase 2 application for the Race to the Top Fund.

Based on personal experience, I know that high-quality educational experiences can transform a person's life. As the governor of Massachusetts, I will do everything in my power to ensure that all students in our state have access to learning opportunities that inspire their imagination and creativity, promote achievement and excellence, and lead to lifelong success. I will also ensure that all students are taught by passionate and highly qualified educators who are committed to supporting students to their full potential, and that all schools and districts are led by exceptional leaders.

Massachusetts is well on its way to achieving these goals because we have a long-standing history of implementing bold and innovative reform strategies. In 1993, the enactment of the Education Reform Act established the foundation for standards-based reform in our state. One of my first initiatives as governor was to launch the Commonwealth Readiness Project, and I worked with education, business, and community leaders to develop an ambitious and long-term agenda for reducing persistent achievement gaps, enhancing the quality of our educator

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workforce, increasing college and career readiness, and unleashing innovation and systemic change throughout the public education system.

I also established the Executive Office of Education and appointed a Secretary of Education to implement statewide policies and develop a truly seamless education system from birth through higher education. Most recently, in January 2010, I signed a groundbreaking education bill, *An Act Relative to the Achievement Gap*, that includes powerful strategies to intervene in our lowest-performing schools; establish new Innovation Schools, in-district schools that operate with increased autonomy and flexibility while keeping school funding within districts; and lift charter caps in our lowest-performing districts.

As a result of these efforts and the hard work and dedication of our educators, we are consistently recognized for our leadership with regard to student achievement as demonstrated by our students' performance on both national and international assessments. We are also recognized as having the most rigorous standards and assessments in the country, and have significantly contributed to the development of the Common Core Standards.

We have accomplished this work by adhering to several core principles: steadfast commitment to high standards and expectations; collaboration with educators and unions to implement reform with – not to – the field; learning from the past to inform the work of the future; and collaboration with an impressive network of education, community, business, and civic partners to build ownership and capacity to sustain our reform efforts over time. These principles, coupled with a stronger legislative framework for bold reform efforts and a more coherent public education system, are guiding the next phase of education reform in Massachusetts.

Our Race to the Top proposal is the roadmap for this second phase of reform, and reflects challenges that we must still address. We have unacceptable achievement and attainment gaps that disproportionately affect lower-income students, students of color, and students with disabilities. Some of our educators do not have access to professional development opportunities that they need to continually improve instruction,

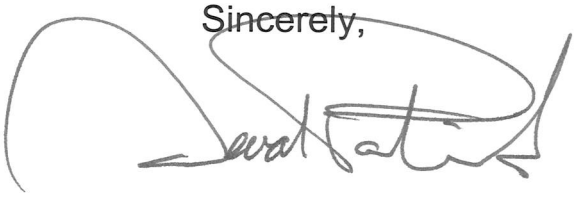
and we do not have a sufficient number of highly skilled educators who can teach English language learners and science, technology, engineering, and mathematics courses.

We will address these issues by implementing initiatives that address the following priorities: 1) developing an effective, academically capable, diverse, and culturally competent educator workforce; 2) providing curricular and instructional resources that support educator effectiveness and student achievement; 3) targeting instructional and other resources to students, their families, and educators in our lowest performing schools; and 4) increasing college and career readiness for all students. These priorities are directly aligned with my long-term agenda for education reform in Massachusetts, and implementation of our comprehensive array of strategies will enable us to finish the work that we started nearly twenty years ago.

Massachusetts is able and ready to achieve the goals of the Race to the Top Fund and the Obama administration. We have a demonstrated record of success and a long-standing history of productive collaboration with educators, teachers' unions, and business and community partners. We have an outstanding leadership team and have built capacity at different levels to ensure that we will sustain our initiatives over time. We also have renewed commitment to doing what is right so that each and every one of our students – no matter his/her ZIP code, age, or socioeconomic status – has the opportunity to excel.

I appreciate your leadership, and look forward to continuing our strong partnership to achieve common goals. Thank you in advance for your consideration of our proposal.

Sincerely,



Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Race to the Top Executive Summary
June 2010

Background

Since Horace Mann launched the vision of a free school system for all, Massachusetts has led the nation as a pioneer in public education. We have worked tirelessly to build a system of high expectations, rigorous curricula, challenging assessments, and meaningful accountability that allows our teachers to shine and our students to compete with their peers around the world.

In 1993 Massachusetts embarked on an ambitious course for change with the enactment of the Education Reform Act, which initiated standards-based reform in our state. This legislation established the key elements undergirding education reform in Massachusetts: a set of curriculum frameworks that set standards in all core curriculum areas, a rigorous system for assessing student progress toward meeting those standards, and a foundation budget that ensures each district has sufficient resources available to support this work.

The results are evident. Massachusetts students used to perform at the middle of the pack, but now they rank first among their national peers on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, and high against their international peers on the Trends in International Mathematics and Science Study (TIMSS). We achieved these noteworthy results by setting ambitious standards, administering rigorous assessments, and holding districts and schools accountable for the results; providing more than $21 billion in new state education funding since 1993; and distributing it more equitably, to ensure that the poorest school districts receive relatively more funding.

But while we remain proud of the achievements our students have made, persistent and unacceptable achievement gaps among our English language learners, minority, special education and low income students illustrate that the job that began with the passage of the Education Reform Act remains unfinished. Too many of our students still do not receive a world-class education, and too many of our educators still do not receive the support they need to help every student excel.

The next chapter of reform

These are the challenges that drive our second phase of reform, which was launched in 2008 with the development of Governor Patrick's Education Action Agenda. This robust and comprehensive blueprint for education reform was the final product of the Commonwealth Readiness Project, a nine-month effort by a diverse group of education, business, and civic leaders charged with assessing the public education system in Massachusetts. They created goals to individualize learning, develop and retain effective teachers, increase college and career readiness, and unleash innovation and systemic change throughout the public education system. These goals and the specific recommendations included in the Education Action Agenda are the foundation for Massachusetts's Race to the Top proposal.

The initiatives in our application are driven by our core belief that the persistent variation in student outcomes stems from both discrepancies in the quality of curriculum and instruction, and unrelated out-of-school circumstances that can affect a student's ability to learn. Each element in our proposal is designed to reduce this variation by focusing on improving the quality of teaching and learning each student receives and on providing students and families with the health and human service supports they require. Overall, we aim to achieve four objectives:

1. Attract, develop, and retain an effective, academically capable, diverse, and culturally competent educator workforce to ensure every student is taught by a great teacher and every school and district is led by a great leader

2. Provide curricular and instructional resources to provide every educator with the tools necessary to promote and support student achievement
3. Concentrate great instruction and supports for educators, students, and families in our lowest performing schools to create the conditions needed for improved student achievement
4. Increase dramatically the number of students who graduate from high school ready for college and career

These objectives have garnered widespread support: 276 LEAs signed on to Massachusetts' Race to the Top proposal (70 percent of the 393 LEAs eligible to sign). These LEAs represent 1,375 schools, 74 percent of K–12 public school enrollment, and 88 percent of students in poverty.

Our initiatives

1. Attract, develop, and retain an effective, academically capable, diverse and culturally proficient educator workforce to ensure every student is taught by a great teacher and every school and district is led by a great leader

By employing student performance as the key barometer of impact and progress, we will transform the entire career continuum for both teachers and principals. Reaching this goal will require identifying and rewarding practices that work, changing and, when necessary, eliminating practices that do not, and connecting consistent, high quality feedback on performance to professional supports and opportunities for continual improvement and advancement. To that end, we will:

- **Develop a new statewide framework for teacher and principal evaluation and provide educators, schools, and districts with the tools, resources, and support needed to successfully implement more robust evaluation strategies.** Massachusetts will work with a task force of stakeholders to develop a new statewide framework for teacher and principal evaluation in which student performance will be a significant factor. Our existing student growth model, along with pre- and post-assessments in non-MCAS subjects and grades, will be a cornerstone of evaluation protocols to be implemented statewide over the next four years. We will provide training and support to ensure that teachers understand the new evaluation framework, and to ensure that administrators, principals, and other evaluators have the tools and supports they need to conduct comprehensive annual evaluations, provide meaningful feedback to both teachers and principals, and use evaluation results to inform critical personnel decisions.
- **Ensure students in high poverty and high minority schools have equitable access to highly effective educators, and expand the pool and pipeline of effective educators in hard-to-staff subjects and specialty areas.** We will employ a variety of monetary and non-monetary incentives to increase the number of effective educators in the state and deploy them in high need schools and hard-to-staff subjects. These will include recruitment incentives, improvements to school climate and conditions, and expansion grants for effective preparation programs. We will make preparation programs and training opportunities easier to access and more affordable to encourage seasoned educators to obtain additional licenses in high need areas, such as special education and English language development.

2. Provide curricular and instructional resources to provide every educator with the tools necessary to promote and support student achievement.

Our experience over the last 17 years has shown that establishing standards and assessments without providing the appropriate training and support is not good enough. Few schools or districts have the capacity to develop curriculum resources or instructional approaches to sufficiently meet the learning

needs of every student. To help all students succeed, we must provide more assistance to fill the gap between standards and assessments. To do this, we will:

- **Build a statewide teaching and learning system aligned with the Common Core Standards.** Massachusetts will establish a comprehensive system that will include:
  - More than 100 coherent, engaging, and rigorous curriculum maps and units in English language arts, mathematics, science and technology/engineering, history and social science, English language development, and vocational areas;
  - Curriculum-embedded performance tasks aligned with standards;
  - A digital library of curriculum resources developed by educators and external partners;
  - A test builder engine to deliver interim and formative assessments statewide and return student results to educators within 24 to 72 hours; and
  - 24-hour access to student achievement and growth data and associated reports for all 80,000 educators statewide.

3. Concentrate great instruction and additional supports for educators, students, and families in our lowest performing schools and their districts to create the conditions needed for improved student achievement.

To close the achievement gap and dramatically improve dropout and graduation rates, we must transform our lowest performing schools. Over the past several years Massachusetts has developed powerful frameworks and mechanisms for doing this work, and with the passage of An Act Relative to the Achievement Gap, the state has access to new rules, tools and supports to accelerate the implementation of turnaround strategies and decisively address the conditions that contribute to underperformance. We plan to use RTTT funds to enhance this work through investments to achieve the following goals:

- **Develop a specialized corps of educators prepared to tackle the challenges of the lowest performing schools.** Great principals and teachers are critical to rapidly improving low achieving schools. The state will work with LEAs to accelerate the flow of highly effective educators into these schools through incentives for principals and teachers; training, mentoring, and support; and a statewide marketing campaign. At the end of four years, Massachusetts will have a well developed and highly skilled pipeline of principals and teachers whose specialties and preparation will have enabled them to contribute substantially to school turnaround efforts across the state.
- **Build district and state capacity to prevent low achievement and sustain progress.** The success of all four school intervention models developed by the U.S. Department of Education depends on strengthening district systems of support. We will focus first on strengthening four systems critical to districts' ability to intervene effectively in struggling schools: effective governance and leadership; integrated human resource management and development systems; enhanced community support for students' social, emotional, and health needs; and improved dropout prevention and recovery. We will also identify and scale partners with expertise in supporting three interconnected conditions for school effectiveness: social-emotional supports that ensure students enter the classroom ready to learn, an expanded school day and/or year, and effective use of data to support tailored instruction.

4. Increase dramatically the number of students who graduate from high school ready for college and career.

Despite our students' strong academic performance overall, we continue to graduate too many students, especially low income and minority students, who are not adequately prepared for college and careers. We will dramatically increase college and career readiness by strengthening curriculum and instruction in low income, high minority schools, and improving alignment between high school and college.

- **Expose more students to rigorous curricula and college-level work, particularly in STEM fields.** Early exposure to rigorous curricula and college-level work is a proven strategy for increasing college and career readiness, particularly for low income and minority students. We intend to pursue this strategy through pre-AP training for teachers of middle and high school English language arts, mathematics, and science in schools that serve these students and through the establishment of STEM-focused Early College High Schools.
- **Align high school curricula with college entrance requirements.** We will make MassCore, our current recommended high school curriculum for college and career readiness, into the default curriculum: required for high school graduation unless students and parents agree to an alternate program of studies. We will also align MassCore with the public college entrance requirements so that students who successfully complete MassCore will also have met the Massachusetts public four-year college entrance requirements.

Achieving our four ambitious objectives hinges on the development of a robust state data and information infrastructure. Through RTTT we will transform our data systems so that they can efficiently deliver comprehensive, accessible, actionable, and timely data to all Massachusetts K–12 educators; invest in new technology to support the PreK–12 teaching and learning system and a more effective educator workforce; and strengthen and expand training and supports so that educators can use data to inform instructional decisions.

Budget

Massachusetts' proposed RTTT budget totals $250 million. Half will be distributed directly to participating LEAs using the Title I formula so they can access resources and services made available through the initiatives identified above. Half will support the state-level work needed to launch and evaluate these initiatives, ultimately benefiting all participating LEAs. The state half includes $23 million in supplemental funding for participating LEAs to help them implement several of the most critical initiatives.

We're ready

After the four years of Race to the Top, Massachusetts will have undergone a remarkable transformation. Every student will experience college- and career-ready standards and curricula, and every educator will have access to online curriculum, instruction, assessment, and data tools to support their students' individual needs. Every educator will receive an annual evaluation that highlights their contribution to student performance and identifies strengths and areas for improvement in helping students grow, and every evaluator will be prepared to give high quality feedback on teacher and principal performance. We will have built a cadre of turnaround teachers and leaders prepared to take on the challenges of our lowest performing schools, and we will have strengthened districts' capacity to improve their schools, close achievement gaps, and prevent low performance.

We know what we've done right, we know what we can do better, and we know the steps we need to take to get there. With or without Race to the Top funding Massachusetts is headed in this direction; RTTT resources will allow us to build the skills, expand the capacity, create the tools and harness the innovation we need to get there faster. We are committed to transforming ourselves into a state where every student's needs are met, where every teacher and leader is well-trained and supported, and where every district has the tools, guidance, and direction necessary to continue to improve. Through the strategies detailed in this proposal, we expect to see our graduation rates rise, our achievement gaps shrink, and our performance continue to improve.

As Horace Mann once said, "Let us not be content to wait and see what will happen, but give us the determination to make the right things happen." We are certain that he wouldn't want the nearly one million children in the Massachusetts public schools to wait any longer.

B-803

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Race to the Top Phase 2
Application for Initial Funding

Massachusetts

Submitted by:

Governor Deval Patrick

Commissioner Mitchell D. Chester

Maura Banta, Chair
Board of Elementary and Secondary Education

CFDA Number: 84.395A

III. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)

Legal Name of Applicant (Office of the Governor): Office of the Governor Commonwealth of Massachusetts	Applicant's Mailing Address: Massachusetts State House Room 280 Boston, MA 02133
Employer Identification Number: 04-6002284	Organizational DUNS: 799538178
State Race to the Top Contact Name: (Single point of contact for communication) Carrie Conaway	Contact Position and Office: Director of Planning, Research, and Evaluation MA Dept of Elementary & Secondary Education
Contact Telephone: 781-338-3108	Contact E-mail Address: cconaway@doe.mass.edu

Required Applicant Signatures:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): Governor Deval Patrick	Telephone: 617-725-4005
Signature of Governor or Authorized Representative of the Governor: [signature]	Date: 5/28/10
Chief State School Officer (Printed Name): Commissioner Mitchell D. Chester, Ed.D.	Telephone: 781-338-3100
Signature of the Chief State School Officer: [signature]	Date: 5/28/10
President of the State Board of Education (Printed Name): Maura Banta, Chair, Board of Elementary and Secondary Education	Telephone: 617-513-3392
Signature of the President of the State Board of Education: [signature]	Date: 5/28/10

State Attorney General Certification

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.
(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name): Rhoda E. Schneider, General Counsel, Massachusetts Department of Elementary and Secondary Education	Telephone: 781-338-3400
Signature of the State Attorney General or Authorized Representative: [signature]	Date: 5/28/10

IV. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
    - the uses of funds within the State;
    - how the State distributed the funds it received;
    - the number of jobs that the Governor estimates were saved or created with the funds;
    - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
    - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)

- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)

- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)

- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))

- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

Other Assurances and Certifications

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).

- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part

80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name): Governor Deval Patrick	
Signature of Governor or Authorized Representative of the Governor: [signature]	Date: 5/28/10

V. ELIGIBILITY REQUIREMENTS

A State must meet the following requirements in order to be eligible to receive funds under this program.

Eligibility Requirement (a)

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the Department prior to the State being awarded a Race to the Top grant.

The Department will determine eligibility under this requirement before making a grant award.

Eligibility Requirement (b)

At the time the State submits its application, there are no legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

The certification of the Attorney General addresses this requirement. The applicant may provide explanatory information, if necessary. The Department will determine eligibility under this requirement.

Massachusetts certifies that it does not have any legal, statutory, or regulatory barriers at the state level to linking data on student achievement or student growth to teachers and principals for the purpose of teacher and principal evaluation. Furthermore, the Board of Elementary and Secondary Education's regulations on evaluation of teachers and administrators include this provision, at 603 CMR 35.04(3) (emphasis added):*School committees are encouraged to establish programs and standards which provide for a rigorous and comprehensive evaluation process for teachers and administrators.* ***The evaluation process may include consideration of the extent to which students assigned to teachers and administrators satisfy student academic standards or individual education plans****, and the successful implementation of professional development plans, as provided in M.G.L. c.69, §1B and c.71, §38.*

The language in bold mirrors the following provision in G.L. c. 71, s. 38, referring to arbitration of teacher performance standards (emphasis added): *In reaching a decision, the arbitrator shall seek to advance the goals of encouraging innovation in teaching and of* ***holding teachers accountable for improving student performance****.*

I. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

(A) State Success Factors (125 total points)

(A)(1) Articulating State's education reform agenda and LEAs' participation in it *(65 points)*

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; *(5 points)*

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— *(45 points)*

(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;

(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and

(c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K–12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—*(15 points)*

(a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the

assessments required under the ESEA;

(c) Increasing high school graduation rates (as defined in this notice); and

(d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K–12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

Recommended maximum response length: Ten pages (excluding tables)

Note: Please see the general appendices for a letter certifying ESE's general counsel as the designee of the Attorney General; a glossary of Massachusetts education terminology; and a comprehensive list of works cited.

(A)(1)(i)

Since Horace Mann launched the vision of a free school system for all, Massachusetts has led the nation as a pioneer in public education. We have worked tirelessly to build a system of high expectations, rigorous curricula, challenging assessments, and meaningful accountability that allows our teachers to shine and our students to compete with their peers around the world.

Today, we stand ready to accelerate our efforts and launch into the next phase of education reform. Our administration, legislature, educators, community leaders, parents, and a wide-reaching set of stakeholders have committed to doing whatever it takes to provide every student in the Commonwealth with the tools, supports, technology and innovation necessary to ensure that each graduate is prepared to succeed in college, careers, and life in the 21st century.

We are already a national leader in student achievement, and Race to the Top funding will give us the resources we need to build on our accomplishments, accelerate ongoing improvement efforts and target new strategies for reform where the greatest needs and performance gaps still exist.

We will know that our work is complete when every student can say with confidence:

> *"I am challenged and engaged in school, and I see how what I'm learning connects with the real world. I know what I'm good at, I know what I need to work on, and I know where to go for support. I am on track to go to college, get a job that I'm great at, and keep learning."*

And every teacher can say:

> *"I know how to reach, motivate, support, and engage every student in my classroom. I receive honest, useful feedback from my peers and principal, recognition when I succeed, and support when I do not. All of my students have the ability to go college, and I know that it's my job to prepare them so they have that choice."*

We have the momentum we need in Massachusetts to achieve this vision for every student and teacher, and a longstanding history of valuable and productive collaboration among education, community, government, and business stakeholders. Over the past several years we have reignited the commitment of these stakeholders to finish the important work we began together nearly two decades ago with the landmark Education Reform Act of 1993. Race to the Top funding will provide us with resources to get there quickly.

Over the next four years we will rebuild our public education system to achieve this vision for every student and teacher through four interconnected objectives designed to fundamentally transform teaching and learning in every classroom across the state, diminish—and ultimately, eliminate—the achievement gap, and ensure all students graduate ready for lifelong success:

1) Attract, develop, and retain an effective, academically capable, diverse and culturally proficient educator workforce to ensure every student is taught by a great teacher and every school and district is led by a great leader;
2) Provide curricular and instructional resources to provide every educator with the tools necessary to promote and support student achievement;
3) Concentrate great instruction and supports for educators, students, and families in our lowest performing schools and districts to create the conditions needed for improved student achievement; and
4) Increase dramatically the number of students who graduate from high school ready for college and career.

Massachusetts embarked on an ambitious course for change with the enactment of the 1993 legislation, which initiated standards-based reform in our state. This legislation established the key elements undergirding education reform in Massachusetts: a set of curriculum frameworks that set standards in all core curriculum areas, a rigorous system for assessing student progress toward meeting those standards, and a foundation budget that ensures each district has sufficient resources available to support this work.

The results are evident. Massachusetts students used to perform at the middle of the pack, but now they rank first among their national peers on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, and high against their international peers on the Trends in International Mathematics and Science Study (TIMSS). We achieved these noteworthy

results by setting ambitious standards, administering rigorous assessments, and holding districts and schools accountable for the results; providing more than $21 billion in new state education funding since 1993; and distributing it more equitably, to ensure that the poorest school districts receive relatively more funding.

Most importantly, we have stayed the course, withstanding enormous pressure to lower our standards and postpone or eliminate the implementation of graduation exit exam requirements. Through it all we remained steadfast in our belief that when held to high standards and given the tools to succeed, our students could achieve the goals we set for them—and they did.

But while we remain proud of the achievements our students have made, persistent and unacceptable achievement gaps among our English language learners, minority, special education and low income students illustrate that the job that began with the passage of the Education Reform Act remains unfinished. On the 2009 Massachusetts Comprehensive Assessment System (MCAS) tests, across all grades, only 33% of African American students scored *Proficient* or *Advanced* in mathematics, as compared to 64% of white students. Only 58% of Hispanic and 68% of African American students graduate from high school in 4 years, versus 87% of white students. Among students entering high school as ninth graders, an average of 10% drop out during high school, including 20% of low income students and 25% of English language learners. And more than one-third of public high school graduates entering Massachusetts public colleges are required to take at least one remedial course in their first semester (DOE 2008). Clearly, too many of our students still do not receive a world-class education, and too many of our educators still do not receive the support they need to help every student excel.

These are the challenges that drive our second phase of reform, which was launched in 2008 with the development of Governor Patrick's Education Action Agenda. This robust and comprehensive blueprint for education reform was the final product of the Commonwealth Readiness Project, a nine-month effort by a diverse group of education, business, and civic leaders charged with assessing the public education system in Massachusetts. They created goals to individualize learning, develop and retain effective teachers, increase college and career readiness, and unleash innovation and systemic change throughout the public education system

(see Appendix A1). These goals and the specific recommendations included in the Education Action Agenda are the foundation for Massachusetts's Race to the Top proposal.

The initiatives in our application are driven by our core belief that the persistent variation in student outcomes stems from both discrepancies in the quality of curriculum and instruction, and unrelated out-of-school circumstances that can affect a student's ability to learn. Each element in our proposal is designed to reduce this variation by focusing on improving the quality of teaching and learning each student receives and on providing students and families with the health and human service supports they require.

The teaching and learning initiatives constitute a coherent set of human resource policies and strategies that provide teachers and principals with honest, robust feedback based in large measure on student performance, along with rich opportunities to implement effective practices and strategies in order to continuously improve outcomes for students. These initiatives link efforts to prepare, recruit, retain, evaluate, develop, reward, promote, and when necessary, dismiss ineffective teachers and principals with efforts to connect the educator workforce with curricular resources and instructional models that work. Both our human resources and curriculum and instruction initiatives place particular focus on areas where Massachusetts districts are collectively challenged, and where the state has a comparative advantage, including recruiting and training educators to work with English language learners and disabled students; recruiting and training educators to teach STEM subjects; and differentiating instruction to meet the needs of all students. We have set our target at college and career readiness for all students and will develop new data systems that will provide the data we need to ensure that all students will be provided with high quality academic programs.

The student and family support initiatives reflect a commitment to extending school turnaround initiatives beyond academic concerns by incorporating health and human service resources. It is no accident that 80% of the students enrolled in the 35 schools that the Commonwealth identified in March as underperforming are from families that qualify for free or reduced lunch. Our Race to the Top application builds on Massachusetts statute that requires state agencies responsible for health and human services to participate in the development of turnaround plans for underperforming schools and to participate in the implementation of the plans. Initiatives in our proposal include funding for wraparound initiatives that will pilot comprehensive approaches to involving governmental and non-

governmental community health and human service agencies in school turnarounds in seven low income neighborhoods. We have also included supports and training for guidance counselors so they can better assist students in making smart choices to prepare themselves for life after high school.

Massachusetts is well positioned to move forward on the reforms identified in this proposal. In 2008, incoming Commissioner Mitchell Chester worked with the state's Board of Elementary and Secondary Education to identify four priorities that would guide the Commonwealth's work: effective educator policies; improvement of curriculum and instruction; integration of accountability and assistance efforts; and intentional incorporation of student and family supports. These priorities, which align well with the four Race to the Top assurances, prompted the reallocation of resources and the reorganization of the Department of Elementary and Secondary Education. The Commonwealth's commitment to these four priorities bodes well for our capacity to implement this proposal.

Our next step was to pass groundbreaking education legislation. In January 2010, the legislature passed An Act Relative to the Achievement Gap, which established the legal framework for providing targeted support to students most in need of assistance and increasing access to high quality schools across Massachusetts. The new legislation lifts charter school caps in the state's 30 lowest performing districts—those that previously were closest to reaching their charter enrollment cap. It provides substantial new authority for districts and the state to intervene more rapidly and forcefully in the lowest performing schools, with powers to reallocate budgets, revise district policies and practices, alter collective bargaining agreements, require all staff to reapply for their positions, and dismiss teachers with professional teacher status (tenure) under a "good cause" rather than a higher "just cause" standard. Finally, the law enables a wide range of entities, including teachers, school or district leaders and parents, to create Innovation Schools, in-district public schools that retain school funding within the district, but can operate with increased autonomy in the areas of curriculum, budget, school schedule and calendar, staffing (including waivers or modifications to collective bargaining agreements), professional development, and school district policies. In exchange for this increased flexibility, Innovation Schools will be held responsible for meeting annual student and school performance benchmarks. With this new law in place, we are well positioned to take on the challenge of reforming Massachusetts education policy to meet the needs of the 21st century.

Entering this next phase of education reform has also required us to re-envision and restructure relationships within the education sector to promote greater continuity for students and educators. The Patrick administration led this effort two years ago by establishing the Executive Office of Education (EOE) and appointing a Secretary of Education who is responsible for developing a seamless, high quality, comprehensive education system from birth through higher education. EOE works with the Departments of Early Education and Care, Elementary and Secondary Education, and Higher Education, as well as the University of Massachusetts. During its first year of operation, the EOE built the architecture for an integrated P–16 education system, oversaw the appointment of an exceptional team of new leaders for the state's education departments, and helped them launch coherent policy agendas. EOE has also created a Child and Youth Readiness Cabinet co-chaired by the Secretary of Health and Human Services to build partnerships among all Massachusetts public agencies that serve children and established six regional Readiness Centers to serve as hubs for collaboration among local, regional, and state education stakeholders and to deliver professional development and instructional services.

It is with this network of partners and continued support from the administration and legislature that we have joined forces and worked closely with education stakeholders from across the Commonwealth to develop our Race to the Top objectives, which aim to:

Attract, develop, and retain an effective, academically capable, diverse and culturally proficient educator workforce to ensure every student is taught by a great teacher and every school and district is led by a great leader

Massachusetts has already implemented multiple strategies to improve the educator workforce. We have strengthened the standards for teachers seeking special education or elementary certification, adopted new performance standards for administrators, supported alternate routes to certification, and incubated innovative models of educator preparation. A pillar of our RTTT plan is to enhance these strategies and implement new ones to develop an effective, academically capable, diverse, and culturally proficient workforce. By employing student performance as the key barometer of impact and progress, we will transform the entire career continuum for both teachers and principals. Reaching this goal will require identifying and rewarding practices that work, changing and (when

necessary) eliminating practices that do not, and connecting consistent, high quality feedback on performance to professional supports and opportunities for continual improvement and advancement. To that end, we will implement two primary initiatives:

- **Develop a new statewide framework for teacher and principal evaluation and provide educators, schools, and districts with the tools, resources, and support needed to successfully implement more robust evaluation strategies.** Massachusetts will develop a new statewide framework for teacher and principal evaluation in which student performance will be a significant factor. We have already implemented a student growth model that provides reliable measures of student learning growth in English language arts and mathematics. This measure, along with pre- and post-assessments in non-MCAS subjects and grades, will be a cornerstone of evaluation protocols to be implemented statewide over the next four years. We will provide training and support to ensure that teachers understand the new evaluation framework, and that administrators, principals, and other evaluators have the tools and supports they need to conduct comprehensive annual evaluations, provide meaningful feedback to both teachers and principals, and use evaluation results to inform critical personnel decisions.
- **Ensure students in high poverty and high minority schools have equitable access to highly effective educators, and expand the pool and pipeline of effective educators in hard-to-staff subjects and specialty areas.** We will employ a variety of monetary and non-monetary incentives to increase the number of effective educators in the state and deploy them in high need schools and hard-to-staff subjects. These will include recruitment incentives, improvements to school climate and conditions, and expansion grants for effective preparation programs. We will make preparation programs and training opportunities easier to access and more affordable to encourage seasoned educators to obtain additional licenses in high need areas, such as special education and English language development.

Provide curricular and instructional resources to provide every educator with the tools necessary to promote and support student achievement.

Our standards-based education reform strategy has until now involved developing high quality state curriculum frameworks, standards, and associated assessments, and leaving it to districts to determine how best to implement them in schools. Our experience over the last 17 years, however, has shown that simply establishing standards and assessments without providing the appropriate training and support is not good enough. Few schools or districts have the capacity to develop curriculum resources or instructional approaches to sufficiently meet the learning needs of every student. To help all students succeed, we must provide more assistance to fill the gap between standards and assessments. To do this, we will:

- **Build a statewide teaching and learning system aligned with the Common Core Standards.** Massachusetts will establish a comprehensive system that will include:
    - More than 100 coherent, engaging, and rigorous curriculum maps and units in English language arts, mathematics, science and technology/engineering, history and social science, English language development, and vocational areas;
    - Curriculum-embedded performance tasks aligned with standards;
    - A digital library of curriculum resources developed by external partners and Massachusetts educators;
    - A test builder engine to deliver interim and formative assessments statewide and return student results to educators within 24 to 72 hours; and
    - 24-hour access to student achievement and growth data and associated reports for all 80,000 educators statewide.

Concentrate great instruction and additional supports for educators, students, and families in our lowest performing schools and their districts to create the conditions needed for improved student achievement.

To close the achievement gap and dramatically improve dropout and graduation rates, we must transform our lowest performing schools. Over the past several years Massachusetts has developed powerful frameworks and mechanisms for doing this work, and with

the passage of An Act Relative to the Achievement Gap, the state has access to new rules, tools and supports to accelerate the implementation of research-based turnaround strategies and decisively address the conditions that contribute to chronic underperformance. We plan to use RTTT funds to enhance this work through investments to achieve the following goals:

- **Develop a specialized corps of educators prepared to tackle the challenges of the lowest performing schools.** Great principals and teachers are critical to rapidly improving low achieving schools. The state will work with LEAs to accelerate the flow of highly effective educators into these schools through a statewide marketing campaign; incentives for principals and teachers; and training, mentoring, and support. At the end of four years, Massachusetts will have a well developed pipeline that will have produced at least 45 principals and 450 teachers whose specialized skills and preparation have enabled them to contribute substantially to school turnaround efforts across the state.
- **Build district and state capacity to prevent low achievement and sustain progress.** The success of all four school intervention models developed by the U.S. Department of Education depends on strengthening district systems of support. We will focus first on strengthening four systems critical to districts' ability to intervene effectively in struggling schools: effective governance and leadership; integrated human resource management and development systems; enhanced community support for students' social, emotional, and health needs; and improved dropout prevention and recovery. We will also identify and scale partners with expertise in supporting three interconnected conditions for school effectiveness that experience has shown are critical to catalyzing rapid improvement of low performing schools: social-emotional supports that ensure students enter the classroom ready to learn, an expanded school day and/or year, and effective use of data to support tailored instruction.

Increase dramatically the number of students who graduate from high school ready for college and career.

Despite our students' overall strong performance, we continue to have too many students, especially low income and minority students, who are not ready for college and careers when they graduate from high school. We will dramatically increase college and

career readiness by strengthening curriculum and instruction in low income, high minority schools, and improving alignment between high school and college.

- **Expose more students to rigorous curricula and college-level work, particularly in STEM fields.** Early exposure to rigorous curricula and college-level work is a proven strategy for increasing college and career readiness, particularly for low income and minority students. We intend to pursue this strategy through pre-AP training for teachers of middle and high school English language arts, mathematics, and science in schools that serve these students and through the establishment of STEM-focused Early College High Schools.
- **Align high school curricula with college entrance requirements.** We will make MassCore, our current recommended high school curriculum for college and career readiness, into the default curriculum: required for high school graduation unless students and parents agree to an alternate program of studies. We will also align MassCore with the public college entrance requirements so that students who successfully complete MassCore will also have met the Massachusetts public four-year college entrance requirements.

Finally, achieving our four ambitious objectives hinges on the development of a robust state data and information infrastructure. Through RTTT we will transform our data systems so that they can efficiently deliver comprehensive, accessible, actionable, and timely data to all Massachusetts K–12 educators; invest in new technology to support the PreK–12 teaching and learning system and a more effective educator workforce; and strengthen and expand training and supports so that educators can use data to inform instructional decisions.

Massachusetts has already embarked on the next generation of reform. In addition to Governor Patrick's Education Action Agenda and Commissioner Chester's restructuring of the state education agency, recent legislative and administrative efforts illustrate our commitment to continued reform. The first 35 turnaround schools were identified in March 2010. Turnaround plan development is underway, with an expedited process being utilized in Boston. In six of the 12 Boston turnaround schools, teachers had to reapply for

fall 2010 positions, and newly assigned principals had discretion over faculty selection. On May 25, 2010, the state Board of Elementary and Secondary Education directed the Commissioner to convene a task force to develop recommendations to revise the teacher and administrator evaluation regulations in time for the Board to adopt new regulations governing teacher and administrator evaluations in spring 2011. The same day, the state Board adopted new regulations that implement the charter cap lift, thus opening the way for new charter applications in the lowest performing districts.

After the four years of Race to the Top, Massachusetts will have accomplished a remarkable transformation. Every student will experience college- and career-ready standards and curricula, and every educator will have access to online curriculum, instruction, assessment, and data tools to support their students' individual needs. Every educator will receive an annual evaluation that highlights their contribution to student performance and identifies strengths and areas for improvement in helping students grow, and every evaluator will be prepared to give high quality feedback on teacher and principal performance. We will have built a cadre of turnaround teachers and leaders prepared to take on the challenges of our lowest performing schools, and we will have strengthened districts' capacity to improve their schools and prevent low performance.

We have used the RTTT planning process to mobilize stakeholders to agree on and launch these new efforts; funding will enable us to accelerate this work and broaden its statewide impact. With our strong foundation and partnerships, history of successful implementation, and longstanding nonpartisan political commitment to education reform, Massachusetts has what it takes to create a public education system that will prepare all students for success.

(A)(1)(ii–iii)

Conversations that began with the Commonwealth Readiness Project in 2008 have gained renewed vigor as we talked with LEAs, unions, school committees, early education and higher education professionals, business leaders, community groups, and other stakeholders to develop our RTTT proposal. We have been energized by the statewide momentum to identify and develop powerful solutions together and to ensure successful implementation in every classroom, school and district. We realize the magnitude of the

work ahead, but we are confident that we have a solid platform and a clear design for how Massachusetts—with RTTT resources—can reach our goals.

By our side throughout this effort will be the vast majority of our schools and districts. A total of 332 of the state's 393 LEAs have signed on to our Race to the Top initiatives, and of that group, we are counting 276 as participating.

For most LEAs we required signatures on our Memorandum of Understanding (MOU) from the LEA leader, school committee or board chair, and union leader (where applicable) in order to qualify as a participating LEA. The American Federation of Teachers–Massachusetts (AFT), the smaller of the two statewide associations of teachers' unions, unfortunately opted not to support our proposal for Phase 2. In light of that decision, we allowed the 21 LEAs with unions represented by the AFT to participate with only the signatures of the superintendent and school committee chair. A total of 20 of the 21 AFT LEAs are participating. This includes 14 that were allowed to participate without the signature of their union president; the other 6 AFT LEAs retained their union leader's support. (See Appendix A2 for our MOU.)

The Massachusetts Teachers Association (MTA), which represents the vast majority of districts, not only supports the Commonwealth's application but has explicitly endorsed the use of student growth as a significant factor (along with goals for improving teaching and student performance) in the teacher and principal evaluations that will be required of all districts. All MTA districts were required to submit MOUs with three signatures in order to participate, and 195 did so. We also received, but did not accept, MOUs from an additional 56 LEAs represented by the MTA that obtained only two of the three required signatures. Given the MTA's continued support and commitment to this work, we are not counting those 56 as participating LEAs.

As a result, we will ultimately be joined in our work by a total of 276 participating LEAs (70.2% of the 393 LEAs eligible to sign). These LEAs represent the full range of districts and charter schools in Massachusetts. In all they cover 1,375 schools, 74% of K–12 student enrollment, and 88% of students in poverty statewide (see summary table for A1iii). Of the 276 participating LEAs, 159 are traditional school districts, 60 are charter schools, 36 are regional school districts, and 21 are vocational schools.

This level of participation represents a major step forward for Massachusetts. In a culture of strong local control and powerful teacher unions, we have secured broad statewide commitment to a common set of strategies for the next phase of education reform. With the participation of these LEAs, we are poised to make strong progress in reducing the achievement gap and to show statewide improvement in student achievement, high school graduation, and college enrollment. We expect that students who are currently furthest behind will make faster, more dramatic improvements and that gains will accelerate over the next six years as the benefits from the state's investments take off. Our goals for each measure, described below, are ambitious yet grounded in the state's historic ability to continuously improve statewide performance (see Appendix A3). They are:

1) Increase historic rates of gain in student performance on NAEP and MCAS (our ESEA assessment) by 15% between 2010 and 2014 and another 25% between 2014 and 2016. This will increase the share of students scoring in *Advanced* and *Proficient* and reduce the share scoring in *Warning* or *Failing* (*Below Basic* on NAEP).
2) Reduce achievement gaps in student performance on NAEP and MCAS by 25% between 2010 and 2014, and another 25% between 2014 and 2016.
3) Maintain our first-in-the-nation standing on all four NAEP assessments in 2010, 2012, and 2014.
4) Improve overall high school graduation and college enrollment rates by 5% between 2010 and 2014 and an additional 5% between 2014 and 2016.
5) Reduce achievement gaps in high school graduation, college enrollment, and college course completion rates by 15% between 2010 and 2014 and another 15% between 2014 and 2016.

If we attain these goals, by 2014, about 3,000 more students in the class of 2014 will graduate from high school, and 2,000 more will enroll in college. An additional 13% of students will score *Advanced* or *Proficient* on the mathematics MCAS, translating to 70% of students statewide. We will no longer have some of the largest achievement gaps on NAEP, and we will cut our MCAS achievement gap almost in half in just six years.

And we will accomplish all of this without compromising our standards.

RTTT will enable us to reach these goals quickly, but Massachusetts will pursue this agenda with or without RTTT funding. We will support our most critical investments, such as implementing the Common Core Standards; redesigning our accountability, assistance, and educator development systems; and improving our data systems through private or repurposed funding. These investments are part of the governor's Education Action Agenda, and we have already established significant momentum among all stakeholders to succeed. But without funding, we will have to proceed more slowly and with less support for LEAs. Without RTTT funding, we anticipate that it could take four to six additional years to achieve our goals.

Summary table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high quality assessments	255	92%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	276	100%
(ii) Professional development on use of data	276	100%
(iii) Availability and accessibility of data to researchers	276	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	276	100% (conditional)
(ii) Design and implement evaluation systems	276	100% (conditional)
(iii) Conduct annual evaluations	276	100% (conditional)
(iv)(a) Use evaluations to inform professional development	276	100% (conditional)
(iv)(b) Use evaluations to inform compensation, promotion and retention	276	100% (conditional)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
(iv)(c) Use evaluations to inform tenure and/or full certification	276	100% (conditional)
(iv)(d) Use evaluations to inform removal	276	100% (conditional)
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High poverty and/or high minority schools	276	100%
(ii) Hard-to-staff subjects and specialty areas	276	100%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	276	100%
(ii) Measure effectiveness of professional development	276	100%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	276	100%

Notes:

1. Massachusetts's MOU includes two optional initiatives in support of criteria B3: rolling out a statewide PreK–12 teaching and learning system and increasing college and career readiness. If an LEA committed to implement either or both of those initiatives, it earned credit for participation in criterion B3.

2. We have marked as conditional any district commitments to our MOU that, by state law, are subject to collective bargaining. These primarily include issues related to teacher evaluation and compensation. Conditional commitments do not apply to principals, whose work conditions are not subject to collective bargaining in Massachusetts. Although these commitments are conditional, when we pass new state regulations on educator evaluation, every participating district will be required to bargain the issue and to align their evaluation system with our state framework. The extent to which an LEA needs to negotiate over other issues depends on the local collective bargaining agreement and past practice in the LEA.

Summary table for (A)(1)(ii)(c)

	Number of Signatures Obtained	Number of Signatures Applicable	Percentage (%) (Obtained/Applicable)
LEA Superintendent (or equivalent)	276	276	100%
President of Local School Board (or equivalent, if applicable)	276	276	100%
Local Teachers' Union Leader (if applicable)	207	221	94%

Summary table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of total statewide (%)
LEAs	276	393	70%
Schools	1,375	1,833	75%
K-12 students	686,137	931,391	74%
Students in Poverty	258,046	294,692	88%

Note: Two participating charter schools opened in fall 2009, and one will open in fall 2010. K–12 enrollment and students in poverty data are not available for these schools.

Detailed table available by request

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans *(30 points)*

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— *(20 points)*

(a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;

(b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;

(c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;

(d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and

(e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— *(10 points)*

(a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and

(b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (*e.g.*, business, community, civil rights,

and education association leaders); Tribal schools; parent, student, and community organizations (*e.g.*, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

Recommended maximum response length: Five pages (excluding budget and budget narrative)

Massachusetts will provide the leadership, program management, and focus on implementation necessary to effectively execute its RTTT proposal. Drawing on its existing operational systems and by making thoughtful investments in tools and resources with sustained impact, Massachusetts will use RTTT as an opportunity to further transform its relationship with LEAs and to strengthen their ability to implement reforms in education. These investments in state and LEA capacity-building will be the primary legacy of RTTT well after grant funding ends.

(A)(2)(i)(a–c)

Too often, policy implementation is an afterthought, but we have already begun to plan for this work. ESE Commissioner Mitchell Chester will be responsible for overall implementation of our RTTT initiatives and results. To support the commissioner, the existing Office of Strategic Planning, Research, and Evaluation (OSPRE) will manage the implementation process and monitor the grant,

reporting directly to the commissioner for this function. OSPRE will integrate RTTT-funded staff and repurpose its existing staff to enhance the unit's emphasis on supporting effective implementation. RTTT will fund an implementation manager who will report to the OSPRE director and be responsible for developing an agency-wide program management, evaluation, and communication strategy, as well as for building systems for LEA accountability and support for grant implementation.

Our implementation strategy will draw from Sir Michael Barber's "deliverology" approach (Barber 2008), which emphasizes the use of real-time data, focused analysis and reports, and strong leadership involvement to drive implementation. The tools, processes, and implementation framework developed by Barber for the national government in England will assist the Commonwealth in setting clear goals; developing a delivery chain by which services reach more than 300 districts, 1,900 schools, and 80,000 educators; identifying trajectories that link planned interventions and expected outcomes over time; data for measuring progress that provide real-time performance information, allow for mid-course corrections, and create meaningful consequences for units that are on or off track; regular routines for providing feedback that help leaders uncover situations that require targeted correction or intervention; and continuous search for best practice lessons from analogous situations, states, and systems that have achieved success.

The ESE senior executives who oversaw the development of our RTTT proposal will continue to lead the work in their areas of expertise and will be accountable for project execution (see Appendix A4 for resumes of key personnel). Each assurance area has a set of projects that will form the core work of existing departments within ESE. Each project has an assigned project manager who will track and ultimately be accountable for results; these staff will receive intensive training on effective project management. Each project will also have an associated evaluation design, conducted by an objective third-party evaluator where feasible, to gather information for program improvement and to measure program outcomes. The OSPRE implementation manager will work with ESE project managers to plan implementation, set goals and benchmarks, develop reporting plans, and define the evaluation process for each project.

To support LEA implementation of our proposal and the identification and dissemination of best practices we uncover through evaluations, we will rely on systems, networks, and tools we have built over the last several years to strengthen our interactions with

the field. Our new District Standards and Indicators define the roles, responsibilities, and expectations of both the district and the state, based on the performance of the district's schools, in six areas: leadership and governance; curriculum and instruction; assessment; human resources and professional development; student support; and financial and asset management (see section A3 and Appendix E8). By design, many of the standards are closely aligned with the outcomes we aim to achieve through our proposal; for instance, they state that "The district's evaluation procedure for teachers' performance is research-based, effectively implemented, and fulfills the requirements of the Education Reform Act. After following due process, the district and schools take action to remove persistently low performing staff" and that "All professional staff members are supported and expected to use aggregated and disaggregated student achievement data regularly to improve performance." Districts are held accountable for their effective implementation of these standards through our district review process (described further in section A3), and we also have developed self-assessment tools for districts to gauge their performance on each standard (see Appendix E4). Through RTTT, we will build a tool for districts to report their progress on grant activities; this will allow OSPRE and district review staff to monitor implementation and intervene when necessary. Our MOU with participating LEAs adds another lever for accountability, allowing us to withhold RTTT funds from LEAs not meeting the commitments defined in their final scopes of work. Taken together, these will serve as powerful mechanisms for ensuring the full execution of our proposal.

We will take advantage of existing channels of communication with LEAs to provide implementation support, convey and replicate promising practices, and troubleshoot implementation challenges. In our Commissioner's Districts (our largest nine urban districts plus Holyoke), we have already established liaisons from ESE's Center for Targeted Assistance who will connect those districts to resources built and lessons learned through RTTT. We also have a long-standing Urban Superintendents Network for 23 urban districts (the Commissioner's Districts plus 13 more), which meets monthly to connect these superintendents to one another, strengthen their knowledge and understanding of key ESE resources, and share best practices. (See Appendix A5 for a list of Commissioner's Districts and Urban Superintendents Network districts.)

The remaining participating districts will be supported through our six regional Readiness Centers and District and School Assistance Centers (DSACs). Readiness Centers have two purposes: to convene stakeholders from across the early education, K–12, higher education, and out-of-school-time sectors to collaboratively address education priorities, leverage resources, and increase integration and coherence, and to provide high quality professional development and instructional services meeting local, regional, and statewide priorities. The DSACs focus specifically on the K–12 sector and aim to help districts and their schools strategically access and use foundational professional development and targeted assistance to improve school performance. Our proposal will add a total of six positions in each of the six DSACs focused on professional development in mathematics and English language arts, effective use of data to improve instruction, and implementation of the new state educator evaluation system. (See Appendices A6, A7, and A8 for a fact sheet on Readiness Centers, a description of the Readiness Center Network, and a map of the District and School Assistance Centers.)

Finally, we have successfully convened two annual Curriculum Summits aimed at connecting curriculum leaders in districts with ESE resources and tools, as well as regional forums; we will continue to use these venues to roll out supports to district staff and will extend the model to other topics of statewide interest. In all this work we will apply the lessons we have learned about providing meaningful implementation support for districts from recent successes such as our launch of the DSACs, our communication strategy for Race to the Top, and our new Level 4 Network conference calls and webinars.

To monitor overall grant progress and identify areas for potential intervention, the implementation manager and OSPRE director will meet with the commissioner and the lead senior managers for each assurance area at least every six to eight weeks. These half-day working sessions will include an in-depth review of progress in one assurance area, highlights of any emerging projects and/or LEA plans at risk, and patterns of problems with implementation across projects and LEAs. The implementation manager will be responsible for following through with agency staff and districts when ineffective practices are discovered to ensure they are modified or ended; results will be reported back in the next progress review meeting. These reviews will also serve as a basis for identifying opportunities for dissemination of best practices. Additional activities will include a kick-off session for participating districts early in

the 90-day planning period to provide technical assistance on implementation and budget development, followed by annual half-day technical assistance sessions; training and tools for ESE staff on effective project management; state and district-level reports for monitoring implementation and outcomes, and an external evaluation of the agency's project and grant management functions to identify opportunities for improvement.

OSPRE is well positioned to take on the overall program management function. The office led the development of the state's Race to the Top proposal and is already responsible for tracking performance measures for the agency's and the Board of Elementary and Secondary Education's priorities, which are closely aligned with both Governor Patrick's Education Action Agenda and Massachusetts' RTTT proposals. OSPRE also currently administers the State Fiscal Stabilization Fund (SFSF) program; Massachusetts SFSF recipients rated the state among the highest in satisfaction with the guidance they received on the program (USGAO 2009). Additional program management staff will be added to OSPRE to ensure ESE has sufficient capacity to support this important function. These will include a research and evaluation manager and a policy analyst, who will work with OSPRE staff on analytical projects to support effective implementation and identify best practices; an operations and grants manager to oversee administrative functions and manage fund disbursement, along with the LEA grant review and monitoring process; a fiscal officer, who will monitor spending plans and manage contracts; a communication specialist to disseminate best practices and coordinate convening events with participating LEAs; an information technology project manager to coordinate the implementation of all RTTT technology systems projects; a data analyst to support federal reporting and state analytical needs; and an administrative assistant. (See Appendix A9 for an organizational chart and Appendix A10 for brief job descriptions.)

To guide its statewide grant implementation, Massachusetts has created two advisory groups. The State Implementation Advisory Group is composed of stakeholders representing the key constituencies required to ensure successful implementation and follow-through. Its role is to provide overall guidance on strategy and implementation and to develop plans for continuing the work once the grant runs out. This group will meet three times yearly and includes the leadership of the state associations of school committees, superintendents, teacher unions, elementary and secondary principals, charter schools, vocational schools, and parents, as well as

representatives from the Executive Office of Education, Department of Early Education and Care, and Department of Higher Education. The second is an External Advisory Group composed of state, national, and international leaders in education policy, who can provide guidance on the overall direction of Massachusetts' RTTT activities, as well as advice on revising strategies as needed. This group will meet twice per year and will include a mix of practitioners, researchers, business leaders, philanthropists and policymakers, including education ministers from at least one other high performing country to provide an international perspective. Agendas and activities for both groups will be coordinated by OSPRE.

Massachusetts will also be held accountable for achieving its goals by the state's Board of Elementary and Secondary Education, which has legal responsibility for all agency activities. As mentioned in section A1, in 2008 the Board committed to four priorities for ESE efforts over the next several years: strengthening educator development, improving curriculum and instruction, developing accountability and assistance systems, and coordinating resources to provide more effective supports to students and families. By design, these priorities align closely with our proposed activities in this grant.

(A)(2)(i)(d)

Massachusetts' proposed RTTT budget totals $250 million (see Appendix A11 for the budget summary and narrative and detailed project budgets). The budget includes $23 million in supplemental funding for participating LEAs, an allocation from the state's share of funds to support LEAs in implementing critical initiatives. We have focused our resources on investments that will continue to pay off beyond RTTT, rather than activities that will be difficult to sustain without grant funding. We have also chosen to contract for many services rather than add agency staff, as we can get better value by capitalizing on the expertise of our state's strong nonprofit and technology sectors. Further, we will coordinate, reallocate, or repurpose approximately an additional $33.8 million (19% of available funds) and 53.0 FTEs (11% of agency staff) from federal and state funding sources to support our proposed activities (see Appendix A12). We have included $9.2 million (approximately 3.7% of the budget) for independent program evaluation to support our commitment to hold ourselves accountable for results, identify best practices, and make our results available nationally.

OSPRE will be supported in grants and fiscal management by existing agency systems. ESE currently administers more than 11,000 federal and state grants without a single fiscal audit finding in the three previous A-133 Single Audits. The Commonwealth's Massachusetts Management Accounting and Reporting System will control the total award and track information about individual expenditures. ESE's Spending Plan model will translate spending restrictions and set-asides into expense budgets and reconcile budgets against actual spending. KPMG recently audited the agency's ARRA readiness and found that "the Department has controls in place to help prevent fraud, waste, and abuse for all state and federally funded grant programs" (KPMG 2009).

(A)(2)(ii)

Deep and longstanding partnerships among educational, political, business, and community stakeholders and an unequivocal commitment to continuous education improvement are the foundation for our public education successes to date. These factors will continue to be crucial for our RTTT proposal to succeed. Securing letters of support for the Massachusetts proposal was the final stage in a comprehensive process of engaging stakeholders in our RTTT work. For months, stakeholders across the Commonwealth have been deeply engaged in discussions about our proposed strategies and how each will impact students, educators, families, and communities. We gathered input in many ways: two statewide surveys receiving a total of more than 4,000 individual responses; seven face-to-face regional forums and 11 webinars on RTTT; two special meetings of the superintendents, union leaders, and school committee leaders for districts in our Urban Superintendents Network; two statewide meetings of superintendents, union leaders, and school committee leaders for all LEAs; and seven sessions with the Board of Elementary and Secondary Education. We also held numerous meetings and focus groups with state association leaders, local and national funders, business leaders, community-based and nonprofit organizations, parents, and individual staff from our largest districts. We offered an opportunity for general public comment on an outline of our proposal and solicited comment on a full draft of the proposal from the state's superintendents, school committees, and teachers' unions.

A total of 165 stakeholders have signed letters of support (see Appendix A13). We are energized by our stakeholders' commitment to contribute to our RTTT efforts going forward. To name just a few, the Massachusetts Business Alliance for Education has already launched work to share private sector expertise in performance evaluation and compensation with the field, the Boston Foundation formed the Race to the Top Coalition, a group of education stakeholders convened help build support for our proposal, and the Massachusetts Association of School Superintendents is developing training for district leaders aligned with our priorities (see section E2). In addition to supporting our state's planning efforts, our local philanthropic community is already investing in innovative projects aligned with our proposal in many of our lowest performing schools. The enthusiasm on the part of these and other stakeholders to embrace our RTTT plan during and after the four-year grant period further strengthens our confidence that we will accomplish our reform agenda.

(A)(2)(i)(e)

We have carefully selected our investments to take advantage of this one-time infusion of dollars to build knowledge, expertise, systems, tools, and resources that will be sustained long after RTTT grant funding ends. We have redirected resources from other state and federal grants to support our proposal and have begun to seek other sources of private funding for some activities, most notably the school turnaround intermediary described in section E2 (see Appendix E18 for a letter of support from a funder).

Among the most powerful and long-lasting effects of RTTT will be the development of a more collaborative and effective way to work with districts, which will help maintain our momentum for reform long after the RTTT funding has been spent. This work has already begun: To introduce our RTTT proposals, we held the first-ever joint meetings of the superintendents, union leaders, and school committee leaders in our 24 largest urban districts. These were considered so useful and successful by all participants that we now intend to hold them at least once each year. We have also created a strong partnership with district and union leaders from the nine districts with identified Level 4 (underperforming) schools. (See Appendix E14 for a summary of ESE Level 4 District Network activities.)

Receiving RTTT funding will allow us to reach our goal of establishing an educational culture characterized by cross-functional communication within our agency, a shared vision and vocabulary for education reform both within and outside the agency, increased collaboration with stakeholder groups and between school administrators and teachers, and strengthened feedback loops to identify and disseminate practices that work. After four years, we expect this new culture and the new structures will have become the norm and expectation for our working relationships both in and out of the agency, leaving us better positioned to continue our education reform work statewide.

After RTTT, our districts will be far more effective in supporting their low-performing schools. Our teachers and leaders will make effective use of data, tools, resources, and professional development that will help them to improve learning for all Massachusetts students. Our coordination with other education sectors will be more robust. Our relationships with stakeholders will be stronger. Our agency will be more capable of sustaining education reform. Coordinating other funding sources with our RTTT activities will provide a sustainability plan for those areas where additional funding already exists, and our efforts in identifying effective practices will strengthen requests for additional funding. Taken together, we are confident that we have the right strategies in place to ensure that the fiscal, political, and human capital resources we build through Race to the Top will allow us to continue this important work long after funding ends.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps *(30 points)*

The extent to which the State has demonstrated its ability to—

(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; *(5 points)*

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — *(25 points)*

(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and

(c) Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):

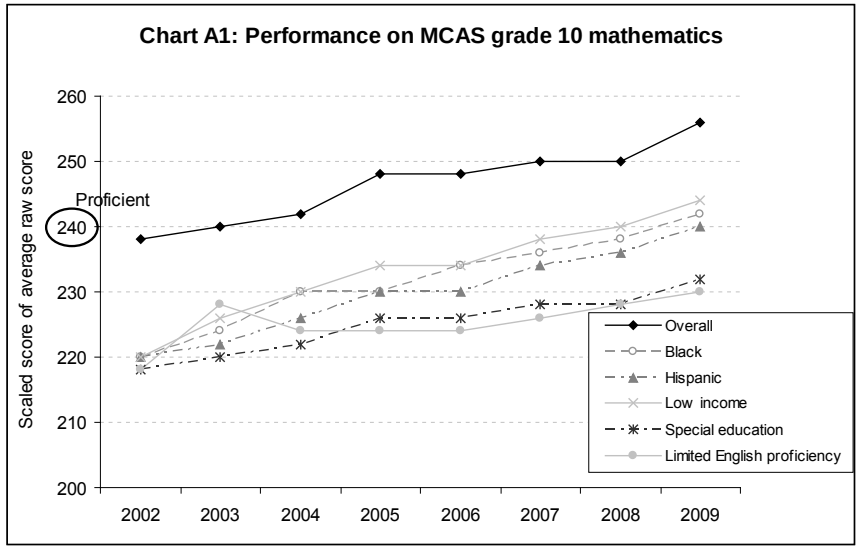
- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

Recommended maximum response length: Six pages

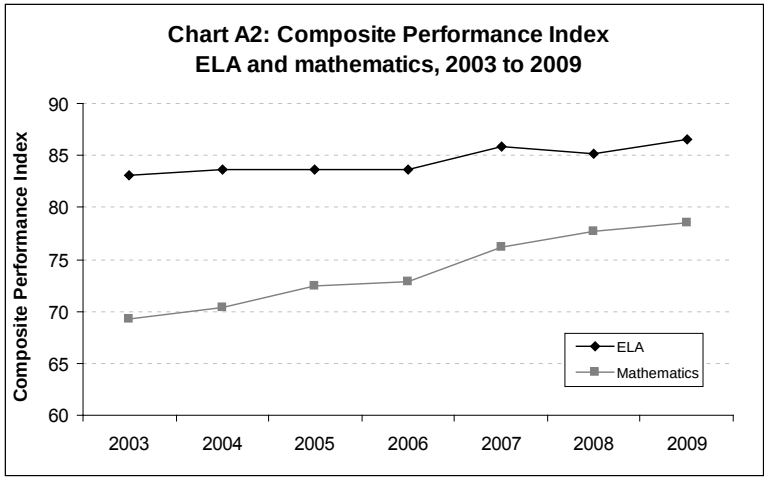
(A)(3)(i–ii)

See Appendix A14 for Massachusetts historical data.

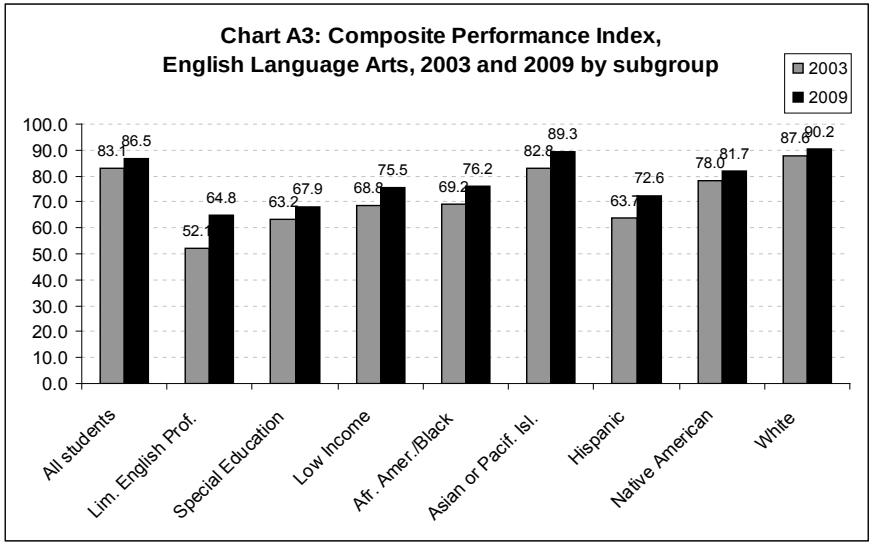
One chart summarizes Massachusetts' remarkable progress in education reform and the substantial work left to be done. As chart A1 shows, from 2002 to 2009, Massachusetts' tenth graders improved their performance on our grade 10 mathematics assessment by 18 scaled score points,[1] moving the average student from just barely *Proficient* to nearly *Advanced*. Performance improved even faster among our lowest performing subgroups. The average scaled score for low income students increased 24 points, from 220, the borderline between *Failing* and *Needs Improvement*, to 244, squarely in the *Proficient* category. Statewide, this improvement translated into a gain of 31 percentage points in students performing at *Proficient* or higher—a remarkable increase over just eight years. The state's tenth graders also made substantial progress on the English language arts (ELA) assessment, with an average scaled score increase of six points statewide, and nearly three times that in some subgroups. At the start of the decade the typical black, Hispanic, and low income student performed at the *Needs Improvement* level, but by 2009 these students performed at about *Proficient*; the typical white student now scores well into the *Proficient* range. We achieved these results without lowering our standards, and without increasing the high school dropout rate. In fact, our standards are often judged the strongest in the nation, and our dropout rate held steady over the period while cohort graduation rates steadily improved.

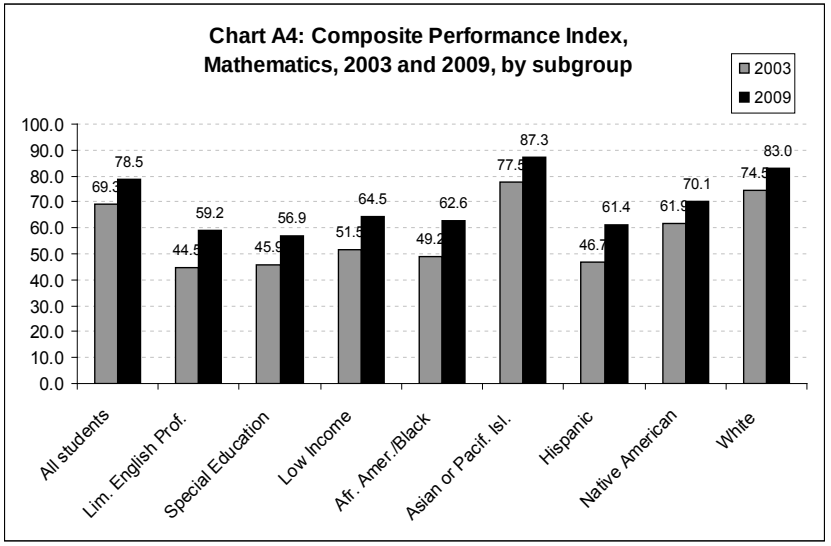


1 Measured as the scaled score of the average raw score. For technical reasons, only raw scores, not scaled scores, can be averaged across students.



This pattern of improvement extends beyond tenth grade. Our Composite Performance Index (CPI)—a measure of progress to proficiency on our state assessments that we use as part of our Adequate Yearly Progress determinations—shows substantial improvement for all grades in both subjects over this period (see chart A2 for data; see General Appendix 2 for an explanation of how CPI is calculated). Average student performance in ELA as measured by CPI improved by 4% over the seven years; in mathematics, by 14%. We also see faster improvement among the subgroups most likely to show low achievement (see charts A3 and A4). While statewide ELA performance increased by 4% on CPI, limited English proficient students improved by 24% and poor students by nearly 10%. In mathematics, the gains are even more striking: Every subgroup saw at least a 10% improvement, and English language learner, special education, and low income students all improved by at least 25% over the seven-year period, much faster than the overall average. Similarly, nearly





all traditionally low performing subgroups have shown significant increases in performance on NAEP from 2000 to 2009 and typically outperform their peers nationally. In many cases achievement gaps have also narrowed significantly. Without question, every student in Massachusetts has benefited from the last 15 years of education reform.

This strong improvement has helped us maintain "first in the nation" status on the National Assessment of Educational Progress (NAEP) for the last three test administrations. Massachusetts is the only state ever to have ranked first on all four NAEP assessments (English language arts and mathematics for grades 4 and 8), and we have done it three times: in 2005, 2007, and 2009. Further, according to the 2007 Trends in International Mathematics and Science Study, in which Massachusetts was one of only two states to participate as a "country," the state's fourth graders ranked second worldwide in science achievement and tied for third in mathematics. Our eighth graders tied for first in science and ranked sixth in mathematics.

We have also seen improvement in cohort high school graduation rates, overall and for many subgroups. Statewide, 81.2% of the 2008 cohort graduated within four years of their first enrollment in ninth grade, one of the highest rates in the nation. While the overall 4-year graduation rate increased by 0.3 percentage points relative to 2007, rates improved by 1.5 to 3 percentage points for limited English proficient, special education, and African American students.

Education reform in Massachusetts has been powerful and effective, but it remains unfinished. Even as our students' overall performance on our state mathematics assessments has improved across grades, performance on science and reading has held steady rather than accelerating. Even as Massachusetts' low income fourth graders tied for first place on the NAEP ELA test, our low income achievement gap for that test was the 17th largest in the nation. Even as our achievement gaps for current and former English language learners have held steady, their performance is still relatively low and their share of total student enrollment is growing. And even as our cohort graduation rate has substantially improved, well over 7,000 students in each cohort still drop out during high school—one-third of whom had already met the state requirements for graduation.

We attribute our success to date to a combination of high standards, accountability, and support. The Commonwealth embarked on standards-based education reform in 1993 with the passage of the Massachusetts Education Reform Act, which substantially increased

the state's financial investment in K–12 education while also increasing accountability for results. This legislation established the key elements of education reform in Massachusetts: a set of curriculum frameworks that set standards in all core curriculum areas, a rigorous system for assessing students' progress toward those standards (MCAS), and a foundation budget (see section F1) that ensured each district had sufficient resources available to support implementing the standards. Additional elements of accountability were added over the years, including the competency determination (scoring at least *Needs Improvement* on the state grade 10 English language arts and mathematics tests) as a requirement for high school graduation beginning with the high school class of 2003; rigorous processes to review districts statewide, identify underperforming districts and schools, and target assistance to critical needs; and a major revision of the educator licensure requirements in 2001 that led to higher standards for entry and the recertification of 70,000 educators statewide.

More recently, our policy reforms have paralleled many aspects of USED's four assurance areas. In **Standards and Assessments**, we have added high school science to our competency determination requirement for high school graduation beginning with the class of 2010, and the Board of Elementary and Secondary Education adopted MassCore, a rigorous recommended high school course of studies. In 2001, Massachusetts became the first state to incorporate standards and assessment for technology and engineering within the science frameworks; we are still the only state to include technology and engineering prominently in our standards at all grade levels. We have built a growth model allowing us for the first time to measure the change in an individual student's performance over time (see section D2). In areas where student performance has been weak statewide, such as early literacy and middle school mathematics, and for student groups such as students with disabilities and English language learners, the state has collaborated with strong partners to develop and deliver effective professional development for educators to improve their content knowledge and pedagogical skills. Our performance standards have been judged nearly equivalent to NAEP's on three of the four NAEP assessments (NCES 2007), and our recent revisions to our ELA and mathematics standards are informing the development of the CCSSO/NGO Common Core Standards (see section B1).

In **Data Systems to Support Instruction**, we have provided free statewide access to a Data Warehouse housing state- and local-level education data in an easy-to-use system, including both pre-built reports and the option for more complex queries. We have developed a rigorous curriculum for training educators on how to effectively use education data and have certified providers to deliver it. We have implemented a new collection of educator-level data on preparation and course assignments, allowing us to better plan for our educator workforce. Funded by our 2009 State Longitudinal Data Systems grant and a state technology bond, we are currently piloting a new data collection system that will connect teachers with the students they serve. Another new data tool (the Schools Interoperability Framework) will reduce the burden of providing data and facilitate real-time data access. Finally, we have partnered with WGBH public television and Moodle to provide curriculum supports through MassONE, our web-based teacher support system.

In **Great Teachers and Leaders**, Massachusetts recently strengthened the standards for teachers seeking certification in elementary or special education. To our knowledge, we are the first and only state to require candidates for those licenses to demonstrate proficiency on both the overall state licensure test and its mathematics sub-section. We also adopted new performance standards for administrators. We have supported alternate routes to certification (see section D1) and incubated innovative models of educator preparation. To make faster and more coherent progress in this important policy area, an associate commissioner was recently hired to lead a newly reorganized center for educator policy, preparation, and licensure. The center has already launched stakeholder-based efforts to develop new performance standards for educational leaders, to define the knowledge and skills of professional teaching practice, and to produce an annual report about the state's educator workforce. This unit is poised to make strong progress in improving educator policy over the next several years. Further, in May 2010 the Board of Elementary and Secondary Education voted to establish a Task Force on Evaluation of Teachers and Administrators that will recommend a revised set of regulations and principles for educator evaluation no later than February 2011 (see Appendix D10 for the Board motion to establish the Task Force and section D2 for details of its charge). The new regulations will meet the requirements for teacher and principal evaluation systems set forth in the Race to the Top competition, require the adoption of new evaluation systems in every district, and ground the evaluation process and standards in evidence of student performance.

In **Turning Around the Lowest Achieving Schools**, over the last two years, ESE has developed a new Framework for District Accountability and Assistance that defines the roles, responsibilities, and expectations of both the district and the state, based on the performance of the district's schools. Its elements were driven by Massachusetts' disappointing experience with its prior "light touch" school turnaround efforts2 and were vetted against findings from the latest academic research. Three major stakeholder groups and the Board consulted regularly with ESE on every step of the framework's design, and the work was also supported by a National Governors Association initiative convened in partnership with Mass Insight Education and Research Institute to help four states develop state turnaround plans and policies that create the conditions to improve chronically low performing schools. The resulting framework identifies specific Conditions for School Effectiveness that districts provide for their schools through district systems of support. A set of district standards and indicators measure the strength of these systems of support and are assessed through regular district accountability reviews (20 scheduled for 2010–2011). In the new framework, ESE focuses its efforts on supporting and building district capacity to ensure the Conditions exist in each of its schools. Just as importantly, ESE holds districts accountable for the performance of all of their schools, placing each district at one of five accountability designations based on the performance of its lowest achieving school. Level 3 schools (and districts) are schools performing in the lowest 20% of all schools in the Commonwealth. Level 4 schools (and districts) are "underperforming districts" with one or more persistently low achieving school that has shown both low overall student performance and little or no growth over the last several years. Level 5 schools (and districts) are those schools that districts have been unable to turn around and for which ESE assumes major responsibility; as early as 2012, ESE expects to identify its first Level 5 schools. In March, ESE announced 35 Level 4 schools in 9 districts; all Level 4 districts are participating LEAs in this proposal. A new state law passed in January 2010 gives districts and ESE greater authority to turn around these persistently low achieving schools and districts. (See Appendices E1 to E12 for a schematic of the framework, the membership

2 Between 2001 and 2006 ESE identified 57 schools as underperforming or chronically underperforming and directed modest state resources and technical assistance to support their improvement (up to $25,000 each in state grants for underperforming schools and up to $150,000 each for chronically underperforming schools). The limits of "light touch" turnaround without close district engagement were evident: Only seven schools exited status on the basis of substantial improvement, and of the 44 identified schools that remain open, only four have made dramatic progress.

of the stakeholder groups involved in its development, the District Standards and Indicators, the associated Conditions for School Effectiveness, an example of self-assessment tools for one standard, the research basis for the Standards and Indicators, the new law and its associated regulations, the methodology for identifying the Level 4 schools, and a list of Level 4 schools including their characteristics.)

At the same time, we have also changed the legal framework for accountability in our persistently low achieving schools. Governor Patrick signed An Act Relative to the Achievement Gap on January 18, 2010. The law allows all staff in Level 4 and 5 schools to be required to reapply for their positions and provides staffing flexibility not available under previous law. Unlike previous law, it also allows for the alteration of collective bargaining agreements and allows the commissioner under certain conditions to appoint a receiver for a Level 5 school (not just for a Level 5 district). The new law also lowered the standard for dismissal for teachers with professional teacher status (tenure) in Level 4 and 5 schools from “just cause” to “good cause” and makes the lowest 10% of districts eligible for designation as Level 5 districts. The threat of a Level 5 designation—state receivership—will serve as further motivation for rapid improvement in persistently low achieving schools.

Conclusion

We know what we’ve done right, we know what we can do better, and we know the steps we need to take to get there. With or without Race to the Top funding Massachusetts is headed in this direction; RTTT resources will allow us to build the skills, expand the capacity, create the tools and harness the innovation we need to get there faster. We are committed to transforming ourselves into a state where every student’s needs are met, where every teacher and leader is well-trained and supported, and where every district has the tools, guidance, and direction necessary to continue to improve. Through the strategies detailed in this proposal, we expect to see our graduation rates rise, our achievement gaps shrink, and our performance continue to improve.

As Horace Mann once said, “Let us not be content to wait and see what will happen, but give us the determination to make the right things happen.” We are certain that he wouldn’t want the nearly one million children in the Massachusetts public schools to wait any longer.

(B) Standards and Assessments (70 total points)

State Reform Conditions Criteria

(B)(1) Developing and adopting common standards *(40 points)*

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State's participation in a consortium of States that— *(20 points)*

(a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and

(b) Includes a significant number of States; and

(ii) — *(20 points)*

(b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.[3]

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.

[3] Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Recommended maximum response length: Two pages

(B)(1)(i)

Massachusetts has demonstrated its commitment to high quality, common standards in several ways. Prior to his arrival in Massachusetts in May 2008, Commissioner Chester was a member of the NGA, CCSSO and Achieve advisory group that produced the 2008 report, "Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education," which called for high, internationally-benchmarked standards to be adopted by all states. In spring 2009, Massachusetts Governor Deval Patrick and ESE Commissioner Mitchell Chester signed a Memorandum of Agreement (MOA) with the Council of Chief State Officers (CCSSO) and the National Governors Association (NGA) that committed the Commonwealth's support to the development of K–12 internationally benchmarked, rigorous Common Core Standards in English language arts and mathematics aligned to college and career expectations (see Appendix B1 for the MOA, Appendix B2 for the list of the 51 states and territories participating in the Common Core efforts, Appendix B3 for the final March 10, 2010 version of the Standards, and Appendix B4 for evidence of international benchmarking).

Massachusetts has been deeply invested in the development of the Common Core Standards. Our involvement is a logical step after the last decade of our multi-state collaborations with NGA, CCSSO and Achieve. In 2000–01, Massachusetts voluntarily participated in an evaluation by Achieve of standards and assessments in three states; Achieve researchers called the Massachusetts system of academic standards and tests one of the best in the country and cited the high school exam as a national model (see Appendix B5 for the Achieve report). The Commonwealth became one of the founding partners of Achieve's American Diploma Project (ADP) in 2005, participating in Achieve's high school/college standards alignment project in 2005–07, the review of the

Achieve's standards and benchmarks for ELA in 2007, and the development of an Algebra II exam in 2006–08. We received more than $2.5 million in grants from NGA to develop college readiness policies and resources and an adolescent literacy plan between 2005 and 2007, and we intend to participate in the CCSSO States Collaborative on Student Standards (SCASS) Implementing the Common Core System (ICCS) group (see Appendix B6 for a description of the ICCS SCASS project).

Since November 2009, six members of our staff have served on the Common Core development teams for English and Mathematics. As further evidence of our commitment, we have provided the Common Core teams with access to our 2009 and 2010 draft revised standards in ELA and mathematics and have offered conceptual advice and line-item edits frequently over the past year. We have actively participated in more than a dozen conference calls and webinars and have provided extensive formal comments on six successive drafts of the Common Core Standards. (See Appendix B7 for a list of people from Massachusetts who participated in the Common Core working teams and Appendix B8 for ESE's comments on the Common Core Standards March 2010 Public Comment Draft.)

(B)(1)(ii)

Legal process for adopting standards. Chapter 69, Section ID of the Massachusetts General Laws (see Appendix B9) states, "the board [of elementary and secondary education] shall establish a set of statewide educational goals for all public elementary and secondary schools in the Commonwealth." Further, the statute states that "the board shall direct the commissioner [of elementary and secondary education] to institute a process to develop academic standards for the core subjects of mathematics, science and technology, history and social science, English, foreign languages and the arts." In practice, the commissioner convenes Curriculum Framework Advisory Panels comprised of local educators, scholars, and business and community leaders to assist ESE staff to develop standards, which are then presented to the Massachusetts Board of Elementary and Secondary Education for consideration. The Board then votes to release draft standards for public comment and further revision, if necessary, prior to voting to adopt them. The Commonwealth's Curriculum Frameworks contain the state's academic standards.

Plan for adopting the K–12 Common Core Standards in 2010. We plan to adopt the Common Core Standards by August 2, 2010, and have established a timeline that will make it possible for the Massachusetts Board of Elementary and Secondary Education to meet this deadline. The Board will receive the final version of the Common Core Standards by June 2, along with a side-by-side analysis completed by our staff and Achieve, Inc., which compares the Common Core Standards with drafts of our own ELA and mathematics standards revisions (2009 and 2010 respectively). By June 21, an independent panel of educators from PreK–12, higher education, and business will review the Common Core standards and present a report to the Board to inform its vote on adopting the standards, which will be taken at a special meeting in late July 2010. This independent panel will validate that the Common Core is at least as comprehensive and rigorous, if not more than, our current standards. In addition, we will secure at least one expert reviewer to conduct a gap analysis of the Common Core and Massachusetts standards. These validations will ensure that by adopting the Common Core standards, Massachusetts will maintain, if not exceed, its high standards.

ESE has prepared the Board to be fully informed for a vote on adoption through several steps that have already been taken. We have discussed the standards with them in the context of our Race to the Top application multiple times since September 2009; we have shared copies of the Department's six commentaries on the standards sent to CCSSO/NGA (in July, October, and December 2009 and January, February, and April 2010) and held teacher forums and Board meeting discussions of the standards in January, March, May, and June 2010. We expect the Board to vote on this issue in late July and will provide documentation of the results of the vote once available.

Following adoption of the standards in July, our plan is for the Board to discuss the possible addition of unique Massachusetts standards in September. Following this action, the Board will formally seek public comment on the need to augment the standards within the 15 percent allowance and vote on the inclusion of any additional standards in November 2010. (See Appendix B10 for the minutes of the March 22 and 23 BESE meetings in which the Common Core Standards were discussed with Massachusetts educators and members of the Common Core writing teams and Appendix B11 for the May 25 memo from Commissioner Chester to members

of the Massachusetts Board of Elementary and Secondary Education outlining the timeline for the vote for adoption before August 2, 2010.) Beginning in fall 2010, following adoption of the Common Core, the state will initiate a series of annual regional forums and webinars to ensure full and effective implementation of the standards (see B3 for complete implementation strategy).

Timeline for B1

Activity	Years 1 and 2
Adopt the Common Core Standards by August 2, 2010	▪ Hire independent panel of experts to review Common Core Standards and present results to the Board: June 2010 ▪ Board vote on adopting Common Core Standards before August 2, 2010
Add unique Massachusetts standards and disseminate statewide	▪ Receive recommendations from Curriculum Framework Review Panels to Board on adding unique MA standards and solicitation of public comment: September and October 2010; ▪ Board vote on adding any additional standards to the Common Core Standards: November 2010; full documents are the new Massachusetts Curriculum Frameworks for ELA and Mathematics ▪ Post of new standards on website, integrate into ESE standards database, align assessment items to new Common Core Standards: January to June 2011 ▪ Complete aligning district curricula to Common Core Standards by June 2012

Responsible parties: Commissioner, Secretary of Education, Governor, Deputy Commissioner, ESE Centers for Curriculum and Instruction and Student Assessment

(B)(2) Developing and implementing common, high-quality assessments *(10 points)*
The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—
(i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and
(ii) Includes a significant number of States. Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards; or documentation that the State's consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State's plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

Recommended maximum response length: One page

(B)(2)

Massachusetts is well poised to play a substantial role in the development of a new common college and career readiness assessment system based on common standards in English language arts and mathematics. In four years we will be prepared to administer this assessment in place of our current state assessments in those subjects. The Massachusetts Comprehensive Assessment System (MCAS), in place since 1998, is the state's valid and reliable, standards-based, customized state assessment system. Our experienced assessment staff has expertise in psychometrics and test content and is both committed and eager to play a major role in the design, development, and implementation of the next generation common assessment system that the Partnership for Assessment of Readiness for College and Career (PARCC) will create.

On May 4, 2010 Commissioner Mitchell Chester signed a Memorandum of Understanding (MOU) to participate in PARCC, fulfilling the requirements outlined in this notice (see Appendix B12 for the PARCC MOU). At least 27 states have agreed to participate in PARCC (see Appendix B13 for the list of states agreeing to participate in PARCC as of May 25, 2010).

Since PARCC's inception in December 2009, Massachusetts has taken a leadership role among the states participating in the consortium to develop a shared vision and set of design principles for a multi-state assessment system. As a Governing State in PARCC, along with Florida, Louisiana, New York, Tennessee, Indiana, Rhode Island, and the District of Columbia, Massachusetts has committed to (1) implement the consortium-developed assessments in 2014–15; (2) be a member of this consortium exclusively; and (3) provide staff and leadership time to assist both in developing the RTTT Assessment Program application and in implementing the grant, once awarded.

PARCC assessments will be fully aligned with the Common Core K–12 Standards for English language arts and mathematics and measure the full breadth and depth of knowledge and skills described in those standards. The assessment system developed by PARCC will be designed to promote coherence among summative, interim, and formative assessments, even if the partnership focuses development efforts on summative measures.

PARCC assessments will be designed to address the following major purposes and uses:

- Measuring and documenting students' college and career readiness at the end of high school and measuring students' progress toward this target throughout the rest of the system.
- Ensuring that assessment results are: comparable across states at the student level; meet internationally rigorous benchmarks; support valid assessment of student longitudinal growth; and serve as a signal for effective instructional practices.
- Supporting multiple levels and forms of accountability, including decisions about graduation for individual students, teacher and leader evaluations, and school accountability determinations.

Over the next four years, we will facilitate the development of the new assessment system while continuing to administer MCAS. We will field test the new system by including in our tests for 2012 to 2014 items that align both to our current math and ELA standards and to the Common Core, in preparation for the first operational assessment based on the Common Core in 2015. (See Appendix B14 for a full description of PARCC that was included in a paper issued by the Council of Chief State School Officers and the National Governors Association titled *Designing Common State Assessment System, April 2010*.)

Timeline for B2

Activity	Year 1	Years 2 to 4
Develop and implement common, high quality assessments	▪ With other governing states, submit PARCC application for USED funds in June 2010. ▪ Assuming funding, begin work on design of system: September to December 2010	▪ Develop, pilot, and set standards for PARCC assessments in English language arts and mathematics ▪ Continue to administer MCAS in ELA and mathematics, making the transition to PARCC by including on MCAS only items that are aligned to both ▪ Continue to administer MCAS in science at grades 5, 8, and high school, developing new assessment items as needed to align with new state standards or, if Common Core Standards are developed for science, making a similar transition as for ELA and math ▪ Implement MCAS history assessments at grades 5, 7, and high school in 2012 ▪ PARCC assessments in ELA and mathematics replace MCAS in 2015

Responsible parties: Commissioner, Student Assessment Services staff, MCAS assessment contractor, Governing states of PARCC

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments *(20 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

Recommended maximum response length: Eight pages

(B)(3)

In keeping with our commitment to reducing the variation in student achievement, a cornerstone of our proposal is to provide high quality curricular and assessment resources and exemplar units to support teacher and principal efforts to improve instructional programming. State education agencies must play an active role in developing and disseminating high quality curriculum, instruction, and assessment resources, since few schools or districts have the capacity to develop strong curriculum and assessments on their own. Massachusetts will build on its record of superior standards and summative assessments (see Appendix B15 for a list of independent evaluations by national organizations) by using RTTT funds to assist local educators in making the transition from our current standards to the Common Core and reducing the variation in student performance through strong curriculum and instruction.

Goal: Enable more students to meet high standards by creating an aligned, standards-based teaching and learning system.

Massachusetts's standards and assessments are among the best in the world. Yet achievement gaps persist, in part because we have not sufficiently invested in curriculum, instruction, and classroom assessment tools needed to improve teaching and learning. Among our participating districts, 242 (nearly 90%) of them agree and have committed to helping us to build a comprehensive PreK–12 teaching and learning system. As the system components described below are developed, a statewide professional development initiative facilitated through our six regional Readiness Centers and District and School Assistance Centers will provide a "train-the-trainer" model to enable district leaders to disseminate resources and tools in their districts (see section D5). Use of this standards-based teaching and learning system will be mandated for Level 3 districts (those that have one or more schools in the lowest 20% of performance on MCAS; see section E), unless they can show that they already have a system of comparable scope and quality in place. Many of these tools will also be useful in helping educators to demonstrate their students' performance and growth for the purpose of evaluation (see section D2 for a description of our proposed educator evaluation system.)

Activities:

- **Align all Massachusetts standards documents to the Common Core.** Since many of our standards documents build on and make references to our current ELA and math standards, we will revise or update the following documents to be consistent with the Common Core Standards: science and technology/engineering (overall revision and addition of literacy standards); history and social science, arts, and health (addition of literacy standards); career and vocational technical education standards (alignment of academic strand with Common Core in ELA and math standards); and foreign languages (revisions to parallel the standards of the Common Core ELA). Given the challenges our English language learners face, it is critical that we also align our English Language Proficiency standards with the Common Core English language arts standards.
- **Curriculum maps and units.** Curriculum maps are guides that show the sequence and pacing of grade-level standards across the school year and lay the foundation for effective instructional planning. Working with educators from LEAs across

Massachusetts, we will develop curriculum maps that divide the year into at least quarters, with selected model instructional units, curriculum-embedded performance tasks, and interim assessments aligned to the content and sequence of each quarter. We will also include guidance for teachers on providing background content knowledge that low-income students and English language learners may need and adaptations for students with disabilities, English language learners, and advanced students. Over four years, more than 100 curriculum maps will be developed for grades PreK–12 in English language arts, mathematics, science and technology/engineering, history and social science, English language development (curriculum for assisting English language learners to acquire English), and selected vocational-technical areas such as automotive technology and culinary arts. In the case of mathematics, several maps will be developed at each grade level to address varied math texts widely used in schools. Guidance for implementing Massachusetts standards for foreign language, the arts, and health will also be developed.

- **Digital library.** Our digital library will be a collection of engaging, high quality, accurate, up-to-date, and academically relevant resources coded to standards and our model curriculum maps. ESE has a formal partnership with the WGBH Educational Foundation, a PBS affiliate, to align the extensive instructional resources on the Massachusetts/WGBH Teachers' Domain website to the Common Core and Massachusetts standards. As the producer of *Nova*, *Frontline*, and *American Experience*, children's programming on science, engineering, and reading, and a partner with New York's WNET, WGBH is in a position to customize digital resources from public broadcasting and other sources, including ESE's other major digital partner, Verizon's *Thinkfinity* (whose online collection includes resources from organizations such as the National Council of Teachers of Mathematics, the National Endowment for the Humanities, and the International Reading Association). WGBH will also provide videos of effective standards-based classrooms and a new set of resources from Massachusetts museums and cultural organizations. The library will include a social networking component, "Teachers' Corner," where Massachusetts educators can upload, comment on, and share locally and regionally developed instructional resources. (See Appendix B16 for a description of Massachusetts Teachers' Domain and the digital library.) These teaching and learning resources are not only

of exceptional quality, but also are engaging and motivating to students and will help draw in students most at risk of disengagement or failure.

- **Interim assessment.** Massachusetts has administered summative assessments (MCAS) since 1998 and up until recently has released 100% of the items each year. We will use this extensive item pool of more than 8,500 high quality, previously used and released MCAS questions and scoring materials to populate an online scoring and reporting system for interim and formative assessments (see Section C3). The existence of this set of items is important because it will reduce the cost of building the system and ensure that the assessments are rigorous enough to promote instruction of the full continuum of performance. Our interim assessments will be aligned to our model curriculum maps, administered at least quarterly, and used to determine whether students have mastered the standards covered during a particular quarter. Interim assessments will generate results at the student, classroom, and school levels in order to identify students who have yet to master the standards and may need additional instruction as well as teachers whose students are achieving at high levels, so that their practices can be shared and emulated in other classrooms. The interim assessment system will be developed in the following areas: reading (3–11) and mathematics (K–8, geometry, and algebra I and II). We will develop additional items for writing (3–11) and for K–2 reading and mathematics based on the Common Core Standards. We have worked closely for five years with 27 districts and Assessment Technology, Incorporated (ATI) to pilot with 58,000 students an instructional improvement system of interim and formative assessments in math, ELA, and science. This experience provided us with crucial lessons learned, such as the importance of a robust administration, scoring, and reporting platform; psychometrically sound assessments; and the need to build local educators' expertise in using data to make instructional improvements. We will build upon this experience in developing and implementing our new system, the professional development for which is described in section D5.
- **Formative assessment.** Our formative assessment resources will assist teachers in the ongoing process of monitoring students' progress and adapting instruction to meet their needs in real time. The process of formative assessment includes a range of approaches, from oral questions to written assignments. Our online formative assessment resources will include a bank of

thousands of previously administered MCAS multiple-choice and constructed-response test questions and related scoring materials (e.g., answer keys, rubrics, and benchmarked student work) as well as newly developed items for grades K–12 in English, math, science and technology/engineering, and history and social science. Since the bank will include multiple items for each standard ranging from fundamental to complex, it will be especially useful in helping teachers pinpoint students' misconceptions and misunderstandings so their learning gaps can be effectively addressed.

- **Extended performance tasks.** These are tasks that will be designed to measure multiple standards simultaneously, including standards that have traditionally been difficult to measure in an on-demand test, and to elicit complex student demonstrations or applications of knowledge and skills (e.g., scientific investigations, research papers, oral presentations, and interdisciplinary projects). Drawing on existing models of performance tasks such as those used in our high performing schools, we will develop at least two to four tasks for each of the grades 3–11 in English language arts, mathematics, science and technology/engineering, history and social science, and two vocational-technical areas, totaling over 150 tasks. Each task will be piloted so that scoring rubrics can be supplemented with benchmarked student work to promote scoring reliability and consistency across classrooms. We envision these tasks being used in the near term as either formative or interim assessments and eventually as a component of summative assessments. Massachusetts has already begun design work in this area with the support of the Nellie Mae Foundation and plans to build on this initiative with RTTT funds (see Appendix B17 for the design plan for curriculum-embedded assessments and section D5 for professional development to support implementation).
- **Tools for data-driven instruction.** Through our 2010 State Longitudinal Systems Grant, we will provide all teachers and administrators access to the state's Educator Data Warehouse (EDW), which will include both state (summative) and local level (interim) student achievement and growth data. Section C2 of this proposal describes the enhancements that will be made to the EDW through Race to the Top. Sections C3 and D5 describe the extensive training and professional development we plan to provide to promote effective use of the data to improve instruction.

- **Regional forums and summit conferences.** We will ensure that educational leaders from all of our school districts and educator preparation programs are kept well informed by holding regional and online forums annually in which our staff will present updated information about changes in the standards and assessments, and about new curriculum and assessment tools, services, and professional development opportunities. LEA staff will present how they are implementing the teaching and learning system and other aspects of Race to the Top in two annual statewide curriculum, instruction, and assessment summit conferences. We will post materials from the events on our website to serve as resources for LEAs. (See section D5.)

Timeline for B3 Goal 1: Teaching and learning system

Strategy	Year 1	Year 2	Year 3	Year 4
Revise standards, disseminate statewide, and develop standards-based model curricular materials	▪ Align English language proficiency standards to Common Core ELA standards ▪ Build curriculum maps with educators ▪ Disseminate Common Core Standards (CCS) through regional roundtables, webinars, and statewide curriculum summits	▪ Revise science standards; add literacy standards from CCS to history/social science, health, and arts ▪ Publish curriculum maps and alignments to interim assessments ▪ Pilot additional units linked to resources in the digital library ▪ Roundtables, webinars, and summits to discuss CCS implementation in schools, goals and structure of PARCC	▪ Align academic strand of career/vocational technical standards to CCS ▪ Publish curriculum units and continue to develop additional units ▪ Roundtables, webinars, and summits to discuss formative and interim assessments, curriculum resources ▪ Launch train-the-trainer model for implementing the model curriculum through DSACs and professional learning communities	▪ Align foreign languages standards to CCS ▪ Standards-based model curricula will be adopted in all Level 3 districts ▪ Roundtables, webinars, and summits on the transition to PARCC ▪ Continue train-the-trainer on model curriculum implementation
Build digital library, interim and formative assessments, and extended performance tasks	▪ Expand WGBH Teacher's Domain / digital library to incorporate resources from *Thinkfinity* ▪ Build interim assessment forms for ELA and math grades 3–8 ▪ Solicit, review, and pilot-	▪ Expand digital library to include videos of effective teaching practices and a social media environment ▪ Support implementation of interim assessments ▪ Build and pilot online formative assessment	▪ Expand digital library to include links to Massachusetts museums and cultural institutions ▪ Online formative and interim assessment system fully operational; extensive PD available on using the	▪ Continue to add and improve resources in the Digital Library ▪ Online interim and formative assessment system in use in all Level 3 districts ▪ Continue to provide PD on

Strategy	Year 1	Year 2	Year 3	Year 4
	test extended performance tasks; publish tasks with student work samples	system ▪ Continue to solicit, review, and pilot-test extended performance tasks; pilot electronic submission of student work and scores	system to improve student achievement ▪ Continue previous work on extended performance tasks and add statewide field tests, matrix-sampled tasks, score auditing, and publication of required tasks in Year 4	using the system to improve student achievement ▪ Continue previous work on extended performance tasks

Responsible parties: ESE Centers for Curriculum and Instruction and Student Assessment; LEA curriculum and assessment leaders; Readiness Centers and DSACs

Goal: Increase dramatically the number of students who graduate from high school ready for college and career.

Massachusetts has increased its four-year cohort high school graduation rate from 79.9% for the 2006 cohort to 81.5% for the 2009 cohort and has increased the percentage of high school graduates going on to higher education consistently each year for seven straight years, from 64.2% in 2003 to 72.0% in 2009. During this same time period, the Board of Elementary and Secondary Education has added a requirement that students who score *Needs Improvement* on our required high school exit tests demonstrate proficiency before graduation, added science to the battery of high school exit tests, and adopted MassCore as a recommended high school program of studies. These new requirements notwithstanding, we continue to have too many students, especially low-income and minority students, who are not ready for college and careers when they graduate from high school. We aim to reduce this variation in outcomes through four related strategies.

Strategy 1: Prepare more students for success after high school through exposure to rigorous curricula and college-level work, particularly in STEM fields.

Early exposure to rigorous curricula and college-level work is a proven strategy for increasing college and career readiness, particularly for low-income and minority students (Dougherty & Mellor 2010). We will promote this exposure through two activities.

Activities:

- **Pre-AP teacher training.** While Massachusetts has one of the highest AP enrollment rates in the country, we see a significant participation and performance gap among our low-income and minority students. More intensive early preparation is essential to enabling them to be college-ready by high school graduation. ESE will strengthen the state's Advanced Placement pipeline by offering pre-AP teacher training in math, science, and English language arts to middle and high schools with a high percentage of first generation, low-income and minority students. Using materials authorized by the College Board, ESE will target teachers in grades 6 to 10 for professional development in content knowledge, teaching strategies, vertically aligned materials, and assessments to help prepare more students for success in AP-level coursework. We will also provide curricular

and instructional resources, vertical team facilitation and implementation, and leadership support. At the end of 4 years, we will have trained 1,000 teachers in up to 65 schools in low-income communities.

- **STEM Early College High Schools.** Emerging data from Jobs for the Future provide evidence that early college high school (ECHS) is extremely effective in preparing low-income and minority students for success after high school. Nationally, 74% of ECHS students are of color and 56% are economically disadvantaged. Yet of the 2,258 graduates of early college high schools open for four or more years in 2008, 92% graduated from high school—40% with more than a year of college credit, and 11% with a high school diploma and an associate's degree. Through RTTT, ESE will build six STEM Early College High Schools, each of which will serve approximately 400 students. Of the six, three will be modeled on Columbus, Ohio's highly successful Metro Early College High School and will be located on state four-year college or university campuses. The other three ECHSs will be on community college or existing high school campuses. The ECHSs funded through RTTT will serve as models for future expansion and dual enrollment state policy development. (See Appendix B18.)

Strategy 2: Adopt MassCore as the default curriculum for all high school students in the Commonwealth and align public 4-year college entrance requirements with MassCore.

Activities:

- **MassCore as default curriculum.** Massachusetts currently has a recommended program of high school studies, MassCore, that includes a minimum of four years of mathematics and three years of lab-based sciences, four years of English, three years of history and social science, and a year of the arts. However, our LEAs currently establish their own local graduation requirements. ESE will propose new regulations that make MassCore the *default* curriculum for all Massachusetts high school graduates beginning with the Class of 2016 (next year's seventh graders). By default curriculum, we mean that MassCore will be the required curriculum for high school graduation unless a student's parent or guardian agreed to an alternate program of studies**.** We will encourage LEAs to use RTTT funds to develop new courses, expand existing ones,

and acquire sufficient curricular and instructional materials to ensure that every student has the opportunity to complete MassCore.

- **Align college entrance requirements.** Currently MassCore is not aligned with the Department of Higher Education's admissions requirements to four-year state colleges. Working with the DHE, we will establish a single set of minimum high school course expectations that match the state's four-year college admissions requirements. (See Appendix B19.)

Strategy 3: Build tools to monitor vocational students' progress toward career readiness.

Activities:

- **Competency Tracking System.** To improve career readiness for the more than 58,000 students enrolled in one of the state's career/vocational programs, ESE will enhance its existing Vocational Technical Competency Tracking System, a web-based system that assists teachers in monitoring student progress toward mastery of the standards in the Massachusetts Vocational Technical Education Frameworks. The new system will include the Common Core Standards and will provide better monitoring of students' progress toward attaining both academic and technical standards. This system will help educators to better track student progress in meeting all of the vocational standards in their area, and will lead to more students receiving their vocational license or certification.

Strategy 4: Assist students in making smart postsecondary choices through improved guidance and counseling

Activities:

- **YourPlanforCollege.com.** ESE and its partner, the Massachusetts Educational Financing Authority, have developed a free, one-stop comprehensive college and career planning resource: *YourPlanforCollege.com.* Developed in part with the federal College Access Challenge Grant, *YourPlanforCollege* is available in both English and Spanish and enables students and their families to explore colleges and careers, apply to colleges online, and research and complete financial aid applications. It is

also a powerful tool for guidance counselors, simplifying the process of submitting transcripts to colleges and generating reports for more complete and accurate college recommendations. We will encourage LEAs to use a portion of their RTTT funds to help implement *YourPlanforCollege* by sending their guidance counselors to training on the system, uploading student data into the system, and promoting its use. Our goal is that at the end of 4 years, every Massachusetts high school student will have a college and career plan entered into the system.

- **Model for Comprehensive School Counseling Programs.** To promote more effective school counseling, ESE will expand implementation of *The Massachusetts Model for Comprehensive School Counseling Programs.* The model's purpose is to "guide administrators and counselors in: (1) the development of measurably effective school counseling programs, (2) the identification and removal of barriers to student success, (3) increased equity in access to school counseling services, (4) increased student motivation to enroll in and complete rigorous coursework, (5) the development of essential attitudes, knowledge and skills for student achievement and successful post-secondary transition, and (6) assisting students with their education and career planning." LEAs may use a portion of their RTTT funds for professional development of school counselors and school administrators on the model to ensure that they are adequately trained to assist students in making smart postsecondary choices and navigating the college admissions and financial aid process. (See Appendix B20 for the counseling document and the report.)

Timeline for B3 Goal 2: College and career readiness

Strategy	Year 1	Year 2	Year 3	Year 4
Prepare more students for success after high school through exposure to rigorous curricula and college-level work, particularly in STEM fields	▪ LEAs and college partnerships chosen for STEM ECHS; planning phase begins ▪ Intermediary(ies) chosen to support start-up of ECHS ▪ ESE identifies lead partner(s) in providing pre-	▪ STEM ECHSs enroll the first cohort of students ▪ Year 2 of pre-AP training	▪ STEM ECHSs enroll the second cohort of students; first class of students graduates with college credit ▪ Year 3 of pre-AP training	▪ STEM ECHSs enroll third cohort; second class of students graduates with college credit

Strategy	Year 1	Year 2	Year 3	Year 4
	AP training; 1,000 educators receive first year of training			
Adopt MassCore as the default curriculum for all high school students and align public 4-year college entrance requirements	▪ BESE and BHE vote on default curriculum, college admission requirements ▪ LEAs use RTTT funds to implement MassCore	▪ LEAs use RTTT funds to implement MassCore	▪ LEAs use RTTT funds to implement MassCore	▪ LEAs use RTTT funds to implement MassCore
Build tools to monitor vocational students' progress toward career readiness	n/a	n/a	▪ Contractor hired to implement enhancements to the Competency Tracking System	▪ Enhanced Competency Tracking System fully operational
Assist students in making smart postsecondary choices through improved guidance and counseling	▪ First cohort of high schools and colleges join and use YourPlanforCollege for college and career planning ▪ LEAs use RTTT funds to provide PD for counselors	▪ Second cohort joins YourPlanforCollege; portal expanded to include a middle school module ▪ LEAs use RTTT funds to provide PD for counselors	▪ LEAs use RTTT funds to provide PD for counselors	▪ LEAs use RTTT funds to provide PD for counselors ▪ All high school students in Massachusetts have a college and career plan

Responsible parties: ESE Centers for Secondary School Support and Student Assessment; LEA curriculum and assessment leaders; Board of Elementary and Secondary Education (BESE), Board of Higher Education (BHE)

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	**Actual Data: Baseline**	**End of SY 2010–11**	**End of SY 2011–12**	**End of SY 2012–13**	**End of SY 2013–14**
% of LEAs implementing the Common Core Standards	n/a	n/a	100%	100%	100%
% of Massachusetts standards documents aligned to the Common Core	0%	25%	66%	80%	100%
% of grades and subjects with curriculum maps and at least one model curriculum unit	0%	25%	50%	75%	100%
Number of interim assessment forms completed for English and math	n/a	72	90	90	90

Number of extended performance tasks developed	n/a	24–32	48–64	96–118	144–172
% of LEAs using one or more component of the teaching and learning system, other than the EDW *(also a performance measure for C2)*	n/a	n/a	35%	75%	90%
% of participating LEAs using the interim / formative assessment system	n/a	n/a	35%	75%	75%
% of participating LEAs using extended performance tasks	n/a	n/a	20%	50%	75%
% of high school graduates successfully completing MassCore	50%	55%	65%	75%	85%
Number of Early College High Schools (ECHS) established as a direct result of Race to the Top funding	n/a	n/a	6	6	6
Number of teachers participating in pre-AP training	n/a	n/a	1,000	1,000	1,000
MassCore established as the default curriculum and aligned with four-year college entrance requirements	n/a	✓	✓	✓	✓
% of high school students with a plan on *YourPlanforCollege.com*	n/a	10%	35%	75%	100%

(C) Data Systems to Support Instruction ***(47 total points)***

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system *(24 points – 2 points per America COMPETES element)*

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.

Recommended maximum response length: Two pages

(C)(1)

Massachusetts has developed data collections and implemented an Education Data Warehouse (EDW) that together address all of the 12 essential elements stipulated by the America COMPETES Act.

1) **Unique statewide student identifier:** In 1998, Massachusetts implemented a confidential, unique State Assigned Student Identifier (SASID) that ensures that a student cannot be identified by unauthorized parties.
2) **Student-level demographic and program participation data:** Our Student Information Management System (SIMS) has collected student-level enrollment, demographic, and program participation data for all public school students since 2001.
3) **Student-level information on P-16 enrollment, transfer, dropout, and graduation:** SIMS captures information on enrollments, transfers, dropouts, and graduations for all K–12 public school students. We assign SASIDs to children enrolled in early education programs and we capture their enrollment in elementary school. Data matching conducted by the Department of Higher Education (DHE) captures the enrollment of public high school students into public post-secondary programs.
4) **Capacity to communicate with higher education data systems:** DHE conducts data matching with our database of public high school graduates and provides FERPA (Family Educational Rights and Privacy Act) -compliant reports regarding students' subsequent enrollment and performance in post-secondary education. DHE is preparing to assign SASIDs (consistent with PK-12) to all public higher education students to increase the ease and frequency of these analyses.
5) **State data audit system**: Massachusetts currently has extensive data verification systems to assess data quality, validity, and reliability, including complex validation rules that confirm each data element meets all required specifications.
6) **Individual student test records under section 1111(b) of ESEA**: Massachusetts has collected student-level test record data since 1998 (including every student's response to every Massachusetts Comprehensive Assessment System (MCAS) question as required by ESEA Title I, Part A 1111(b)) and provides these data to LEAs.

7) **Information on students not tested:** The data system referenced above in #6 also provides information on students not tested by grade and by subject.
8) **A teacher identifier system with the ability to match teachers to students:** Massachusetts established its Education Personnel Information Management System (EPIMS) in 2007. EPIMS includes a unique teacher identifier and links teachers to their assigned classes using a unique class code. Massachusetts has recently completed development and implementation of its newest data collection that connects SIMS and EPIMS, which enables us to match teachers to students through course assignments.
9) **Student-level transcript information:** The new SIMS-EPIMS data collection referenced in #8 also includes the collection of all course enrollments, courses completed and grades earned. Massachusetts is now able to generate student-level transcript information based upon these collections.
10) **Student-level college readiness test scores:** Massachusetts uses a combination of MCAS, SAT, and Advanced Placement test results to assess student-level college readiness. We have conducted a study establishing a positive relationship between high school MCAS scores and placement into public college and university credit-bearing coursework.
11) **Data about transitions from secondary to postsecondary schools:** DHE conducts data matching with our database of public high school graduates and provides FERPA-compliant reports regarding their enrollment and subsequent performance in post-secondary education, including enrollment in remedial coursework.
12) **Other data necessary for alignment and preparation for postsecondary education:** Currently Massachusetts collects information on whether graduating seniors have completed MassCore, our recommended and soon to be "default" curriculum for college readiness (see section B3). These data are linked to state assessment results and college readiness scores. Analysis of post-secondary preparedness is then completed and reported for each MA high school. We also use National Student Clearinghouse data to calculate college enrollment and retention rates.

(See Appendix C1 for further documentation on Massachusetts's status on each element.)

Reform Plan Criteria

(C)(2) Accessing and using State data *(5 points)*

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.[4]

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Two pages

(C)(2)

Goal: Transform state data systems to efficiently deliver comprehensive, accessible, actionable, and timely data to all Massachusetts K–12 educators and key stakeholders.

Massachusetts anticipated the rapidly growing importance of high quality data to inform policy and decisions at the beginning of the prior decade. Since that time, we have made significant progress in building more comprehensive data systems, primarily at state

[4] Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

expense. Now, to achieve our vision of education reform and reduce the variation in student outcomes, we must enhance our strategic and timely use of data and information to better support teaching and learning and educational policy decisions. Without reliable data about our students, educators, and services, we remain limited in our ability to deliver effective interventions when and where they are most needed. To that end we aim to build a system over the next four years that will enable all 80,000 K–12 educators to use data to inform their decision-making and target instruction; link data from the ESE to the Departments of Early Education and Care and Higher Education; provide near real time data to policy leaders, district and school administrators and teachers; and improve the usability of the ESE public data profiles.

Today, LEAs across our state are eager to use data in new and powerful ways, but we run the risk of wasting scarce resources—both human and financial—if each of our 393 LEAs builds its own set of systems and tools. To meet this demand, we have invested in comprehensive statewide systems and data tools, but capacity challenges within our Education Data Warehouse (EDW) and a complex public website limit their current utility for supporting decisions. Moreover, we must cultivate consistent data quality and use across every level of the education enterprise to ensure the utility, value, and impact of these data systems. And our data systems must continue to expand to support the increasing use of data for instruction, policy, operations, management, and resource allocation.

Going forward, Massachusetts must transform our static state data collections into comprehensively integrated data efficiently delivered "near real time" to teachers, principals, and LEA leaders, and eventually to parents, students, community members, unions, researchers, and policymakers. This transformation supports many of the goals and strategies laid out in other sections of this proposal. We will use RTTT funds to pursue three data systems strategies:

1. Add data and reports to the Education Data Warehouse to better support the needs of its 80,000 anticipated users
2. Improve the usability and efficiency of ESE's public data Profiles
3. Increase the timeliness and accuracy of data reported by districts

Strategy 1: Add data and reports to the Education Data Warehouse to better support the needs of its more than 80,000 anticipated users.

The Education Data Warehouse (EDW) is the information backbone of the many projects and strategies identified elsewhere in the proposal, such as the PreK–12 teaching and learning system and initiatives targeted to increase educator effectiveness. Massachusetts owns an unlimited statewide license for K–12 educators to access and use the EDW for a multitude of purposes described throughout this proposal. The EDW combines data from multiple sources in order to provide every level of the enterprise with student, teacher, class, grade, school, LEA and statewide reports that range from narrowly focused to broadly comprehensive. Significant investments in this system are crucial to the success of our overall reform plan.

In its current form, the EDW integrates data from SIMS, EPIMS, and MCAS (including item-level responses to every MCAS test for every student and a measure of individual student-level growth), and LEAs have the option to import local data as well. Several dozen intuitive, secure, FERPA-compliant reports, each with many views and variations, are available, and more technically adept users can generate their own reports. While this is an important first step, meeting our goal of serving all of the state's 80,000 educators will require us to accommodate 10 times the 8,000 current EDW users. We have learned from the past year's 300-percent increase in the number of EDW users that it is neither efficient, sustainable, nor advisable to provide full functionality to every user. Through our recently awarded $13 million State Longitudinal Data Systems (SLDS) grant, we will transition to a system that provides additional users with customized information based on their most likely needs. We will use RTTT funds to build on these activities, to incorporate new data elements, and to work toward building the state's Readiness Passport, a priority initiative in Governor Patrick's 2008 Education Action Agenda. (See Appendices C2 to C5 for an overview of ESE data systems, samples of currently available reports, a graph of historical and projected EDW users, and a conceptual schematic of the Readiness Passport.)

Activities:

- **Create role-specific dashboards to target critical information to educators.** Time is the greatest challenge for many educators. Our goal is to create dashboards for central office administrators, school administrators, and teachers to put the information at their fingertips that is most critical for driving daily educational decisions. We will interview representative educators to determine what information is of highest value, and focus on creating user-friendly, easily readable designs. This will result in a system that presents users with exactly what they need, when and how they want it. For example, when entering the EDW, a principal might first see an invitation to compare action plans with the principal of a neighboring school, an alert about a trend in their school's 2nd graders based on recent math interim assessment scores, and a report that indicates one of their 2nd grade teachers has students that are defying this trend. On the other hand, a teacher might be presented with an alert that certain of their students are not making enough progress in reading comprehension, an invitation from their teaching coach to discuss activities and lesson plans to improve student performance, and an excerpt from a data training course which explains how to systematically approach determining the underlying causes of specific outcomes.
- **Add student discipline data to the EDW.** The concept of the Readiness Passport (see Appendix C5) calls for appropriate access to timely and accurate data on a particular student that can be used to design effective instructional practice. The last remaining student-level data set to be incorporated into the EDW is data from the School Safety and Discipline Report (SSDR). The SSDR has been collecting student-level incident and discipline data since 2004 on drug and violent offenses for all students as well as all incidents resulting in suspensions for special education students. We propose to add the previous six years of SSDR data to the EDW to complete the student history available to appropriate users (see Appendix C6 for a sample of the data elements to be included). The benefit of presenting this data in an integrated format, alongside other data, will provide educators a thorough understanding of historical performance, current challenges, and the opportunities for future improvements. Further, SSDR data can be used to enhance the accuracy of ESE's comprehensive early warning system to be developed under our recently awarded SLDS grant, and it will also be useful in developing measures of school climate.

- **Expand the EDW to include financial expenditure and district comparison data.** ESE plans to add two more data sets to the EDW so users can better answer analytical questions about school districts. The first is a large set of financial indicators about schools and districts such as aggregate teacher salaries, special education expenses, and transportation costs. While some financial data has been available for years through ESE's website, it has been managed separately through ESE's financial unit rather than integrated into analyses of programs and performance. Similarly in districts, financial data is generally the purview of the business side and brought forward only for budget negotiations. ESE can use the Data Warehouse to structure relationships between financial, programmatic, and performance indicators and build useful tables and charts to prompt discussion of whether educational dollars are being spent effectively. Second, we have already developed a methodology for comparing any school district to the 10 others most similar to it on the basis of student demographic characteristics. We will incorporate these data into the EDW to meet a long-standing user request for this functionality in the EDW. Adding these data will allow school districts to analyze their performance relative to districts that serve similar student populations and will allow ESE and district users to gain additional perspectives on the relationship between educational inputs and outcomes.

Strategy 2: Improve the usability of ESE's public data Profiles on the ESE website

Our agency's public website, one of the largest and most complex state government websites in Massachusetts, has an extraordinary wealth of information and resources for educators, parents, students, policy leaders, researchers, and the public at large. The website's Profiles section includes aggregate data on every LEA and school in the Commonwealth on dozens of measures, from student demographics and performance data dating back to 1998–99 to average teacher salaries to school technology resources (see Appendix C7). All of this data can be downloaded in common file formats to support the Open Data Initiative standards. However, the volume of data available can make the site difficult for the general public to navigate. Now that many district users are using the Education Data Warehouse as a source of data, we will redesign the Profiles website with a greater focus on parents, policy makers,

and community members as its primary audience. We will also automate our process for updating Profiles data, resulting in a more efficient system that requires less human intervention.

Activities:

- **Create new user-centered interface for ESE's public data Profiles.** Redesign Profiles to make it easier for parents, policy leaders, and community members to answer the questions they have most often about their schools and districts. Highlight the indicators that matter most as signs of the health of a school or district.
- **Automate data updates to Profiles**. Streamline the process for updating data on the Profiles site so that updates can be done directly by data analysts, without intervention by IT staff.
- **Incorporate financial and district comparison data into Profiles.** Integrate data from our extensive school finance website directly into Profiles so that it can be seen with all other information about a district, and build in the ability to compare districts to others like themselves. (See descriptions of these data in Strategy 1.)

Strategy 3: Increase the timeliness and accuracy of data reported by districts

Schools, districts, and the state are increasingly using our state data systems to support decision-making around instruction, management, operations, and resource allocation. As the use of our systems increases, the timeliness and quality of the data become paramount concerns. Educators should not and will not use data that are out of date. We will address this concern by deploying the Schools Interoperability Framework statewide, resulting in data that are both extremely current and of the highest quality.

Activities:

- **Expand use of the Schools Interoperability Framework.** The Schools Interoperability Framework (SIF), a common education data-sharing protocol, facilitates the delivery of "near real time" data to Education Data Warehouse (EDW) users. Building upon work already completed under an earlier Longitudinal Data Systems grant, ESE will work with LEAs to procure the services of a reliable SIF vendor capable of rolling out SIF statewide. By the end of four years, every LEA will transmit data from SIS, HR, and other LEA data systems to ESE through SIF. We will integrate the collection of School Safety and Discipline Report (SSDR) data into ESE's SIF infrastructure and establish a foundation for future cross-agency data integration that provides data to support the vision of the Readiness Passport. We will also work with vendors and the Department of Early Education and Care to implement SIF solutions that will ultimately allow for seamless integration of PreK–12 data, and also enable their participation in the teaching and learning system described in Section B3.

Timeline for C2 on next page

Timeline for C2

Strategy	Year 1	Year 2	Year 3	Year 4
Add data and reports the EDW to better support the needs of its 80,000 users	▪ Evaluate dashboard software ▪ Analyze requirements for additional data sets	▪ Research requirements for educator dashboards ▪ Design and implement additional data sets	▪ Build dashboards ▪ Roll out reports based on additional data sets	▪ Roll out dashboards
Improve the usability and efficiency of ESE's public data Profiles	▪ Collect and evaluate user preferences and finalize web design ▪ Redesign navigation and validate prototype with sample users	▪ Re-architect and streamline data flows into Profiles ▪ Migrate 60% of Profiles features	▪ Migrate remaining 40% of Profiles features	▪ Continue to implement changes based on user feedback
Increase the timeliness and accuracy of data	▪ Implement SIF in 77 LEAs ▪ Gather requirements for additional discipline data ▪ Update MA SIF profile	▪ Implement SIF in an additional 77 LEAs ▪ Pilot collection of discipline data through SIF	▪ Implement SIF in an additional 77 LEAs ▪ Roll out collection of discipline data through SIF	▪ Implement SIF in an additional 80 LEAs

Responsible parties:
Expand EDW: ESE Associate Commissioner, Chief Information Officer, IT Director, Director of Data Analysis for early indicators
Improve Profiles: IT Director
Expand SIF Statewide: SLDS Program Manager

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	**Actual Data: Baseline (Current school year or most recent)**	**End of SY 2010–2011**	**End of SY 2011–2012**	**End of SY 2012–2013**	**End of SY 2013–2014**
Number of data sets available in EDW	3	3	4	5	6
Percent of districts using EDW data to improve instruction, assessment, and operations	40%	55%	75%	90%	100%
Percent increase in Profiles traffic after usability improvements and addition of finance and district comparison data	0%	0%	5%	10%	15%
Number of LEAs implementing Schools Interoperability Framework	0	106	213	311	393

(C)(3) Using data to improve instruction *(18 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

(C)(3): Overview

Goal: Empower educators to meet the learning needs of every Massachusetts student through access to technology resources that facilitate instructional improvement.

Imagine the Massachusetts classrooms of the future. One teacher uses the Education Data Warehouse to see how each of his students performed on a formative assessment he administered the previous day. Down the hall, a teacher of English language learners accesses the digital library to find a model lesson plan developed by a team of effective educators who have worked successfully with similar students. A third wants to measure her students' mastery of science standards not typically covered in paper-and-pencil assessments so locates an appropriate grade-level science laboratory experiment from the database of extended performance tasks. All of these teachers are interacting with and effectively using technology to reduce the variation in student outcomes.

To achieve this vision, we must build a wide-reaching, easily accessible education technology infrastructure that facilitates instructional improvement and promotes the use of the quality of curriculum and instruction, rather than just reporting and compliance. ESE will work with LEAs to provide an integrated technology and data platform that supports the adoption and implementation of the state's instructional improvement system in every school and classroom (see section B3 for a description of the Massachusetts PreK–12 teaching and learning system). Many Massachusetts LEAs are experienced users of currently available instructional improvement systems, particularly for formative and interim assessment. (See Appendix C8 for a brief description of one district's system.) We will build upon their knowledge and experience as we develop and implement a more comprehensively integrated system for all to access. ESE support and training is particularly critical for many smaller and mid-size LEAs to take advantage of the new system and to benefit from economies of scale (see Appendix C9 for our track record of legacy system builds). ESE must also make information available to researchers, so that we can continuously assess the impact of the system on student performance and identify best practices and priorities for improvement.

To accomplish these goals, the state will use RTTT funds to pursue three strategies:

1. Invest in the data systems and technology necessary to support the PreK–12 teaching and learning system
2. Strengthen and expand educator training and supports for data use
3. Make state longitudinal data available to researchers

(C)(3)(i)

Strategy: Invest in the data systems and technology necessary to support the PreK–12 teaching and learning system

An anchor of our Race to the Top proposal is the development and implementation of a statewide PreK-12 teaching and learning system that allows every educator to provide individualized instruction to meet the needs of our diverse student population (see section B3). Significant investments in the delivery of seamlessly integrated systems, particularly for the Digital Library and the interim and formative assessment system, are necessary for the system to operate at its full potential. Siloed systems which each deliver only partial functionality are significantly less effective than those which are comprehensively and successfully integrated. We plan to build, modify available open source solutions and/or subscribe to systems that together will provide teachers and instructional leaders with a comprehensive, well integrated teaching and learning system. We are evaluating all options in close partnership with participating LEAs in order to ensure maximum value and impact while minimizing high ongoing subscription costs. We anticipate these efforts will continue during the grant review period in order to finalize these decisions by the time awards are announced. Our plan is to establish the teaching and learning system with a coalition of LEAs, particularly those with prior experience with interim and/or formative assessment as we develop related tools. Key LEAs, including Boston and Springfield, have agreed (see Appendix C10) to help us develop and roll out these systems, and we will engage other LEAs as well to confirm that we develop tools that meet the needs of all LEAs. The logon and accompanying role-specific dashboards will be common across all resources.

Activities:

- **Online repositories for standards and curriculum materials.** We will develop and implement online repositories for the Common Core Standards, model curricula, and standards-coded resources in a Digital Library for use by all Massachusetts LEAs, schools, and educators. This initiative will be coordinated with parallel developments proposed for summative assessments by the Partnership for the Assessment of Readiness for College and Career Consortium (see section B2), in which Massachusetts is a governing state.
- **Test builder engine.** We will develop and/or customize, field-test, and deploy a test builder engine that enables educators to assemble, score, and access results from the interim and formative assessment tools in our PreK–12 teaching and learning system. We will tag all released MCAS items performance tasks by standard, including 8,759 items already created for prior MCAS tests along with over 3,210 more items available by 2014 (see Appendix C11 for counts of released items by subject and grade). We will also work with the field to develop additional items for formative assessments (see section B3). These items will be loaded into two item banks: a secure bank for items designated for interim assessments and accessible only to designated LEA personnel, and a non-secure bank with items available to all educators and other interested users. The non-secure bank will be subdivided into two sub-groups: known high quality assessment items (e.g., MCAS released items) and non-vetted teacher-developed items. We will build an online assessment delivery system for LEA use with hard copy backup (including scannable answer sheets), along with tools to automate scoring (including constructed response items) to the maximum feasible extent and to support additional hand scoring as needed. We will also evaluate the feasibility of collecting item statistics for the non-vetted items, with the expectation that some will ultimately meet our criteria for acceptance into the vetted item bank. An item bank will be established as a repository for items related to subjects and grades for which we do not have released MCAS items, e.g., grades 1 & 2 reading and math, foreign languages, music, art, etc. These items available to districts, along with the test builder engine, can be used to construct additional assessments and related measures of growth. We will align pre-built interim assessments with our curriculum maps (see section B3), but the system will allow districts

flexibility to adapt them to their own curriculum scopes and sequences. Finally, we will build the system to load results into the EDW for delivery to LEAs, schools, and teachers within 24 to 72 hours of scoring. We anticipate that the test builder engine will also be a resource for the development of pre- and post-assessments that measure student performance for the purpose of teacher and administrator evaluation (see section D2).

- **Automated access and user support for the Digital Library.** The Digital Library is a standards-based system for storing, organizing, and using PreK–12 teaching and learning materials (see section B3). It will provide users with intuitive access to ESE's Curriculum Frameworks, including both Common Core Standards and any additional Massachusetts standards. The library will include a wide array of digital materials including model curricula units, lesson plans, and instructional materials. A key feature of the digital library system will be a search tool which will allow users to easily search for and find teaching resources based on their associated standards, organizing ideas, and keywords. Once materials have been found and reviewed, the system will provide tools to support assembling these resources into reusable units and lesson plans. These tools will be available to all assessment consortia members as referenced in section B2.

(C)(3)(ii)

Strategy: Strengthen and expand educator training and supports for data use

Over the last five years Massachusetts has dramatically increased the data available to educational leaders for policy development and operational decisions. We have developed and delivered a variety of professional development opportunities for teachers and principals on effective data use. What we have learned is that, for most educators, significant investment in training and job-embedded activities is required before data use becomes a regular component of their practice. Our activities in this section reflect this approach.

Activities:

- **Additional courses.** We currently offer a six-course core sequence of Educator Data Warehouse training, covering both the mechanics of using the EDW and the appropriate use of data to inform instruction, and we are in the midst of developing a seventh course on using our student growth model (see section D2). We have identified a need for 10 additional courses in data use and analysis, including topics such as effective use of the curriculum materials and interim and formative assessment tools in the PreK–12 teaching and learning system and use of the EDW to inform professional development planning and educator evaluations. Collectively, the six data use courses can be thought of as the core curriculum district users will complete in their ongoing development of trained educational data professionals; the 10 additional courses can be thought of as electives. We will pre-qualify vendors to deliver this training so LEAs can easily issue contracts and be assured they are selecting high quality trainers. Professional development activities supporting the PreK–12 teaching and learning system are discussed in sections B3 and D5; data use training will also help support the school capacity building initiatives described in section E2.
- **Course delivery infrastructure.** We will upgrade ESE's online course delivery infrastructure and related tools and release all data use courses online. This improved infrastructure will also be available to support other professional development activities described elsewhere in the proposal, such as training for teachers on the new educator evaluation system and on the content required to acquire a licensure endorsement in special education (see sections B, D, and E). Developing online courses will make them more broadly accessible and easier to integrate into daily job activities. This infrastructure will ensure that all district users have consistent, reliable access to the data use courses and tools, anytime and anywhere.
- **Data specialists.** We will place a data specialist in each of the six regional District and School Assistance Centers (DSACs) to launch, train, and directly support district and school data teams and provide additional data analysis capacity for small and midsize districts that do not have their own data staff. (See section D5 for a description of ESE's proposed system of professional supports.)

- **Training provided to 25,000 educators.** We will provide educators with comprehensive training to support the effective use of the data systems developed to support the PreK-12 teaching and learning system. The training curriculum will include modules for each system: data dashboards, the EDW, the digital library, and the teaching and learning system. Training participants will view the training modules as one cohesive and seamless training system built upon the District Data Toolkit (see Appendix C12) already delivered by ESE. This training will consist of highly valuable electives which will supplement the core curriculum of the seven data use courses described in Activity 1 above.
- **Policy and standards.** We will use policy tools to further encourage effective use of data in three ways. First, we have already included effective use of data as an indicator in our District Standards and Indicators (see Appendix E8), so districts will be reviewed frequently on their effective implementation of this standard. Second, we will strengthen standards for using data to support continuous instructional improvement in our requirements for educator preparation program approval. Third, we will create a data team leader endorsement for teachers with professional licensure; earning this endorsement, would make a teacher eligible for additional compensation for expanded roles and responsibilities (see section D2).

(C)(3)(iii)

Strategy: Make state longitudinal data available to researchers

ESE already has a robust system for sharing confidential student-level data with researchers. We are currently pursuing more than a dozen research projects with nationally known researchers, and we have used findings from these studies to inform our policies in the areas of charter schools, expanded learning time, and school redesign, to name just a few. However, our website does not currently provide the specialized aggregate breakdowns that researchers often require to answer their research questions. Access to these data sets would allow researchers to create their own aggregate data tables to better support investigations of the effectiveness of instructional materials, strategies, and approaches for educating different students.

Activity:

- **Build researcher access to aggregate data.** We will build out more detailed aggregate data files in a subsection of our website targeted to researchers in order to facilitate access to data sets currently only available through the EDW. We already have a standard legal agreement to facilitate sharing confidential student-level data with researchers (see Appendix C13 for the template) and will adapt the agreement to allow researchers to access the extended data sets, as needed.

Timeline for C3

Strategy	Year 1	Year 2	Year 3	Year 4
Invest in the data systems and technology necessary to support the statewide PreK–12 teaching and learning system	▪ Document functional, access, and performance requirements including analysis of current LEA implementations ▪ Evaluate options, finalize architecture, purchase licenses ▪ Engage contractor(s) ▪ Begin adding resources to the Digital Library (see B3)	▪ Create detailed system designs ▪ Develop and validate the system and integrate into the EDW ▪ Launch test builder	▪ Complete and evaluate the pilot, modify as needed ▪ Connect Digital Library resources to other elements of the teaching & learning system ▪ Plan test builder rollout to all LEAs ▪ Continue pilot	▪ Evaluate impact of state-built instructional system
Strengthen and expand educator training and supports for data use	▪ Develop a data training implementation plan ▪ Enhance online course delivery infrastructure ▪ Hire data specialists in DSACs ▪ Review districts on effective data use	▪ Revise courses as indicated and make available face-to-face and online ▪ Review districts on data use ▪ Develop curricula for courses on the PreK–12 teaching and learning system; pilot the courses and train trainers ▪ Data team leader endorsement to licensure available	▪ Continue course delivery ▪ Determine which trainings developed under section B, D and E initiatives are priorities for adaptation to online delivery ▪ Review districts on effective data use	▪ Continue course delivery ▪ Adapt and implement additional courses for online delivery ▪ Review districts on effective data use
Make state longitudinal data available to researchers	▪ Continue existing processes of providing confidential data to researchers	▪ Continue existing processes of providing confidential data to researchers ▪ Discuss req'ts with researchers	▪ Develop processes and protocols for sharing more detailed aggregate data with researchers	▪ Build detailed data files and begin providing data sets to researchers

Responsible parties:
Technology systems: ESE Associate Commissioner, CIO, IT program manager; Training & supports: ESE Deputy Commissioner, project manager for roll-out of teaching and learning system, professional development specialist; Data for researchers: IT Director, Director of Strategic Planning, Research, and Evaluation

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	**Actual Data: Baseline (Current school year or most recent)**	**End of SY 2010–2011**	**End of SY 2011–2012**	**End of SY 2012–2013**	**End of SY 2013–2014**
% of LEAs using EDW to inform instructional decisions	60%	70%	80%	90%	100%
N of educators trained on how to effectively use data and instructional tools to improve student achievement and growth	100	1,000	5,000	10,000	25,000
% of participating LEAs using one or more components of the teaching and learning system, other than the EDW *(also a performance measure for B3)*	n/a	0%	35%	75%	90%
Percentage of user visits during which the teaching & learning system meets published service level agreements for:					
• Availability: continuously available other than at scheduled maintenance times	n/a	n/a	n/a	99%	99%
• Responsiveness: loads pages in less than 3 seconds	n/a	n/a	n/a	95%	99%
• Usability: easy to use and navigate	n/a	n/a	n/a	95%	100%

(D) Great Teachers and Leaders ***(138 total points)***

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals *(21 points)*

The extent to which the State has—

(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;

(ii) Alternative routes to certification (as defined in this notice) that are in use; and

(iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
  - The elements of the program (as described in the alternative routes to certification definition in this notice).
  - The number of teachers and principals that successfully completed each program in the previous academic year.
  - The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

Overview

Massachusetts will only close its achievement gap when instruction in every classroom is uniformly strong. Today it is not. Too many students—typically those living in poverty, learning English as a second language, or struggling with disabilities—are still too often taught by teachers ill-prepared to teach them effectively, in schools led by principals unable to make their schools meet the needs of every student.

To change this over the next four years, Massachusetts will institute a series of intertwined statewide policy reforms to attract, develop, mentor, support, and retain an effective, academically capable, diverse, and culturally proficient educator workforce. To achieve these reforms, Massachusetts will:

- Develop a performance-based, comprehensive annual statewide evaluation process for teachers and principals, and provide training and support to ensure its effective implementation in every school. (D2)
- Review and enhance teacher induction policies and revise the licensure system for principals. (D2)
- Provide the most underserved students with access to the most effective teachers and principals. (D3)
- Strengthen and expand effective educator preparation programs and improve or close the one that are ineffective. (D4)
- Develop a comprehensive professional development system to support effective implementation of our objectives. (D5)

Our approach assumes that there is a range of effectiveness among teachers and principals, and that too few supervisors currently credibly identify where each individual falls within that range or provide actionable feedback. Four years from now, each district in the Commonwealth will evaluate teachers and principals annually, using student performance measures as a core indicator, to identify into which of at least three categories each individual falls (D2). Evaluations will be used to make decisions related to tenure, improvement planning, career ladder opportunities, compensation, and dismissal (D2 & 3). We will invest heavily in support for evaluators and provide training in evaluation protocols, including classroom observations, and offer coaching through a cadre of

master evaluators employed by the state. Finally, we will link evaluation feedback to opportunities (e.g., coaching, professional development) and resources (e.g., data, curriculum materials) for improvement.

The work described in the section was strengthened in May 2010 when the leadership of the Massachusetts Teachers Association (including its Executive Committee) endorsed our approach to teacher and leader policy and encouraged their local unions to participate in our Race to the Top proposal. In addition, on May 25, the State Board of Elementary and Secondary Education directed the commissioner to convene a task force to develop recommendations for revising the teacher and administrator evaluation regulations. The task force is to complete its work by January 31, 2011, to allow the Board to adopt regulations governing teacher and administrator evaluations in spring 2011. Included in the Board's directive is the requirement that the task force incorporate student growth as a significant factor, as well as goals for improving teaching and student performance.

New evaluation regulations will require districts to begin implementation of the new evaluation framework the following school year. We will work with participating districts to develop a model supervision and evaluation system that will be used as a default for the 35 turnaround schools, beginning in August 2011. The model will also serve as a starting point for all districts to use as they collaborate locally over the 2011–12 school year to tailor the framework to their specific needs.

Reaching agreement on the key elements of a supervision and evaluation system that has student performance and educator improvement at its core required tough negotiations, but resulted in consensus. This is the approach that Massachusetts is taking to accomplish the reform agenda embodied by Race to the Top, and we are committed to doing this hard work with—not to—the field. While other states have adopted new laws dictating an arbitrary percentage of evaluation be based on student results from a single state test, we have chosen a more nuanced strategy that will support educators in developing the commitment and expertise needed to see these reforms come to life in the classroom. (Please note that throughout this section, we refer to the state-level evaluation structure as the "framework" and to the district-level structure as the "system.")

Consensus around essential elements of a strong system to recruit, develop, support, and retain effective educators is being achieved in Massachusetts with the help of the five-year effort of the Working Group for Educator Excellence (WGEE). Every major

educator stakeholder group in Massachusetts has been engaged in this work and has endorsed the WGEE platform (See Appendix D1). Massachusetts' RTTT proposal incorporates key elements of this platform to develop a comprehensive, aligned, and systemic approach to educator development, effectiveness and equitable distribution.

We recognize that this is critically important work and intend to move forward on these initiatives with or without federal support, but RTTT funding will allow us to accelerate our efforts. Over the next four years, we will dramatically change the education landscape for our most underserved students by ensuring that educators in every district are evaluated based on student performance; that teacher and principal development goals include the improvement of teacher and student performance; that high poverty schools can attract and retain highly effective educators; that the best educator preparation programs are expanded and the weakest ones are closed; and that teachers and principals receive the effective and targeted support they need to be successful with the most challenging students. We will increase the supply of teachers qualified to work with English language learners and students with disabilities; improve middle grades math and literacy instruction, both gateways to college readiness; and expand the ability of teachers and schools to differentiate instruction to meet the needs of individual students while aiming for high levels of achievement.

In short, we will put in place the essential elements we need—great teachers and leaders—to ultimately close the persistent achievement gap in our schools.

(D)(1)(i)

Massachusetts has long known that attracting high quality educators requires multiple pathways into schools and classrooms, and has developed licensure regulations that allow for multiple alternative routes to initial licensure (see Appendix D2 for the relevant educator certification law and Appendix D3 for licensure regulations). The alternative routes include district-based models, options sponsored by the SEA, higher education institutions, professional associations, and other non-profit organizations for aspiring teachers, principals, and other administrators. Unlike many states, candidates who complete alternative route programs in Massachusetts receive the same initial license as those completing traditional preparation programs. Alternative routes usually provide

both a residency-style experience for candidates and a streamlined path to licensure, while meeting the same standards for program approval as traditional routes, including fieldwork requirements. Multiple alternative routes to administrative licensure also exist. For example, the Panel Review is a state-run portfolio-based licensure review targeted to career changers, and the 300-hour district-based Administrative Apprenticeship is a residency-style route (see Appendix D4 on alterative routes to licensure). These routes ensure high and consistent standards statewide, while allowing for local flexibility in the recruitment and preparation of teachers and administrators.

(D)(1)(ii)

A total of 39 alternative route programs conforming to the USED's RTTT definition are currently approved statewide, with additional approvals pending. The number of teachers and leaders prepared through alternative routes has grown steadily in recent years, reaching more than 1,700 educators in 2008, or 15% of newly licensed teachers and more than half of newly licensed principals (see Appendix D5 for a current list of the programs and data on program completion). The Boston Teacher Residency, an alternative master's program in education that recruits and trains educators for immediate placement in Boston Public Schools, is an example of the state's commitment to innovation in high quality, practice-based pathways to teaching. Several charter schools and other alternative sponsors have also developed successful school-based residency-style alternative routes to licensure.

(D)(1)(iii)

Effectively addressing student achievement gaps has required ESE to take steps to identify both the subjects and locations of educator shortages, and focus resources on preparation of teachers and leaders who can fill those vacancies effectively. Massachusetts has already taken important steps to identify, monitor, and evaluate areas of educator shortages and the districts most affected by them. Numerous programs have been developed to fill identified needs in shortage areas, most notably English as a second language, special education, and STEM subjects.

ESE regularly collects data on the educator pipeline from the state's Education Personnel Information Management System (EPIMS), and Educator Licensure and Recruitment system (ELAR); from Title II and state annual reporting data; and from ESE's annual survey of projected program completers, Highly Qualified Teachers (HQT) reporting, and waiver data. Linking EPIMS and ELAR in 2010 will enhance the state's and LEAs' abilities to target areas of shortage and identify patterns of inequitable distribution of effective teachers and leaders (see section C2 for a description of the planned linkages across data systems and section D3 for plans to publish an annual *Status of the Educator Workforce* report).

Governor Patrick's recent Commonwealth Readiness Project (see appendix A1) illustrates the state's use of data to inform policy decisions related to monitoring, evaluating, identifying and filling areas of shortage. The Recruiting and Retaining Educators Subcommittee recommendations included expanded recruitment efforts and incentives to teach in hard-to-staff schools and in high need subjects based on a careful review of available data from the state's EPIMS, ELAR, and retirement system databases. These recommendations led to the reorganization of educator policy, preparation, licensure, and leadership into a single center at the Department in 2008, and helped shape the recommendations for monitoring and expanding the pool and pipeline of effective teachers and leaders, discussed in section D3.

Most of the state's alternative route programs have been developed specifically to address areas of identified shortage in high need districts or fields. For example, the BTR requires its candidates to become dually licensed in a subject field and special education. ESE's pilot Massachusetts English Language Teachers initiative (MELT), developed in collaboration with Brattleboro Vermont-based School for International Training, has provided 100 Worcester and Boston teachers with an alternate route to ESL licensure. Others, such as Teach South Coast focus on attracting mid-career candidates to shortage fields like STEM.

Massachusetts also has considerable experience in using incentives to address shortages, including differential pay and signing bonuses for STEM teachers, as a direct outgrowth of its supply/demand data analyses. The 2009 National Council on Teacher Quality (NCTQ) *State Policy Yearbook* noted that Massachusetts is one of only 16 states meeting all goal components regarding differential pay for teachers in shortage subjects and high need schools (NCTQ 2009).

(D)(2) Improving teacher and principal effectiveness based on performance *(58 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and

(iv) Use these evaluations, at a minimum, to inform decisions regarding— *(28 points)*

(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;

(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;

(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and

(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII,

Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Ten pages

(D)(2)(i)

Goal: Measure growth for all students in all grades.

Finding ways to quantify the variation in student learning that currently occurs in our schools will be key to the effective implementation of the Commonwealth's evaluation and improvement reforms. In October 2009, Massachusetts publicly released the state's first student growth data, allowing educators to quantify both achievement levels and how much an individual student's MCAS performance had changed. Massachusetts measures student growth by comparing the change in a student's MCAS performance from one year to the next, relative to that of their academic peers: all other students who had similar previous results. (For example, if one student performed better than 70 percent of her academic peers, she would receive a student growth percentile score of 70.) To measure growth for a group of students such as a classroom, school, or district, student growth percentiles are summarized using medians: the middle student in the group. Data are also summarized in the Education Data Warehouse using tables that show the percentage of students in each quintile (see Appendix D7 for the October 2009 growth model report and Growth Model Interpretive Guide). In the initial stage of growth reporting Massachusetts included students in grades 4 through 8 in 2008 or 2009 who had two or more consecutive years of MCAS results, along with students in grade 10 in 2009 who attended public schools in their eighth, ninth, and tenth grade years. With each successive year of MCAS results we expand the number of students for whom we have growth data, and this fall we will have our first statewide data set linking teachers with students' growth scores. We provide educators with access to reports of student growth results by district, school, grade, and subgroup through our Education Data Warehouse, and instructional leaders can also drill down to the student level or create custom class-based reports. School and district aggregate growth data are available to the public on ESE's Profiles website.

The Massachusetts growth model is a critical tool in our efforts to close the achievement gap, as it allows us to identify individual schools and classrooms where underserved groups (e.g. English language learners and students with disabilities) are either making exceptionally strong gains or are falling further behind their academic peers, triggering appropriate intervention. In both teacher and principal evaluation processes, the growth model will be used to help identify if a teacher's or principal's students are making growth that is higher than, typical of, or lower than their academic peers across the Commonwealth. English language arts and mathematics growth scores will be used in the evaluation process for both principals and teachers. In addition, MCAS growth data, along with other assessments that are comparable across subjects and grades (see below), will be a significant factor in performance ratings.

That said, only the 16 percent of teachers who teach 4th through 8th grade math and ELA can be *individually* matched to a student's growth score (see Appendix D8). Therefore, the state will provide direction and guidance to districts on how to evaluate the growth in performance of students in *all* courses and grades. Massachusetts will build on its extensive experience using student work samples as an alternative assessment (see Appendix D9), and will engage stakeholders and experts in those subjects not currently covered by the growth model to develop tools and approaches for measuring progress in all grades and subjects. In some subjects, this evidence may take the form of district pre- and post-tests; in others, teachers and teacher teams will require training on how to gather student work that demonstrates individual student learning, as well as typical student learning in a class. The state will develop and validate these measures, and will provide national leadership by developing an accountability system that applies to all teachers.

Activities:

- **Collect growth data.** Currently, the state is working with 69 LEAs, representative of the states' 393 LEAs and educating 61% of its Title I eligible students, to connect student growth and achievement data to individual teacher and principal information. This work will be scaled to collect growth data for all students in MCAS tested grades and subjects by the end of 2010.
- **Provide support.** The state will provide support for the development of district-based assessments that are comparable across subjects and grades through item banks, test builder tools, and exemplary models posted for all districts to access and use.

- **Provide training and implementation support on assessing growth in non-MCAS subjects.** The state will provide training and support on creating tools to assess student growth in non-MCAS tested subjects. This will include minimum requirements for collecting student work samples as evidence of student learning; guidance on scoring and interpreting results, and exemplars for different grades and subjects; and data systems to track student results (see Sections C and D5).

(D)(2)(ii)

Goal: Implement a new statewide framework for teacher and principal evaluation built on student performance by April 2011, and provide the tools and support districts need to implement the framework.

By April 2011 Massachusetts will have adopted new regulations defining a new statewide framework for teacher and principal evaluation in which impact on student performance will be considered as a significant factor. In addition, the state will develop a "default" evaluation protocol with forms, procedures and timelines that districts can either adopt or improve on, and rubrics to assess whether district evaluation systems conform to new evaluation regulations. This work will be a catalyst to promote effectiveness across the entire educator career continuum and will create powerful new tools for educators as they pursue their own professional growth.

Strategy 1: Approve new teacher and principal evaluation regulations

Activities:

- **Establish a statewide task force.** Stakeholders from groups representing the state's teachers, administrators, other school personnel, businesses, non-profit organizations and other coalitions have met over the past several months to shape the framework for a statewide teacher and principal evaluation system. On May 25, 2010, the Board of Elementary and Secondary Education voted to establish a Task Force on Evaluation of Teachers and Administrators, charged with recommending to the Board by January 31, 2011, a revised set of regulations and principles and a comprehensive state evaluation framework. The

Task Force will include representatives from all Mass Partners organizations (the state associations of superintendents, school committees, teachers, elementary and secondary school principals and parents), other specialized subject matter organizations, the Statewide Student Advisory Council, and representatives from organizations representing parents of students with disabilities and English language learners. In doing its work, the Task Force will seek guidance from local and national experts in evaluation.

- **Define their scope of work.** In developing its recommendations, the Task Force will create communication mechanisms for feedback from the field and will make recommendations for effective state and local implementation of the framework. Comprehensive statewide implementation of new regulations will begin in the 2011–12 school year.
- **Recommend a state evaluation framework.** Stakeholders have already agreed on specific elements that must be incorporated into the final framework the Task Force recommends (see Appendix D10). The framework must:
  - Ensure that annual evaluations provide teachers and principals with honest, fair, and improvement-oriented feedback;
  - Establish a two-year cycle of improvement via a formative assessment and summative evaluation based on a Continuous Improvement Plan for every educator. This plan will define goals for improving teaching/administrative performance and student performance, the professional development to achieve these goals, other professional support and interim benchmarks of progress.
  - Differentiate performance by *at least* three rating categories (e.g. ineffective, effective, highly effective) based on student growth as a significant factor for the purpose of establishing the requirements of the Continuous Improvement Plan.
  - Include measures of student growth (including MCAS growth scores where they apply, along with state, district, school and/or teacher-generated assessments comparable across subjects and grades) in the evaluation process.
  - Determine student performance through locally developed and/or publisher-created measures that assess student academic improvement and are reliable and comparable across similar subjects and/or grades in the school and/or district.
  - Link comprehensive evaluation to key personnel decisions, including:

- Professional teaching status (tenure)
- Career advancement through a teacher leadership career ladder
- Compensation for additional roles and responsibilities and for hard-to-staff schools
- Demotion and dismissal: A teacher or principal identified as ineffective who does not make acceptable progress toward achieving the goals of his/her Continuous Improvement Plan after at least one year of intensive support may be demoted or dismissed.

The Task Force will start with the following organizing elements:

Teacher Evaluation	Principal Evaluation
▪ Impact on student growth as a significant factor, via multiple measures of student learning. Include state-level growth data, as well as district, school, and/or teacher generated assessments ▪ Supervisor ratings using research-based observational tools and rubrics ▪ Evidence of content knowledge, cultural proficiency, professional growth, and self-assessments ▪ Other measures that may be considered (indicators of school culture, climate, and conditions; student, and parent survey data; etc) will be determined at the local level through collective bargaining, consistent with parameters of the new statewide framework.	▪ Multiple measures of school-wide impact on student growth ▪ Effectiveness measures that align with statewide leadership standards and performance indicators (See Appendix D11) ▪ Impact on improving teacher effectiveness (successfully guiding good teachers to become great, struggling teachers to improve practice, and great teachers to take on additional roles and responsibilities, where appropriate) ▪ Additional measures that address: instructional leadership; administration and management; cultural proficiency and promotion of diversity; relationships with the community; distributive leadership; and other professional duties.

Strategy 2: Provide districts with the tools necessary to implement the new evaluation system

Laws and regulations are only as effective as the quality and impact of the training, professional development, technical assistance, and implementation support provided to practitioners to ensure they understand the new framework and are able to effectively implement it in their districts, schools and classrooms. To that end, Massachusetts will use RTTT funds to provide implementation support to ensure that LEA administrators, principals, and other evaluators have the tools they need to conduct annual evaluations—consistent with new evaluation regulations—that provide meaningful feedback to both teachers and principals.

Activities:

- **Implement a "default" evaluation system.** By March 2011, ESE will complete a model teacher and principal supervision and evaluation process and procedure (including criteria, forms, and timelines) that is consistent with the framework developed by the Task Force and can be used by schools to meet the teacher and principal evaluation requirements of the federal School Turnaround Grants, effective August 2011. We envision that this model will become a "default" evaluation system that districts can build from in implementing the new framework.
- **Disseminate rubrics to assess compliance.** Using the model, ESE will develop and disseminate rubrics to assess how well each district evaluation system aligns with the state evaluation framework.
- **Make tools and exemplars available to support the development of local assessments.** The state will support district evaluation groups' efforts to develop valid, reliable, and comparable assessments for measuring student performance in all subjects and grades by providing written guidance and training in assessment and the use of the test builder tool described in Sections B3 and C3. In addition, the state will gather and disseminate through the Digital Library (see Sections B3 and C3) exemplar local assessments and methods for using the results of those assessments to measure growth in performance.
- **Provide online evaluation training.** The state will develop a series of online training units, targeted to both teachers and administrators, covering the implementation of evaluations. The units will be available through the WGBH Teachers' Domain Digital Library of instructional resources (see sections B3 and D5).

- **Conduct hands-on training.** District and School Assistance Centers (DSACs) will conduct hands-on training for educators and answer questions about the new evaluation framework in a timely manner. Through the regional DSAC networks, LEAs will have the opportunity to share best practices and work collaboratively on their development and implementation. Evaluation coaches available through the DSACs will work directly with LEAs on implementation and training.
- **Support superintendents to require more effective supervision and evaluation.** A three-year induction program for new superintendents jointly sponsored by the state superintendents' association and ESE is being launched in July 2010, which will be offered at no cost to superintendents of Level 3 and 4 districts. Beginning in 2011–12, this induction program will be available to superintendents of Level 1 and 2 districts on a fee basis. One of the program's four strands, which will be funded in part using RTTT dollars, will include building and maintaining effective HR systems (see also D2iv and D3i). The program will also include content and follow up coaching in supervision and evaluation of *principals* with a focus on their effective supervision and evaluation of *teachers*.

(D)(2)(iii)

Goal: Implement improvement-oriented annual evaluations that include student performance data and timely and constructive feedback, beginning in school year 2011–12.

One key to improving the educator workforce is to provide each educator with honest, fair, and improvement-oriented feedback every year. New evaluation regulations and their accompanying training and implementation support will ensure that all of the state's 80,000 educators receive annual evaluations beginning in school year 2011–12 (see below for full implementation plan). These evaluations will provide educators with timely feedback to improve instruction, identify effective educators and practices, inform ongoing professional development planning, and inform key personnel decisions. RTTT funds will enable the state to develop the tools needed to ensure effective statewide implementation and to identify and share best practices. With effective monitoring,

approval, and technical support in place, the state will ensure that local evaluation systems are revised to align with the new regulations, and that meaningful, performance-based, annual evaluations continue to be conducted well beyond the span of RTTT.

Strategy 1: Plan for effective implementation

Activities:

- **Phased-in implementation.** The state will employ a phased-in approach that will ensure that school districts implement improvement-oriented annual evaluations that include student performance data and timely and constructive feedback:
  - The *nine Level 4 districts* will be required to implement these provisions in their Level 4 schools in August 2011. All teachers, regardless of subject, will be evaluated using student growth as one component.
  - The *remainder of the state's RTTT participating districts* will be required to implement the statewide framework by 2012–13.
  - *All districts in the state* will be required to implement evaluations in which student growth is a significant factor by school year 2013–14, enabling them to learn from, and build on, the efforts of RTTT-sponsored LEAs.
- **Evaluation Working Groups.** Each participating LEA will form an Evaluation Working Group comprised of teachers and administrators to develop implementation plans. These groups will be a vehicle to build consensus among local stakeholders on what constitutes acceptable student growth, and how growth can be assessed among teachers and administrators at the subject, grade, building, district, and state levels. The DSACs will provide regional meetings to support their efforts.
- **Identify and disseminate model evaluation systems.** As district evaluation systems are approved, ESE will flag them on the searchable online statewide teacher and principal contract database so that districts can review models in addition to the "default" model developed in spring 2011 (see above) to inform the development of their own evaluation system. (See Appendix D12 for information on the contracts database.)

- **Provide access to growth data and training on how to use it effectively.** Massachusetts will provide teachers and administrators with access to data on their own students' growth, and provide training to help them use this data to improve instruction, inform professional development, and accelerate professional growth (see C3 and D5).

Strategy 2: Monitor implementation of the new evaluation systems

Activities:

- **Analyze district evaluation plans.** Beginning in July 1, 2010, districts will be required to provide details of their current evaluation systems annually through the Teacher Effectiveness and Quality Improvement Plan (TEQIP) required by the state to monitor Title IIA (See Appendix 13 for details). The state will develop and use a rubric to analyze district evaluation plans to ensure they are consistent with the new regulations. The standards and indicators used in the state-mandated district performance reviews through ESE's Center for School and District Accountability will be revised so that these reviews can serve to monitor district compliance with and effective implementation of the state's new evaluation framework. (See Section E.)
- **Collect and analyze evaluation ratings.** The state will collect and analyze educator evaluation ratings annually under the new framework. These results will be made available to district review teams and will become a central component in the analysis of patterns in the distribution of ineffective, effective, and highly effective educators at the local, regional, and state levels (See D3). The analysis will identify any irregularities (e.g. high numbers of either ineffective or highly effective teachers in one school), and results will be used to prompt evaluation audits.
- **Establish a feedback system.** ESE will annually set aside a meeting of its Education Personnel Advisory Committee (EPAC) to review the status of implementation of the new evaluation system. ESE will take action as needed based on their feedback and internal staff assessments.

(D)(2)(iv)

Goal: Use evaluations to inform educator improvement, growth, and personnel decisions.

The framework adopted by the Board (see Appendix D10) calls for a continuous improvement approach to evaluation. Year One evaluations will result in improvement plans for all educators. Evaluations will prompt the need for targeted professional development provided through districts, ESE, DSACs, and the regional Readiness Centers (see D5 for more details about the state's professional development plans). Teachers or administrators identified as ineffective based on student growth or other factors will have goals set for student and teacher performance and will be provided with intensive support to improve. Summative evaluations will be conducted in Year Two, and will be based on achieving the goals of their improvement plans, which must include measures of student performance that are reliable and comparable across similar subjects and grades in the district. The results of evaluations will be used to inform critical personnel decisions including tenure, compensation, promotion, and dismissal. Teachers and principals identified as ineffective will have a performance improvement plan put in place and supports provided to improve. If acceptable progress toward the goals of the improvement plan is not made after at least one year of intensive support, the teacher or principal may be dismissed. (See Appendix D14 for a summary of Section 4 of H425, "An Act to Ensure Educator Excellence," sponsored by the Working Group for Educator Excellence (WGEE)).

Consistent with the WGEE framework, the state and participating LEAs will invest substantially to ensure that rigorous new evaluation systems are implemented at the district level and that evaluators receive the training and support needed to conduct fair and meaningful evaluations. Technical assistance will be provided through the DSACs to ensure that all districts have access to an evaluation trainer and coach, and to provide districts with exemplary models, tools and guidance for conducting rigorous annual evaluations at the local level (see section D2ii).

These changes in evaluation will be buttressed by performance-based endorsements to licensure—certifications in specialty areas not covered by their license—for highly effective teacher leaders. These endorsements will give teachers access to career ladder leadership roles and expanded responsibility.

Strategy 1: Evaluate each teacher and principal annually

Activities:

- **Support districts in their efforts to conduct annual evaluations and develop improvement plans for all teachers and principals.** Using the framework adopted by the Board, the state will support districts in conducting evaluations for all teachers and principals on a two-year cycle. Year One evaluations will result in improvement plans for all educators, and will prompt the need for targeted professional development. Teachers or administrators identified as ineffective based on student growth or other factors will be provided with intensive support to improve. Summative evaluations will be conducted in Year Two, will be based on achieving the goals of their improvement plans (including goals for teacher and student performance), and must include measures of student performance that are reliable and comparable across similar subjects and grades in the district as well as supervisor ratings using research-based observational tools and rubrics. Also considered will be other measure of educator effectiveness, such as:

Teachers	Principals
▪ Evidence of content knowledge, professional skills, cultural competency, professional growth ▪ Teacher self-assessments ▪ Peer observations ▪ Additional student, classroom, team, and school measures including indicators of school culture, climate, and conditions.	▪ Supervisor ratings ▪ Professional skills such as strategic planning, instructional leadership, evaluation and supervision, cultural competence, human resources and development, management, external development, and micro political leadership ▪ Professional growth ▪ Principal self-assessments ▪ Peer observations ▪ Additional student, classroom, team, and school measures including indicators of school culture, climate, and conditions.

- **Employ a cadre of human resources and evaluation specialists to train, coach, and support principals and superintendents as they implement the new evaluation framework.** Through the DSAC structure, the state will employ teams of three specialists to conduct trainings on the evaluation framework and provide coaching to local district administrators (see Section D5). We will also employ three specialists at the state level to support the Commissioner's Districts, which are not included in the DSAC structure.

Strategy 2: Use the state's new evaluation framework to inform personnel decisions

Activities:

- **Provide tools and assistance to districts to help them make personnel decisions based on comprehensive evaluations.** The state will work with districts to help them use the new state evaluation framework to inform personnel decisions, including:
  - Improvement-oriented feedback, resulting in targeted professional development and other supports (see D5).
  - Professional teacher status (tenure).
  - The identification and promotion of highly effective teachers into teacher leadership roles, such as mentor, instructional coach, or data team leader. These positions are likely to be accompanied by additional compensation. Districts may choose to award additional pay to highly effective teachers under locally determined collective bargaining agreements.
  - The demotion and/or dismissal of persistently ineffective teachers. Teachers and principals identified as ineffective will have a performance improvement plan put in place and supports provided to improve. If acceptable progress toward the goals of the improvement plan is not made after at least 1 year of intensive support, the teacher or principal may be dismissed.

Strategy 3: Develop a career ladder for educators

Activities:

- **Implement a career ladder that includes performance-based teacher leader endorsements to licensure by 2012.** The state will develop a new career ladder to recognize and compensate a variety of new teacher leader roles. ESE will develop endorsements to licensure for at least five of these roles, e.g. mentor, instructional coach, parent outreach coordinator, instructional team leader, and data team leader. These will be developed and available to teachers beginning in 2012. In addition, the state will encourage high need districts to provide additional compensation to recruit and retain highly effective teachers in leadership roles (see section D3). One promising effort to develop a teacher leader program is already under development at the Harvard Graduate School of Education (HGSE), and the state will work with HGSE faculty to expand the program to other Massachusetts higher education campuses.
- **Review and enhance teacher induction policies.** The state will comprehensively review and enhance its policies on teacher induction in concert with the development of new teacher leader endorsements and changes in educator preparation approval requirements (see D4i).
- **Revise the licensure system for principals.** The state is already developing new Leadership Standards and Performance Indicators for Board adoption in fall 2010. These will be used to develop new performance assessments for principals at the Initial stage and portfolio assessments at the Professional stage.

Strategy 4: Support the reform of key human resource functions to help districts attract and retain the best teachers and leaders

Activities:

- **Create model human resource (HR) systems and supports.** A statewide coalition of educators (WGEE) has begun working with partner districts to align key HR functions and measure the impact of such alignment on student achievement. We will build on this work as well as homegrown models, such as Springfield Public School's "Instructional Learning Teams" and

career ladder. Beginning in 2010, the state will work with selected LEAs to create model HR systems and supports that cohesively align the key levers of educator growth and development: induction, professional development, advancement to new roles and responsibilities, and the removal of persistently ineffective teachers (See Appendix D15). ESE staff will document and disseminate model practices including those identified through the state's district review process (see below).

- **Expand support to reform existing human resource practices.** DSACs will provide LEAs with support to conduct self-assessments of current HR practices, identify local structures and systems that impede their work, and adopt elements from the model HR systems and supports (see above). DSACs will share promising practices around recruitment, selection, induction, advancement, tenure (professional teaching status), and removal of ineffective teachers and administrators. The state will partner with the Massachusetts Association of School Personnel Administrators to identify a cadre of the state's most effective HR professionals to work with DSAC staff as consultants to provide technical assistance to districts, disseminate best practices, and conduct in-person workshops and webinars using state-produced HR toolkits that will be available online.
- **Hold districts accountable for HR effectiveness.** The state's current District Standards and Indicators, used to monitor and assess district performance, include the extent to which the district "identifies, attracts, and recruits effective personnel, and structures its environment to support, develop, improve, promote, and retain qualified and effective professional staff who are successful in advancing achievement for all students" (see Appendix E8 for full list of District Standards and Indicators). This standard provides a mechanism for the state to hold districts accountable for the quality of their HR operations and identify best practices in linking HR practices to the educator effectiveness.

Timeline for D2 on next page

Timeline for D2

Goal	Year 1	Year 2	Year 3	Year 4
Measure growth for all students and all grades	▪ Extend growth model to all LEAs statewide ▪ Track student results by individual teachers and principals by linking student and educator data ▪ Establish district exemplars for measuring growth in non-tested subjects	▪ Implement student performance measures for non-MCAS subjects ▪ Deploy test builder engine and item banks statewide ▪ Issue guidance in how to use test builder engine and item banks for measuring student growth	▪ Continue support for measuring student growth in all subject areas	▪ Continue to gather and disseminate non-tested subject best practices
Implement a new statewide framework for teacher leaders and principal evaluation by April 2011	▪ Establish Task Force to advise/develop new statewide Evaluation Framework (regulations and guidelines) ▪ Develop measures of effectiveness for both principals and teachers ▪ Adopt new educator evaluation regulations ▪ Develop new educator evaluation framework/guidelines with rubrics ▪ Develop default model of evaluation available for district implementation	▪ Begin tiered implementation of new evaluation framework/guidelines ▪ Provide technical assistance and training for new evaluation guidelines	▪ Continue to provide technical assistance and training for ongoing implementation of new evaluation guidelines	▪ Continue to provide technical assistance and training for statewide implementation of new evaluation guidelines *Continued…*

Goal	Year 1	Year 2	Year 3	Year 4
Ensure improvement-oriented annual evaluations that include student performance data and timely and constructive feedback	▪ Develop training modules for principals and teachers on implementing effective evaluation plans ▪ Train cadre of evaluation coaches ▪ LEAs form Evaluation Working groups ▪ Launch 3-year inductions program for superintendents (no cost for Level 3 & 4 districts)	▪ Implement all participating LEA evaluation systems based on statewide framework ▪ Conduct hands on training through DSACS on new evaluation framework ▪ Collect and analyze LEA evaluation plans ▪ Provide professional development opportunities for school leaders on becoming effective evaluators ▪ Collect LEA evaluation results noting equitable distribution of educators ▪ Provide searchable educator contract database and evaluation protocols ▪ Provide online LEAs' best practices of new evaluation framework ▪ Deploy evaluation coaches to work with LEA evaluation teams through the DSACs ▪ Extend superintendent induction program to Level 1 and Level 2 districts on a fee basis ▪ LEAs use evaluation to target professional development to educators	▪ Implement LEA evaluation systems statewide ▪ Conduct hands on training through DSACS on new evaluation framework ▪ Continue to provide evaluation coaches through the DSACs ▪ LEAs use evaluation to target professional development to educators	▪ Refine measures of student performance in LEA evaluation systems ▪ Conduct hands on training through DSACS on new evaluation framework ▪ Continue to provide evaluation coaches through the DSACs ▪ LEAs use evaluation to target professional development to educators *Continued…*

Goal	Year 1	Year 2	Year 3	Year 4
Use evaluations to inform educator improvement, growth, and personnel decisions	▪ Develop framework for teacher leader endorsements & career ladder ▪ Review induction policies ▪ Adopt regulations for principal standards and performance indicators ▪ Adopt regulations for tiered principal licensure system and career ladder ▪ Develop principal performance assessments and portfolio for licensure ▪ Create HR systems models/pilots	▪ Adopt regulations for teacher leader endorsements ▪ Develop teacher leader performance assessments and portfolio systems ▪ Field-test principal performance assessment and portfolio systems ▪ Develop HR systems toolkit ▪ Train cadre of coaches to provide technical assistance on HR model, toolkit, and LEA self assessments	▪ Field-test teacher leader performance assessment and portfolio systems ▪ Implement principal performance assessment and portfolio systems ▪ Disseminate exemplars of usage of HR models	▪ Implement teacher leader endorsement and performance assessment system

Responsible parties:

Measure growth: ESE Offices of Student Assessment Services and Strategic Planning, Research, and Evaluation; ESE Center for Educator Policy, Preparation, and Licensure; LEAs.

Develop new framework: ESE Center for Educator Policy, Preparation, and Licensure; statewide Task Force; Board of Elementary and Secondary Education and its Education Personnel Advisory Committee; all participating LEAs.

Ensure annual evaluation: ESE Center for Educator Policy, Preparation, and Licensure; ESE Center for District and School Accountability; District and School Assistance Centers; all LEAs

Use evaluations to inform decisions: Board of Elementary and Secondary Education, ESE Center for Educator Policy, Preparation, and Licensure; DSACs; LEAs; stakeholders.

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014

Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	100%	100%	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0%	0%	4.4%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0%	0%	4.4%	100%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	--	--	--	--	--
(D)(2)(iv)(a)	• Developing teachers and principals.	n/a	n/a	100%	100%	100%
(D)(2)(iv)(b)	• Compensating teachers and principals.	n/a	n/a	100%	100%	100%
(D)(2)(iv)(b)	• Promoting teachers and principals.	n/a	n/a	100%	100%	100%
(D)(2)(iv)(b)	• Retaining effective teachers and principals.	n/a	n/a	100%	100%	100%
(D)(2)(iv)(c)	• Granting tenure and/or full certification (where applicable) to teachers and principals.	n/a	n/a	100%	100%	100%
(D)(2)(iv)(d)	• Removing ineffective tenured and untenured teachers and principals.	n/a	n/a	100%	100%	100%

As described in the narrative, we will take a tiered approach to implementation of the new evaluation framework. All LEAs should have qualifying systems by Year 3. *At least* 4.4% of LEAs will implement the new evaluation framework at the *beginning* of Year 2. These districts enroll 42.3% of the Commonwealth's low income students. However, we expect many more participating districts may choose to implement the default system created by the Task Force or develop qualifying systems at an accelerated pace, which would increase these percentages substantially. Once LEAs have qualifying systems, they will be eligible to use their evaluation systems to make decisions in all categories listed.

General data to be provided at time of application:	

Total number of participating LEAs.	276
Total number of principals in participating LEAs.	1,424
Total number of teachers in participating LEAs.	55,549

Criterion	Data to be requested of grantees in the future:
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.

(D)(3) Ensuring equitable distribution of effective teachers and principals *(25 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; *(15 points)* and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. *(10 points)*

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

Recommended maximum response length: Three pages

(D)(3): Overview

A key to closing the state's achievement gap will be to ensure that all students receive high quality curriculum and instruction. This will only be accomplished by getting more highly effective teachers and leaders into all of our schools, with a particular focus on high poverty, high minority districts, and the fields in which we face critical shortages (ESL, special education and STEM). We will do so by pursuing three intertwined strategies: setting ambitious but achievable targets and holding districts accountable for meeting them; strategically employing incentives to recruit and retain great teachers and leaders in high poverty/high minority schools and shortage fields; and strengthening the ways in which new recruits are brought into the classroom and supported. Taken together, our focus on targets, incentives and supports will help us close the achievement gap by ensuring that our most underserved students in our most underserved schools and districts will be taught and led by our most effective teachers and leaders.

Goal: Establish and monitor state and local targets to increase equitable distribution of teachers and leaders.
We will tie annual district reporting on the equitable distribution of educators to each district's Title IIA funding for teacher improvement, to the extent allowable by law. We will expand the state's Teacher Equity Plan (TEP) to include effectiveness ratings, and establish challenging targets for each district based on data from the online TEQIP, TEP, EPIMS and other sources. Finally we will use the state's district review process to hold districts accountable for making progress toward equitable distribution.
Activities:

- **Monitor effective teacher supply and distribution.** The state currently identifies districts that fail to meet their Highly Qualified Teacher (HQT) targets under Title IIA and requires that they address the issue using funding from Title IIA and a portion of their Title I allotment through a corrective action plan. We will expand our monitoring of the supply and distribution of effective and highly effective educators through EPIMS and TEQIP data collections and annual district TEQIPs (see Appendix D13). ESE also currently monitors district compliance with HQT provisions, and will do the same for teacher

effectiveness beginning in 2011–12 by revising requirements for reporting to replace the HQT standard with an effective educator standard based on educator ratings of *ineffective*, *effective*, and *highly effective*.

- **Publish an annual trends report.** Beginning in fall 2010, ESE will publish an annual report on key issues in educator supply and demand and the distribution of effective educators by district, school, and preparation pathway. This *Status of the Educator Workforce* report will be updated annually to incorporate new data and educator effectiveness ratings (as they become available) and will be distributed to stakeholders across the Commonwealth through the regional DSACs and Readiness Centers. This report will give us critical information for targeting resources and will make the public tracking and monitoring of progress against goals more transparent.
- **Hold districts accountable.** District progress in achieving their targets will be included in the state-mandated district self-assessment and review process (see Section E), tying equitable distribution targets to the state's revised accountability system. This will expand state-level authority to hold districts accountable for equitable distribution of teachers and to take corrective action as needed to ensure continued progress.

(D)(3)(i)

Goal: Ensure more great teachers and leaders work in high poverty / high minority schools.

Massachusetts will offer a variety of incentives to attract and retain more effective and highly effective teachers and principals to high need districts and schools, including opportunities for increased compensation and targeted initiatives to improve conditions and school climate. This effort will be supported by the target-setting work described above and the work described in D3ii to recruit and retain educators in hard-to-fill subjects. As described in Sections A and E, recent legislation is helping address two underlying causes of the inequitable distribution of effective educators by enabling leaders of the lowest achieving 4% of schools to require all staff to reapply for their positions, and replacing the "just cause" standard for dismissal with a "good cause" standard. For example, Boston has already required the faculty in 6 of its 12 turnaround schools to reapply and has provided principals with authority to make staff

selection decisions on each candidate's merits, not seniority. Leaders of these low performing turnaround schools can now be assured that they will not receive forced placements of ineffective teachers. The state will build on these efforts.

Strategy 1: Offer district-level incentives to attract effective educators to high-need schools to build school-based capacity for improvement

Activities:

- **Expand existing statewide recruitment campaign and tie to national efforts.** The state will expand its Level 4 school "aMAzing teachers" (www.amazingteachers.org) recruitment campaign and website (see Appendix E13) over the next four years to include all high-need districts and fields and will expand on-line marketing and outreach through social media and public service announcements. The state's recruitment campaign will also link to USED's recently announced national teacher recruitment initiative.
- **Develop exchange policies.** To encourage experienced, effective educators from high performing districts to take on difficult teaching assignments at Level 3 or 4 schools, ESE will develop guidance that allows them to temporarily move to a struggling school for up to two years without that time constituting a break in service or loss in professional status in their original district, should they seek to return.
- **Develop a corps of master educators in high-need schools.** The state will provide financial support for 200 teachers and/or principals in high-need schools to obtain their National Board certification, developing a new corps of master educators in our highest poverty schools. For highly effective teachers, ESE will also provide recruitment and retention incentives and/or opportunities to take on leadership responsibilities, thereby attracting National Board certified or district-designated master or lead teachers to transfer into high-need schools.
- **Provide incentives for principals to work in high-need schools.** ESE has partnered with the Center for Collaborative Education to design a program to recruit, prepare, place, and support teams of principals and assistant principals in designated

underperforming schools around the state (see Section E) and has already applied for non-RTTT federal funding to support this effort. This program will include a Turnaround Leaders Institute to prepare 160 current successful principals and assistant principals to assume leadership of underperforming schools, as well as a Turnaround Leaders Residency to credential 80 aspiring leaders through a 14-month apprentice-based program to assume assistant principal and principal positions in underperforming schools. We will use RTTT funding to supplement these efforts by providing a monetary incentive offered in two parts: a recruitment bonus at the beginning of the first year, and a retention bonus following the third year of employment. A combination of RTTT funds and Title I School Turnaround Grant (STG) funds will be used to test out the efficacy of these incentives in the 33 high poverty/high minority recently-named Level 4 schools (across 9 districts) that are eligible for federal STGs plus an additional 10 schools out of 60 that will compete for these federal grants (see Appendix E12 for a description of the characteristics of the Level 4 schools). See Section E for other steps being taken to recruit and retain effective educators in underperforming schools and districts (Level 4) and those most at risk of underperforming (Level 3).

Strategy 2: Improve school climate and conditions in high poverty/high minority districts and schools

Teachers and leaders are attracted to work at and more likely to stay in schools with healthy conditions, cultures and climates. No strategy for recruiting and retaining educators would be complete without directly addressing changes needed to improve these factors. In addition to the activities detailed below, see section E for other steps being taken to strengthen working conditions in underperforming schools and districts (Level 4) and those most at risk of being designated underperforming (Level 3).

Activities:

- **Use the results of a biannual climate and condition survey to improve working conditions.** The state will conduct biannual school surveys in *all* districts to identify areas of school climate and conditions in need of improvement (See Massachusetts Teaching, Learning, and Leading Survey (TeLLS) description in Appendix D16). Survey results will be published and lead to district action plans for improving school conditions, climate and culture. Regional DSACs will

disseminate best practices and ESE will encourage districts to use a portion of their RTTT funds to improve school conditions and climate, informed by survey results and findings from their district self-assessment and reviews. ESE will fund initiatives in Level 3 and 4 districts to address these issues. Possible district projects include:

- Hiring school administration managers (SAMS) to support principals with administrative duties;
- Offering the *Take One!* professional development program, aligned with standards for NBPTS certification;
- Providing increased time for teacher planning and collaboration; and
- Other targeted school climate initiatives that directly address LEA-specific issues.

- **Provide principals in high-need schools with access to a support network.** To increase support for principals in high need schools, the ESE will create a professional development and effective practice sharing network across districts to enable school leaders to learn from and share with other principals undertaking similar turnaround efforts.
- **Expand ongoing instructional leadership training to build the capacity of principals to support effective teacher teams.** The state will expand instructional leadership training for principals and other school administrators in partnership with the National Institute of School Leadership (NISL) (see Appendix D17). Preliminary evaluation results have indicated that NISL-trained principals have a significant positive impact on student achievement in mathematics (in press).
- **Expand targeted human resources assistance to high poverty (Level 3 and 4) districts.** To address the systems issues that often inhibit the ability of our neediest schools to retain highly effective teachers, ESE has already begun to provide technical assistance through HR experts to the 10 Commissioner's Districts to strengthen recruitment, hiring, and selection practices. This targeted support focuses on creating tools for districts and schools, including new selection competencies for turnaround teachers and improved screening and interviewing tools; training district leaders and principals on effective practices in hiring and staffing; helping districts access the pipelines of effective teachers; working with districts to craft both monetary and non-monetary incentive packages; supporting districts to use effectiveness measures to redesign systems for selection, hiring, assignment, compensation and dismissal of teachers. This work will be expanded through the DSACs, with priority given to

Level 3 districts via the activities discussed in D2iv. For other teacher capacity-building initiatives already underway, see Appendix D18.

- **Build capacity to recruit and retain a diverse work force.** The state will convene a diversity summit in fall 2010 to focus on the recruitment and retention of a diverse and culturally proficient educator workforce. The summit will produce specific actionable recommendations to guide state, district, and higher education efforts to inform the state's equity plan and to strengthen the diversity and cultural proficiency of Massachusetts educators.

(D)(3)(ii)

Goal: Increase the number of effective educators in hard-to-staff subjects and specialty areas.

The state will use the monitoring mechanisms described above to target specific initiatives to high-need teaching fields in order to reduce the number of licensure waivers, increase the number of educators entering high-need fields and specialty areas, and increase the number of teachers who are successful and remain in the field. We will focus on ESL, special education and the STEM fields; see Section E for other steps being taken to address the need for effective teachers in underperforming districts and schools.

Strategy 1: Provide incentives, support and alternative pathways to encourage educators to teach hard-to-staff subjects and specialty areas

Activities:

- **Use data to implement targeted recruitment initiatives.** Regional Readiness Centers will assist in the development and implementation of targeted initiatives to recruit and retain prospective teachers, informed by data from regional educator labor markets and results of the *Status of the Educator Workforce* report (see D3). The Department of Higher Education's Vision Project is also focusing on aligning higher education with statewide workforce needs through better reporting and metrics (See Appendix D19).

- **Partner with UTeach.** The state will partner with UTeach to create a STEM-focused educator preparation program site that will prepare 250 new teachers in STEM teaching fields throughout the RTTT grant. The UTeach model design includes a focus on programmatic sustainability, so the program will continue to prepare teachers in STEM areas after the grant period. (See Appendix D20.)
- **Expand proven models of effective teacher and principal preparation.** The state will create a competitive grant fund (described in D4ii) to expand proven models of effective teacher and principal preparation. Massachusetts will incentivize preparation programs to create residency-style models and to expand successful preparation initiatives for recruiting and preparing effective educators, with an emphasis on urban teaching in high-poverty schools, and high need fields (STEM, special education, and English language learners). Some examples of successful programs include:
    - The Boston Teacher Residency, a national model for urban teaching residency programs, which was recently awarded a significant Teacher Quality Partnership grant to expand their work in recruiting, preparing and developing teachers in high-need areas and teachers of color, and to create teacher leadership opportunities for teachers after their first years.
    - Teach for America, a state-approved program, which attracts outstanding college graduates to work in some of our lowest performing schools in five urban districts in Massachusetts and would like to expand to all 10 Commissioner's Districts.
- **Develop and provide online courses for 800+ licensed teachers to earn ESL or special education licensure at little or no cost.** We will increase our pool of educators licensed in special education and/or English as a second language (ESL) by 800 or more by developing and offering online competency-based courses in special education and ESL for teachers with existing licenses in other subjects to earn the certification they need to take on assignments in high-need areas (see Appendix D21).
- **Develop online mentor training.** High quality mentoring and induction is a factor in improving educator retention in high need schools and fields, and when offered, helps to reduce unnecessary recruitment costs. (See Appendix D22 for a report on the cost of recruitment and retention in the Boston Public Schools.) Massachusetts will develop and implement online training to support teacher leaders in their mentoring of new teachers working with high need populations, especially English language

learners and students with disabilities. These online courses and tools will be made available through WGBH's Teacher's Domain (see section B3) to all LEAs to strengthen induction practices statewide.

- **Offer customized professional development.** Working through the Readiness Centers and other venues, Massachusetts will provide teachers in high-need schools with high-quality, results-oriented, and customized professional development offerings to enhance their effectiveness (see section D5).

(Timeline for D3 on next page)

Timeline for D3

Goal	Year 1	Year 2	Year 3	Year 4
Ensure students in high-poverty/high-minority schools have equitable access to highly effective educators	▪ Expand aMAzing teachers recruitment website and revise Massachusetts Educators Career Center ▪ Develop and implement recruitment and retention incentives for educators in high poverty and high minority schools ▪ Launch support network for principals in high need schools ▪ Adopt exchange policies for enabling effective educators to move to high poverty districts ▪ Conduct Mass TeLLS survey results and publish results ▪ Expand instructional leadership training (NISL) ▪ Collect EPIMS and TEQIP data to monitor equitable distribution ▪ Publish *Status* report ▪ Convene statewide diversity summit and formulate action agenda and indicators with Readiness Centers ▪ Expand National Board certified and other master educators	▪ Implement exchange policies for effective educators ▪ Continue incentives for educators ▪ Disseminate exemplars of school conditions and culture initiatives ▪ Develop and implement online network for educators to share best practices for school turnaround efforts ▪ Continue incentives for educators ▪ LEAs develop action plans for improving school culture based on results from Mass TeLLS survey ▪ Publish *Status* report ▪ Continue NISL training	▪ Continue incentives for educators ▪ Continue implementing exchange policies for effective educators ▪ Conduct Mass TeLLS survey results and publish results ▪ Publish *Status* report ▪ Continue NISL training	▪ Continue incentives for educators ▪ Continue implementing exchange policies for effective educators ▪ LEAs develop action plans for improving school culture based on results from Mass TeLLS survey ▪ Publish *Status* report ▪ Continue NISL training *Continued…*

Goal	Year 1	Year 2	Year 3	Year 4
Expand the pool and pipeline of effective educators in hard-to-staff subjects and specialty areas	▪ Create STEM-focused educator preparation site (Uteach) ▪ Develop online competency-based special education and ESL courses ▪ Develop online courses for mentors of ESL, special education, and STEM field teachers	▪ Implement competitive grant fund for expanding proven models of educator preparation programs ▪ Implement online competency-based special education and ESL courses ▪ Train cadre of ESL and special education field coaches ▪ License 400 new ESL and special education teachers ▪ Continue UTeach	▪ License 300 new ESL and special education teachers ▪ Continue UTeach	▪ Support 10–15 working conditions/school climate teams ▪ License 400 new ESL and special education teachers through new online courses (total of 900 over the four years) ▪ Produce 250 new STEM teachers through UTeach

Responsible parties:
ESE Center for Educator Policy, Preparation, and Licensure; ESE Center for Targeted Assistance; Readiness Centers

Performance Measures for (D)(3)(i) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year or	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	10%	n/a	15%	17%	20%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	15%	n/a	18%	20%	23%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	35%	n/a	27%	22%	10%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	20%	n/a	18%	15%	10%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	7%	n/a	11%	15%	25%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	12%	n/a	15%	18%	25%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	35%	n/a	25%	19%	12%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	15%	n/a	14%	12%	10%

The development of an evaluation framework based on multiple measures of educator effectiveness is central to the state's RTTT proposal (see section D2). The only current statewide proxy for teacher ineffectiveness is non-Highly Qualified Teachers (2.5% in low poverty / low minority schools; 5.2% in high poverty / high minority schools). However, as a baseline this figure seems low when compared to the work of other districts and states with stronger measures (e.g., Pittsburgh Public Schools, Teacher Advancement Program, Tennessee Department of Education, School District of Palm Beach County). We have adjusted the benchmark to reflect these estimates, taking into consideration our state's history of high student achievement. Based on the plan we have laid out, we will begin to measure educator effectiveness in Year 2 of the grant and will

implement the evaluation framework for all participating districts in Year 3. Accordingly, Year 1 targets are not applicable. The targets in Years 3 and 4 represent our aspiration to dramatically improve the effectiveness of our teachers and principals and to close any effectiveness gaps across schools.

General data to be provided at time of application:	
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	538
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	734
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	21,373
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	29,193
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	561
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	749

Data to be requested of grantees in the future:	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	

Performance Measures for (D)(3)(ii) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of mathematics teachers who were evaluated as effective or better.	75%	n/a	79%	83%	88%
Percentage of science teachers who were evaluated as effective or better.	75%	n/a	79%	83%	88%
Percentage of special education teachers who were evaluated as effective or better.	65%	n/a	70%	75%	85%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	65%	n/a	70%	75%	85%

As in D3i the performance measures set above signal the state's intent to pursue significant gains in the percentage of effective teachers statewide, while closing any existing gaps in the effectiveness of teachers across all subjects and specialty areas. The estimated baseline and annual targets reflect some of the challenges faced by teachers in certain subject and specialty areas. The effectiveness of all math and science teachers is expected to be roughly equal to the average effectiveness across the state (as estimated for D3i), since teachers in these subjects are spread across all schools. Notwithstanding, the percentage of teachers on waivers in these subjects tend to be higher than in other teaching fields. Finally, estimates for teachers of special education and English language learners (referenced as language instruction educational programs above) are set at the same levels as high poverty, high minority schools in D3i, recognizing that these groups face particular challenges and that the percentage of teachers on waivers is highest among this group.

General data to be provided at time of application:	
Total number of mathematics teachers.	6,988
Total number of science teachers.	5,303
Total number of special education teachers.	8,224
Total number of teachers in language instruction educational programs.	1,527

Note: Headcount data on teachers is for school year 2008–09.

Data to be requested of grantees in the future:	
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

(D)(4) Improving the effectiveness of teacher and principal preparation programs *(14 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

(D)(4)(i-ii)

Goal: Strengthen and expand effective educator preparation programs and improve or close ineffective ones.

Massachusetts currently has five routes to licensure, which include several alternative options for programs and providers (see Appendix D4 and D5 for more detail). Over the next four years we will use performance based-criteria (e.g. job placement rates, retention, and impact on student achievement and growth) to identify the strongest teacher and principal preparation programs, and offer expansion incentives to help them grow. We will strengthen all preparation programs through new regulations, reporting structures and program approval requirements tightly linked to outcome measures, and offer expansion incentives to help them grow.

Ineffective programs, identified using the performance based criteria, will be provided with technical assistance and/or closed. The effectiveness of all programs will be publicly reported on an annual basis. (See Appendix D23).

Strategy 1: Base the educator preparation program approval and accountability system on outcomes and effectiveness measures

Activities:

- **Adopt rigorous program approval regulations.** Over the next two years ESE will establish program approval regulations, identify struggling educator preparation programs, provide those that can be improved with technical assistance, and close programs that are deemed the most ineffective. Under the *Regulations for Educator Licensure and Preparation Program Approval (603 CMR 7.00)*, the state can develop and implement new approval and accountability requirements for preparation programs linked to outcome measures and the effectiveness of program graduates in promoting student achievement. In developing the regulations, ESE will consider the success of exemplary programs including those currently approved in Massachusetts, such as Teacher Residency, UMass-Boston Teach Next Year program, and the UMass-Dartmouth Teach SouthCoast and UrbanSouth. The new requirements will align with new professional standards, be informed by the measures of effectiveness developed in section D2, and include the use of student achievement and growth data. The framework will be used to determine how to expand effective programs, improve or close ineffective ones and promote a model of continuous review and improvement. The new approval guidelines will be aligned with state content standards, and will require that each program have a standards-based curriculum that reaches all students; rigorous admissions standards; effective partnerships between institutes of higher education (IHEs) and LEAs; academic and clinical instruction integrated throughout the program via substantial field-based experience and teacher/principal residencies; a system to measure effectiveness (based on work in D2); a tight integration between preparation and induction during the first two years of a teacher's placement; a strong focus on the use of evidence throughout the program to promote pupil learning and improved instruction; and clear methods of evaluation to monitor program quality, graduates' impact on their students' learning and retention in teaching.

- **Develop web-based public accountability reporting.** The new regulations will be buttressed by a new statewide, web-based public reporting system that will make key indicators and outcome data on preparation program effectiveness publicly available. This will include placement of graduates, retention rates and impact on student achievement (see Appendix D23 for a draft Annual Report Card).
- **Expand pilot program approval process.** A pilot program approval process based on outcome-based effectiveness indicators (see Appendix D24) has been completed through a partnership with 12 representative preparation programs (see Appendix D25). This pilot will be further expanded with enhanced measures of effectiveness linked to placement and retention of graduates, and their impact on student achievement and growth.

Strategy 3: Provide competitive grants to expand and scale effective programs

Activities:

- **Support principal residency programs for high-need schools.** Grants will be made available to support the development of regional residency models for principal preparation.
- **Expand highly effective preparation programs.** Funding will be provided to expand programs that have demonstrated their effectiveness in recruiting, preparing and placing academically-talented and diverse candidates in high need schools and licensure areas, such as STEM fields, ELL and special education. Candidates will be prepared in cohorts and provided with induction support, as a result of increased collaboration between LEAs and preparation programs. The Readiness Centers will use their networks of partners to encourage the development and implementation of new collaborative programs, as well as the enhancement of existing educator preparation programs offered by the institutions of higher education that manage the centers. The DSACs will assist in sharing best practices.

Timeline for D4

	Year 1	Year 2	Year 3	Year 4
Strengthen and expand effective educator preparation programs and improve or close ineffective ones	▪ Refine effectiveness indicators and measures	▪ Provide competitive expansion grants to scale effective teacher and principal preparation programs ▪ Provide competitive grants for residency models of principal preparation ▪ Adopt regulations for educator preparation program approval and reporting, including new effectiveness indicators and measures ▪ Align accountability systems with new program approval regulations ▪ Develop educator preparation program report cards via Title II data	▪ Provide technical assistance to preparation programs on new approval and reporting requirements ▪ Establish platform, using ELAR, for capturing new approval evidence and reporting requirements ▪ Provide competitive expansion grants to scale effective teacher and principal preparation programs ▪ Provide competitive grants for residency models of principal preparation ▪ Refine publicly available educator preparation program report cards with effectiveness measures and publish on state website	▪ Review and approve at least 25 preparation programs based on new regulations of program approval ▪ Continue annual publishing of educator preparation program report cards with effectiveness measures on state website

Responsible parties: Board of Elementary and Secondary Education; ESE Center for Educator Policy, Preparation, and Licensure; ESE Center for Assessment, Technology, and Adult and Community Learning; LEAs; educator preparation programs; Readiness Centers.

Performance Measures	Actual Data: Baseline (Current school year or most	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	0%	0%	60%	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	0%	0%	20%	100%

As described in section C2, the state plans to link the databases for students (SIMS), teachers (EPIMS), and licensure (ELAR) in order to collect data on the effectiveness of a preparation program based on its graduates' impact on student growth. This data will become publicly available beginning in Year 3 of Race to the Top, starting with programs that have at least 20 educators completing the program each year (to ensure a fair and reliable sample size). By Year 4, the state will have at least two years of data for each program and will publicly report such data, including impact of program completers on student growth and achievement, for all of its approved preparation programs (see Appendix D23 for a draft report card).

General data to be provided at time of application:	
Total number of teacher credentialing programs in the State.	73
Total number of principal credentialing programs in the State.	33
Total number of teachers in the State.	75,356
Total number of principals in the State.	1,901

Note: Data above, including headcount data on teachers and principals, is for school year 2008-2009.

Data to be requested of grantees in the future:	
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	

(D)(5) Providing effective support to teachers and principals *(20 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

(D)(5)(i)

Goal: Support effective implementation of our objectives through a comprehensive professional development system.

Massachusetts has set ambitious objectives for our next phase of education reform to reduce the variation in student outcomes by reducing the variation in the quality of curriculum and instruction that students experience. We have learned from our previous work

that to put desired reforms into practice in classrooms, we need to devote substantial and systematic attention to implementation support for educators, largely in the form of professional development. Short of this, our reforms will be nothing more than hopes and aspirations.

Strategy 1: Focus the content of professional development on supporting effective implementation of our four overarching objectives.

Our four state objectives define the priority areas where professional development and implementation support is most needed to help educators reduce the variation in student outcomes. Further, our proposed new evaluation system relies heavily on professional development as a strategy for improving the performance of ineffective educators as defined in their Continuous Improvement Plans. To meet these needs, we will expand existing effective development opportunities and create new ones where necessary, as follows.

Attract, develop, and retain an effective, academically capable, diverse, and culturally proficient educator workforce to ensure every student is taught by a great teacher and every school and district is led by a great leader.

- Teams of three human resources and evaluation specialists will be placed within each DSAC, plus another team placed at ESE to serve the ten Commissioner's Districts, to help districts develop and implement educator evaluation systems aligned with our new state evaluation framework as well as programs and policies to support equitable distribution of educators. (See section D2 and D3.)
- For teachers, we will offer online training on the new evaluation framework and on how to document student improvement through pre- and post-assessments and other rigorous, valid, and reliable methods. (See section D2.)
- For administrators, we will offer training on how to provide effective feedback to educators through DSACs and how to develop local measures of educator effectiveness. (See section D2.) We will also continue our principal leadership program modeled on the National Institute for School Leadership, which in preliminary analyses has shown promise in improving student performance in mathematics. This training will develop principals' skills as instructional leaders and talent developers.

Finally, we will offer a superintendent induction program that will include training on strengthening human resources systems, supervision, and evaluation.

- Readiness Centers will take the lead on disseminating results from the Status of the Educator Workforce report, with a particular focus on filling gaps and needs in their own regions and on complementing ESE efforts to expand the supply of effective educators and distribute them to high need schools and in high need subjects. (See section D3.)

Provide curricular and instructional resources to provide every educator with the tools necessary to promote and support student achievement.

- We will provide face-to-face and online versions of our training on how to use data to improve instruction and how to integrate the elements of the teaching and learning system into classroom practice. These elements include the model curriculum, digital library, interim and formative assessments, the test builder engine, and the Educator Data Warehouse. (See sections B3, C2, and C3.) We will also place a data specialist in each DSAC to augment this training and foster the effective use of data in districts.
- We will place mathematics and literacy specialists in each DSAC to provide instructional coaching in Level 3 districts, a high priority need in these districts, to prevent them from reaching Level 4 status. (See sections B3 and E2.)
- We will offer opportunities for educators to acquire endorsements for licensure in special education and English language development at low cost through online courses, to help expand the supply of educators in these two low supply, high waiver licensure areas. (See section D3.)
- To strengthen educators' content knowledge, we will continue to offer Intel Math for elementary teachers, our Professional Development Institutes (see Appendix D26) in all content areas and in special education, and other grant-funded opportunities in mathematics, literacy, and instructional technology. Courses will be offered through Readiness Centers, DSACs, and ESE-approved vendors.

- To expand educators' repertoire of instructional strategies to reduce the variation in student outcomes, we will provide access to training in tiered instruction models in literacy and mathematics as well as sheltered English immersion.

Concentrate great instruction and supports for educators, students, and families in our lowest performing schools and their districts to create the conditions needed for improved student achievement.

- We will use the DSACs and the district liaisons in our Office of Urban District Assistance to connect Level 3 and 4 districts with the professional development opportunities best aligned with their school improvement plans.
- We will provide intensive professional development to our cadre of turnaround teachers and leaders on tiered instructional models in literacy and mathematics and behavioral supports to help them manage the challenges they are likely to face, including remediating students performing significantly below grade level, working with English language learners and students with special behavioral or emotional needs and their families, and improving school-level working conditions. (See section E2.)
- As described in section E2, we will build district capacity in effective governance and leadership; human resource management and development systems; integrated community support for students' social, emotional, and health needs; and improved dropout prevention and recovery. All these strategies will include a relevant professional development component aimed at supporting deep implementation.

Increase dramatically the number of students who graduate from high school ready for college and career.

- We will provide training for vertical teams of middle and high school teachers of mathematics, English language arts, and science in low income districts to develop effective pre-AP curriculum and instruction in grades 6 to 10 designed to increase the number of low income and minority students prepared to succeed in AP coursework in high school. (See section B3.)
- We will provide guidance counselors and administrators with training on using the YourPlanforCollege website and the Massachusetts Model for Comprehensive School Counseling described in section B3.

Strategy 2: Shape our existing statewide professional development activities into a comprehensive professional development system.

Massachusetts already offers substantial professional development opportunities targeted toward high priority needs statewide, and we are already in the process of developing a coherent statewide strategy for its delivery. Race to the Top will allow us to accelerate these efforts and to focus specifically on using these mechanisms to reduce the variation in student outcomes by reducing the variation in the quality of curriculum and instruction that students experience.

- **Readiness Centers.** As described in sections A1 and A2, our six regional Readiness Centers serve two functions:
  - To convene stakeholders from early education, elementary and secondary education, higher education, and other sectors to collaboratively address key education priorities, leverage resources, build statewide capacity, and increase integration and coherence across the education continuum; and
  - To provide high quality professional development and instructional services to educators in early education and out-of-school-time programs, K–12 institutions, and higher education institutions to address both local / regional needs and statewide priorities.

  The programmatic priorities for both functions are directly aligned with Massachusetts' RTTT initiatives and the professional development priorities described in this section (see Appendix A6). In addition, the Readiness Centers are leveraging existing relationships and building new partnerships among regional stakeholders to improve the delivery mechanisms through which professional development and instructional services are provided to educators, which, coupled with activities through ESE and the DSACs, will result in the development of a more coherent and aligned delivery system in the state.

- **District and School Assistance Centers (DSACs).** The six DSACs focus specifically on the K–12 sector and deliver foundational professional development explicitly tied to school improvement plans. The DSAC directors work individually with superintendents in their region to develop each district's strategy for accessing professional development resources available through the DSAC and ensuring that the tools and techniques learned are implemented in classrooms. Because of

their expertise in on-the-ground implementation, we have created six positions in each DSAC to support participating districts in implementing our priorities around coaching for mathematics and English language arts in Level 3 schools, effective use of data to inform instruction, and the educator evaluation and equitable distribution activities described in sections D2 and D3.

- **Online coursework.** Offering courses partially or entirely online has proven to be an effective approach for making professional development opportunities more broadly accessible to educators and easier for them to embed into their day-to-day activities. We will enhance our existing online course delivery infrastructure and use it to deploy online courses related to effective data use, using the teaching and learning system, implementing educator evaluations, special education and English language learner certification, mentoring, and so forth.
- **Professional learning communities.** We have an existing tool that helps districts to implement professional learning communities related to using student data to improve instruction. Through Race to the Top we will support its statewide dissemination and expand it to include modules on using the curriculum, instruction, and assessment tools described in B3.
- **Regional networks.** Our mathematics and literacy curriculum specialists have already established networks of curriculum coordinators in our urban districts that meet frequently to learn from one another and disseminate best practices. Through Race to the Top we will expand this approach to build a network to support science curriculum coordinators as well.
- **Pre-approved vendors.** We have pre-approved vendors to deliver our six existing modules on effective data use (see section C3) and put them on statewide contracts so they are easily available to districts. This strategy simplifies the contracting process and also assures districts that their professional development vendors are of high quality. We will continue to pre-approve vendors for data use training and extend this strategy to additional content areas as appropriate.
- **Regional forums and statewide summits.** We have successfully held two statewide Curriculum Summits to provide opportunities for educators to learn about ESE-built tools and resources related to curriculum and instruction, as well as a number of regional forums to disseminate information about statewide policy initiatives such as the student growth model, stimulus funding, and Race to the Top. We will continue to hold the Curriculum Summits and expand this strategy to other

areas of statewide interest. We will also conduct regional forums to support implementation of the Common Core Standards, use of the various components of the teaching and learning system described in B3, the new teacher and principal evaluation framework, and other areas of our proposal.

Timeline for D5i

Strategy	Year 1	Year 2	Year 3	Year 4
Focus the content of professional development on supporting effective implementation of our four overarching objectives.	▪ Analyze 2010 statewide student achievement and teacher shortage data to identify high need areas; survey districts statewide on PD needs ▪ Develop and make available PD aligned with RTTT objectives, high need areas, and LEA priorities	▪ Continue to identify high-need areas for PD ▪ Develop and make available PD aligned with RTTT objectives, high need areas, and LEA priorities	▪ Continue to identify high need areas for PD ▪ Develop and make available PD aligned with RTTT objectives, high need areas, and LEA priorities	▪ Continue to identify high need areas for PD ▪ Develop and make available PD aligned with RTTT objectives, high need areas, and LEA priorities
Shape our existing statewide professional development activities into a comprehensive professional development system.	▪ Develop formal agreements of the scope of work for Readiness Centers and DSACs on professional development for 2010-2012 ▪ Review, interview, and pre-approve PD providers for online and in-person courses ▪ Hold statewide summits and regional forums ▪ Create professional development calendar for the following year ▪ Enhance infrastructure for online course delivery (see C3)	▪ Develop specific PD offerings for Readiness Centers and DSACs for next year with an emphasis on RTTT priorities, ▪ Review evaluations of PD providers and select providers to continue; recruit additional providers as needed to expand course availability or offer them online ▪ Online course infrastructure ready for use ▪ Hold statewide summits and regional forums ▪ Create professional development calendar for the following year	▪ Continue previous year's activities ▪ Hold statewide summits and regional forums	▪ Continue previous year's activities ▪ Hold statewide summits and regional forums

Responsible parties: ESE Centers for Curriculum and Instruction; Student Assessment; Educator Policy, Preparation, and Licensure; and Targeted Assistance; LEAs and professional development providers; DSACs; and Readiness Centers

(D)(5)(ii)

Goal: Hold ESE, providers, and LEAs responsible for providing effective professional supports aligned with the state's priorities.

In the past, ESE has provided basic guidelines to help districts identify potentially effective professional development opportunities; for instance, we have suggested that professional development should be at least 10 hours, given by a provider who can supply an appropriate résumé and references, and have content directly related to standards and the educators' teaching assignment. Through Race to the Top we will establish more rigorous standards for effective professional development to help us measure, evaluate, and continuously improve our professional development strategy and offerings. This work will be coordinated by a professional development specialist in the Office of Curriculum and Instruction in collaboration with the Office of Strategic Planning, Research, and Evaluation.

Activities:

- **Standards for professional development.** We will revise our existing standards for professional development so that they are clear, rigorous, and useful for monitoring the quality and impact of professional development on educators' knowledge and practice, using the National Staff Development Council's standards as a guideline (see Appendix D27). We will apply these standards to formative evaluation of the RTTT professional development activities listed in D5i so that activities can be improved and refined over the course of the four years, and we will develop tools for districts so they can assess the quality of their own professional development offerings against our standards. As a result of these efforts, by the end of the RTTT grant period 80% of districts will have used our professional development assessment tools and experienced their value firsthand.

- **Alignment and quality assurance.** With RTTT funds, ESE will work with LEAs, the Readiness Centers, DSACs, and providers to 1) develop criteria for aligning professional development activities to state priorities and standards, and 2) revise the standards for professional development to include performance and quality measures that could be used in monitoring professional development activities supported by federal, state, or district funds. Over time, the state and participating LEAs will be able to identify those activities and vendors with the largest positive impact on educator effectiveness and student growth, and ESE will revise the state's preferred provider list to include only those vendors and activities.

Timeline for D5ii

Strategy	Year 1	Year 2	Year 3	Year 4
Hold ESE, providers, and LEAs responsible for providing effective professional supports aligned with the state's priorities	▪ Conduct NSDC survey in a representative sample of schools and LEAs ▪ With LEAs and providers, revise standards for professional development to include performance and quality measures	▪ Revise draft PD standards based on Year 1 experiences ▪ Develop professional development assessment tools for districts and disseminate statewide ▪ Apply standards in evaluations of Year 2 PD ▪ Publish performance criteria for providers to be on the preferred provider list	▪ Publish final version of standards for professional development providers ▪ Continue to deploy assessment tools statewide ▪ Apply standards in evaluations of Year 3 PD ▪ Publish preliminary preferred provider list and share findings on effective PD through Readiness Centers, DSACs, and other venues	▪ Continue to deploy assessment tools statewide ▪ Apply standards in evaluations of Year 4 PD ▪ Update preferred provider list and share findings on effective PD through Readiness Centers, DSACs, and other venues

Responsible parties: ESE Centers for Curriculum and Instruction; Educator Policy, Preparation, and Licensure; and Targeted Assistance; ESE Office of Strategic Planning, Research, and Evaluation; DSACs and Readiness Centers; professional development providers; LEAs; Board of Elementary and Secondary Education.

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Revised standards for professional development are complete	n/a	n/a	✓	✓	✓
% of PD offered through DSACs, Readiness Centers, Professional Development Institutes, and ESE grant-funded PD programs that is aligned to new standards	n/a	n/a	50%	75%	100%
Preferred provider list based on new professional development standards is available	n/a	n/a	n/a	✓	✓
% of LEAs using ESE-developed tool and processes to evaluate the impact of professional supports	0%	0%	10%	25%	80%

(E) Turning Around the Lowest-Achieving Schools *(50 total points)*

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs *(10 points)*

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

Recommended maximum response length: One page

(E)(1)

Perhaps the most visible representation of the variation in student outcomes is the contrast in results between the highest and lowest performing schools in the Commonwealth. Legislation enacted in January 2010 and final regulations adopted by the Board of Elementary and Secondary Education in April 2010 provide extraordinary authority to intervene in the lowest performing schools and districts. This authority includes significant autonomy and flexibility in school staffing decisions and the ability to enlist health and human services support for students and their families.

Schools: Amendments to Section 1J of Mass. General Laws chapter 69, signed into law by Governor Patrick on January 18, 2010 (Martin Luther King, Jr. Day), made eligible for designation as underperforming (Level 4) or chronically underperforming (Level 5) the lowest 20% of schools statewide. Up to 4% (72) of the state's schools may be designated as either at any given time. ***For an underperforming school (Level 4)*** the superintendent is to develop a turnaround plan with approval by the commissioner; at the

school's annual review the commissioner may require changes to the plan, the appointment of an external partner, or a new turnaround plan; and when the plan expires the commissioner may, among other courses of action, determine that the school is chronically underperforming. ***For a chronically underperforming school (Level 5)*** the commissioner creates the turnaround plan and may appoint an external receiver to operate the school and implement the plan. The commissioner evaluates each school at least annually and, if it has failed to meet multiple goals, may appoint a receiver if one has not been appointed previously or, after a full school year, may terminate the receiver's contract. The commissioner has similar options when the turnaround plan expires, or may renew the plan.

Districts: The law makes the lowest 10% of districts eligible for declaration by the Board as chronically underperforming, based on a fact-finding report; 2.5% of districts (seven) may be so designated at any given time. After such a declaration, the Board designates a receiver "with all the powers of the superintendent and school committee;" the commissioner and receiver create the district turnaround plan. The commissioner evaluates the receiver's performance at least annually and may take various actions, up to termination of the receiver, depending on how well the plan's goals have been met.

Critical Powers under Turnaround Plans: Under the law, any turnaround plan may, "[n]otwithstanding any general or special law to the contrary," provide for reallocation of the budget, revision of district policies and practices, alteration of collective bargaining agreements (either after expedited bargaining with a resolution process that considers students' needs at Level 4 schools and Level 5 districts, or unilaterally at Level 5 schools), and the requirement that all staff reapply for their positions. Teachers with professional teacher status (tenure) may be dismissed under a "good cause" rather than "just cause" standard.

Regulations: In March 2010, the Commissioner identified the first 35 underperforming schools under proposed regulations. On April 27, 2010, the Massachusetts Board of Elementary and Secondary Education approved final regulations to support implementation of the law, making it possible for all 35 schools to open their doors in August 2010 with turnaround plans in place.

(See Appendices E1 to E3 for all documents referenced above.)

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools *(40 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and *(5 points)*

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). *(35 points)*

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

Massachusetts will invest significant time, resources, and support in a targeted set of schools and districts to break the cycle of underperformance and accelerate the gains of students most in need. In section E2i below, we outline the state's process for accurately and aggressively identifying our lowest-achieving schools. In E2ii, we propose an ambitious strategy for using RTTT and other funds to close the achievement gap by changing the trajectory of our lowest-performing schools.

(E)(2)(i)

Goal: Identify the persistently lowest-achieving schools in the state.

Activities: ESE created a process to identify those schools most in need of intervention, based on MCAS scores (both absolute performance and progress), the state's new measure of student growth (see section D2), and dropout rates. The process aligns with both this notice's definition of persistently lowest-achieving schools and federal School Turnaround Grant requirements. It also builds on the Framework for District Accountability and Assistance work ESE started in 2008 to redefine how Massachusetts works with districts to intervene in struggling schools.

- **Identify Level 3 and 4 schools.** First, ESE identified the persistently lowest-achieving 20% of schools; these are Level 3 schools in the Framework, with their districts also earning Level 3 status based on a principle of ESE's framework that a district is only as strong as its most struggling school (see Appendix E4 for an example of a district self-evaluation). We then narrowed that list to the lowest achieving 4% and identified the least improving schools within that group. (See section A3 for further description of the Framework's development; see Appendix E5 for the methodology used to identify schools.) In March 2010, Massachusetts announced its first cohort of 35 persistently lowest-achieving (Level 4) schools, which totaled 2% of all public schools in the state. These schools are the focus of our initial turnaround work. They encompass 20 elementary, 8 middle, 3 K–8 and 4 high schools located in 9 urban districts. Together, they educate 17,000 students; if they made up a school district, it would be the 4th largest—and poorest—in Massachusetts. Of the total enrollment, nine in ten students are eligible for free- or reduced-price lunch; nine in ten are students of color; one in five has an identified disability, often an emotional or

behavioral disability; and one in four is an English language learner. These districts employ 1,500 teachers and 900 other staff. Of the 35 schools, 33 are eligible to compete for Title I School Turnaround Grants and are receiving the highest priority for these funds. District leaders have indicated that they plan to employ the federal Transformation model for 22 of the schools, the Turnaround model for nine, and are considering the Restart model for two. Final decisions await completion of the Turnaround Plan proposals that they will be submitting to the commissioner starting in June.

- **Hold districts responsible for accelerating improvements.** Each district will be responsible for achieving accelerated improvement in these 35 schools, aided by strong ESE guidance and support, federal School Turnaround or other grant resources, and increased authority to act. As early as 2012, ESE will designate Level 4 schools that fail to achieve ambitious annual benchmarks after two or more years as Level 5 schools. At Level 5, ESE will assume major responsibility and authority to implement turnaround strategies for dramatic improvement. Projected annual targets for the number of Level 4 and 5 schools are included in the performance measures table at the end of this section.

Timeline: The Framework for District Accountability and Assistance, its standards and indicators, accountability tiers and complementary assistance tools and strategies, and the measures to identify schools are already in place. Final regulations implementing them were adopted by the Board in April 2010, and the schools have been identified. (See Appendix E6 to E12 for a schematic of the Framework, the membership of the stakeholder groups involved in its development, the associated District Standards and Indicators, examples of resources ESE provides districts on each standard and indicator, and a list of the 35 Level 4 schools and their characteristics).

Responsible parties: ESE's Center for Targeted Assistance will lead the turnaround work. The initiatives described below will build on work already underway and are designed both to enhance districts' capacity to rapidly improve the performance of their struggling schools and to pave the way for even more aggressive and effective state intervention if district efforts are unsuccessful.

(E)(2)(ii)

Goal: Transform today's struggling schools and prevent other schools from failing by building expertise and capacity at the state level, within our districts, and among proven and promising partners.

Turning around low-achieving schools requires changes that will enhance students' readiness to learn, teachers' readiness to teach, and leaders' readiness to act (Calkins et al. 2007). There is no silver bullet for achieving these changes or guarantees they will be used effectively to dramatically improve student achievement. To that end, our strategy calls for building expertise and capacity at the state level, within our districts, and among proven and promising partners. This approach will allow us to transform today's struggling schools and help us prevent other schools from falling into that category in the future.

Experience and independent research (Augustine 2009, Lane 2009) support this focus on building district capacity. Given the dearth of proven turnaround operators nationally and the state's history of local control, rapid and sustained school turnaround depends on robust district systems of support. Districts must successfully manage the implementation of at least one of the four intervention models—a role that is particularly important for the Transformation model, which relies on district decision-making and successful changes to evaluation systems, incentives, governance, and schedules. More specifically, the districts must learn to support school leaders in a focused way rather than distracting them with light-touch improvement strategies. Similarly, a coherent state strategy must tackle the district deficiencies that have contributed to persistently low-achieving schools.

Massachusetts will use RTTT funds to pursue four interconnected strategies to build state and district capacity to turn around the persistently lowest achieving schools, and to prevent others from falling into that category in the future:

1. Develop a specialized corps of turnaround teacher and leader teams
2. Build district capacity to intervene in struggling schools
3. Identify and scale up effective partners to address priority conditions for school effectiveness
4. Develop, attract, and manage lead partners and turnaround operators

Additional investments to scale up the regional DSACs will provide targeted professional development to help teachers and leaders in smaller districts prevent more schools from entering Level 4 (see section D5).

Strategy 1: Develop a specialized corps of turnaround teacher and leader teams

Great principals and teachers are critical to achieving rapid improvement in low-performing schools, but existing district capacity to meet this need is insufficient (see Fuller and Young 2009 for data on high turnover in low performing schools). We will accelerate the flow of highly effective teachers and leaders into turnaround schools by recruiting, training, supporting, and retaining a corps of Massachusetts teachers and leaders committed to turning around our persistently lowest-achieving schools. At the end of four years, Massachusetts will have a well developed pipeline that will have produced at least 45 principals and 450 teachers whose specialized skills and preparation have enabled them to contribute substantially to school turnaround; the systems put in place will enable the state to provide 12 principals and 150 educators each year with comparable skills.

We have already begun to build this corps of turnaround teachers and leaders. In May 2010 we launched aMAzingteachers.org, a statewide turnaround teacher recruitment website that had 15,000 unique visits in its first week (see section D3i). We have also developed the design and secured funding for a Level 4 Principals' network designed to support and retain strong turnaround principals. (See Appendix E13 for a sampling of other ESE capacity building efforts for Level 4 districts and schools.) We will build on these efforts, and those described in section D3 related to equitable distribution of educators, by recruiting and supporting proven, experienced teachers and leaders to do this critically important work in our lowest achieving schools. In doing so, we will take advantage of new authorities made possible under the new law, described in section E1. We will also draw upon the state's wealth of expertise and success in educator preparation: urban teacher and principal residency networks, on-the-ground presence of national teacher recruiting and mentoring groups, innovative induction programs in districts, and strong professional development for instructional leaders.

Activities:

- **Turnaround leaders.** Experts agree that proven leaders are needed to achieve dramatic improvement at the persistently lowest-achieving schools. Massachusetts' approach includes an executive search to identify and recruit leaders; up to six months of training, planning, and mentoring before placement; and involvement of the principal in staff selection and planning with a team of turnaround teachers. Schools replacing their principals under the Turnaround and Transformation models will be able to draw on a state-supported pool of experienced, effective school leaders while a stream of new, well trained principal candidates developed through the principal residency programs described in D3 will be prepared to backfill the positions that experienced leaders vacate.
- **Turnaround teachers.** To build our turnaround teacher corps, we will draw on both experienced teachers with proven success in the classroom as well as the enhanced pipeline of new teachers (see section D3), with experienced teachers providing additional instructional leadership. For Level 4 schools employing the Turnaround and Transformation models, we will supply sufficient experienced teachers to take on 30 to 40% of a school's staffing needs. Under the Restart model, schools will draw on both new and experienced teachers. Experienced teachers will receive, at a minimum, incentives such as career ladder opportunities (leadership and greater responsibility) and enhanced compensation to work in Level 4 and 5 schools, up to six months of intense training and support, ongoing mentoring and interaction with a cohort, and opportunities for close collaboration with turnaround leaders.
- **Intensive professional development.** Turnaround teachers and leaders will be provided with intensive professional development for differentiated instruction in literacy and math and behavioral supports to meet likely challenges, including accelerating learning for students performing substantially below grade level, working with English language learners and students with special behavioral or emotional needs and their families (see section D5), and improving school-level working conditions (see section D3).

By 2014, ESE and districts will have developed sufficient numbers of teachers and leaders to fill most of the leadership and core teaching positions in the Level 4 schools. Thereafter, philanthropy and Title I grants will fund continued efforts to recruit and support turnaround teachers and leaders.

Timeline for E2: Turnaround teacher and leader teams

	Year 1	Year 2	Year 3	Year 4
Program design and assessment	▪ Convene experts to complete the design of program models with an emphasis on recruitment, training, and retention of experienced educators	▪ Continue to build program models with expert input, focusing on placement and Year 1 supports	▪ Update recruitment, training, and retention models	▪ Assess early results and modify model as needed ▪ Link learning and results to broader MA human capital initiatives
Principal pipeline	▪ Select the first class of 10 proven principals, engaging executive search experts	▪ Work with higher education and residency programs to launch training and induction in western MA (Springfield) and greater Boston	▪ Place first leaders in schools ▪ Select second class for original regions and first class for two more regions (11 additional principals)	▪ Select and place cohorts of 12 leaders each year (45 total by Year 4) ▪ Continue induction and support
Teacher pipeline	▪ Select the first class of 50 proven teachers	▪ Work with higher education and residency programs to launch training and induction in western MA (Springfield) and greater Boston	▪ Place first class in schools ▪ Select second class for original regions and first class for two more regions (100 additional teachers)	▪ Select and place cohorts of 150 teachers each year (450 total by Year 4) ▪ Continue induction and support

Responsible parties: ESE will work with local philanthropy to invest in consulting support for program design and assessment. The state's RTTT allocation will fund initial investments in each of four regions in the state and appropriate networking of teacher and leader cohorts. In addition to program design investments, the state will partially fund district principal recruitment, training, and support costs.

Strategy 2: Build district capacity to intervene in struggling schools

All four school intervention models depend on changes in district systems of support. We will focus first on strengthening four systems critical to districts' ability to intervene effectively in struggling schools: effective governance and leadership, integrated

human resource management and development systems, enhanced community support for students' social, emotional, and health needs, and improved dropout prevention and recovery. We will work directly with districts, engaging external experts and providers as appropriate, to equip leaders (including superintendents, school committees, and union leaders) with the knowledge and skills needed for successful school turnaround.

To this end, ESE has already established the Level 4 Network, a network consisting of district administrators and union leaders from the nine districts with Level 4 schools. Through conference calls, half-day workshops, and meetings focused on effective implementation of the law and the federal School Turnaround Grant opportunity, ESE is building capacity of all nine districts to intervene more effectively in their Level 4 schools. At the same time, ESE is building its capacity to provide meaningful technical assistance to these districts and to identify and coordinate district intervention partners. See Appendix E14 for a sampling of Level 4 Network activities to date.

Activities:

The state will identify, vet, scale up and network partners who can provide districts with training, consulting, and implementation assistance. ESE will use RTTT funds to help districts engage the right partners to work with both the district office and Level 4 schools in the following priority areas:

- **Effective governance and leadership**. Experience tells us that collaboration among superintendents, school committees, and teacher unions is essential to the success and sustainability of school turnarounds. ESE is partnering with key state associations representing these groups to support district-wide strategic goal-setting and implementation and to facilitate effective use of the tools, protocols, technical assistance, coaching, and networks that are necessary for successful intervention. We are starting with case studies of effective governance and leadership practices in place in selected MA districts that will be presented in the new superintendent induction program being launched this summer (see section D3) and at the fall joint meeting of the Massachusetts Association of School Committees and the Massachusetts Association of School Superintendents. Another aspect of this work involves effective collaboration with unions, which ESE is advancing by providing implementation support

related to the Mass TeLLS Working Conditions survey (see section D3). Grants to the state associations will cover startup costs both to develop the required expertise and to support districts' efforts to develop and implement potent district-improvement strategies.

- **Human resource management and development systems.** As described in section D, insufficient HR systems can cripple a district's ability to attract and retain effective teachers and leaders. We will use RTTT resources to create and facilitate effective use of tools (e.g., model contract provisions) and networks that will help districts identify and address weaknesses in core HR functions: personnel administration; management and development; labor relations; organizational development; and professional standards. Massachusetts will fund partnerships designed to build Level 4 districts' capacity to design, implement, and sustain effective human resource management systems. An immediate priority will be support for each Level 4 district (and districts with Tier 2 schools that win federal School Turnaround Grants) to have in place by the start of the 2011–12 school year a principal and teacher evaluation system that is fully consistent with the state framework under construction. See Section D2 for details.
- **Integrated community support for students' social, emotional, and health needs.** Experience and research have consistently shown how students' behavioral, social/emotional, economic, familial, health-related, and cognitive strengths and needs affect their school performance (e.g., Greenberg et al. 2003). These challenges are typically magnified in high poverty schools where often the most effective classroom instruction cannot entirely overcome these non-academic barriers to learning. The January 2010 Act Relative to the Achievement Gap recognized this by placing significant emphasis on engaging representatives of social service agencies, early education and care providers and workforce development agencies in the design of the plan and requiring each school's turnaround plan to address social service and health needs, improve or expand child welfare services and law enforcement, and improve workforce development services.

  In most districts, existing education and human service systems (e.g. child welfare, juvenile justice, and mental health services) demonstrate good intentions but also pervasive inefficiencies and fragmentation of effort. ESE will use RTTT funds

to establish coordinated wraparound zones in seven of the Level 4 districts. The challenging work of integrating community support to systematically meet students' social, emotional, and health needs is currently being done through two existing models in Massachusetts: Integrated Comprehensive Resources in Schools (a partnership between ESE, the Department of Children and Families, and the Department of Mental Health) and Boston Connects (a Massachusetts-based non-profit organization). Both models have yielded strong improvements in academic performance, classroom behavior, and accuracy of special education referrals. These two models offer alternative approaches but serve the same core functions: They assess the comprehensive needs (met and unmet) of all children and families within a school; develop a detailed inventory of all resources within a school and in the community; create a decision-making process and authority within a school that oversees and manages the effective distribution of resources consistent with verified needs of children and families; implement evidence-based programs in schools and provide professional development; create and implement options and opportunities for family engagement and parent education; and establish an interagency coalition comprised of school and community leaders who meet routinely to assess implementation progress and resolve challenges and problems. See Appendix E15 and E16 for evidence of the efficacy of these two models.

To frame this effort, ESE is working with the Governor's Cabinet on Child and Youth Development which is co-chaired by the Secretary of Health and Human Services and the Secretary of Education and includes the secretariats of other agencies serving children, youth, and families. The Cabinet has committed to coordinating social services in the wraparound zones. Grants to proven partners will enable participating Level 4 districts to secure the technical assistance they will need to successfully customize and implement one of the two models.

These efforts will be complemented by an initiative already well underway in MA to identify and intervene with middle and high school students at risk of dropping out. The state has already piloted an early warning initiative with urban districts, using data from ESE's Student Information Management System and recommendations from the Graduation and Dropout Prevention and Recovery Commission. Our recently awarded State Longitudinal Data System grant will fund additional pilots

of an expanded Early Warning Indicator System (EWIS) including data analysis assistance, training for administrators and teachers, protocols and policies for intervention, and the addition of local data to the state-level data systems and reports.

Timeline for E2: Build district capacity to intervene in struggling schools

Year 1	Year 2	Year 3	Year 4
▪ Identify partners and engage four districts in one or more of the governance, HR, or community-engagement systems of support ▪ Provide grants to state associations and funding for HR experts ▪ Initiate one wraparound zone	▪ Engage a total of eight districts in one or more of the systems of support ▪ Initiate two wraparound zones ▪ Evaluate progress to date	▪ Initiate 4 wraparound zones ▪ Continue to support district engagement with key partners and wraparound zones	▪ Continue to support district engagement with key partners and wraparound zones

Responsible parties: ESE will take the lead to develop tools and identify potential partners. District central offices will participate in guided assessments to identify their most pressing needs from among those listed above and will collaborate with ESE Targeted Assistance staff and partners to work on those needs.

Strategy 3: Identify and scale up effective partners to address priority conditions for school effectiveness

Even when district systems of support are functioning effectively, struggling schools often do not have the experience or capacity to implement the new strategies for instructional reform and expanded learning opportunities that the Transformation, Turnaround, and Restart models require. To provide the necessary supports, we will focus on scaling up interventions that work, tapping into our state's rich set of innovative and nationally recognized nonprofits, residency and training programs, and school supports. RTTT funds will be used to identify these vendors through a Priority Provider process and to provide capacity-building grants to allow these providers to expand beyond the states, districts, and/or schools they currently serve. By the end of Year 4, we will have executed a rigorous process to identify, scale, and network proven partners to support six priority Conditions for School Effectiveness wherever appropriate in Level 4 schools. These partners will also be available to other schools statewide. This one-time investment will result in a lasting process, building capacity within ESE and the field to assess potential vendors and partners for quality.

Activities:

- **Scale providers in three high priority Conditions for School Effectiveness.** It is no accident that all 35 Level 4 schools serve largely poor and minority children and youth. The impacts of poverty on students' readiness to learn are pervasive, and it is critical to address those impacts through a comprehensive, community-focused approach. Thus, in the first two years of the grant, we will focus on three interconnected conditions that experience has shown are critical to catalyzing rapid improvement of low-performing schools: *social-emotional supports* that ensure students enter the classroom ready to learn, an *expanded school day and/or year*, and *effective use of data* to support tailored instruction. We have already begun to work closely with partners currently engaged in Level 4 schools to tailor services in these areas to the specific needs of persistently low-performing schools in Massachusetts. For example, a disproportionate number of students with identified special needs in the Level 4 schools have emotional and behavioral disabilities. Providers must be in a position to help schools address these needs. Similarly, one in four students in turnaround schools is an English language learner. ESE's Office of English Language Acquisition and Academic Achievement will be working with the state affiliates of the National Association of Bilingual Education, International Reading Association, and National Council of Teachers of English to identify and disseminate best practices in instruction and programming, as well as cross-cultural parent outreach and engagement strategies.
- **Help districts assess partner quality.** ESE will advance these efforts by helping districts assess the quality of potential partners. Identifying a provider that best meets the needs of a particular struggling school can be challenging, given that providers are only responsible for a piece of the school-improvement puzzle, leaving the impact of their work difficult to assess. We believe that ESE can help assess partner quality and build their capacity to meet district needs. We will use RTTT funds to design and implement a vendor review ("Priority Provider") process that places a strong emphasis on program quality assessment, proven outcomes, and capacity to expand and customize their approach to the context of Massachusetts' schools. The Priority Provider process will build upon and enhance ESE's existing procurement process. Outside experts (with the guidance of ESE and the input of key stakeholders) will design the process, customizing it to each of the Conditions for School

Effectiveness. Each application will be scored by a team that includes an ESE staff member, a stakeholder (e.g., a teacher or administrator) in the specific area, and an independent third party with expertise in site visits and school audits. Providers with successful applications will be added to a newly created list of Priority Providers. Districts can have confidence that Priority Providers have made it through a rigorous screen for quality. This one-time investment will also result in a lasting process, building capacity within the Department and the field to assess potential vendors and partners for quality.

- **Coordinate partners' work.** We know that sometimes schools can have too many partners or partners that work at cross-purposes because of lack of coordination and/or ignorance of each others' work. Therefore, a part of our strategy, which we have already begun, is to network strong partners so that each becomes familiar with the approaches, assumptions, and areas of expertise of the others and can adjust their work together to support a more coherent overall approach to school turnaround.
- **Identify and scale up partners for additional priority conditions.** Once we have developed our Priority Provider process and tested it on the first three priority Conditions for School Effectiveness, we will work with our Level 4 schools and other stakeholders to identify additional conditions that continue to limit student improvement and the availability of strong providers. By Year 4, we will have established a network of partners for at least six Conditions for School Effectiveness.

Timeline for B3: Identify and scale up effective partners

Year 1	Year 2	Year 3	Year 4
▪ Hire one FTE at ESE to develop Priority Provider process ▪ Identify Priority Providers in three priority conditions for school effectiveness ▪ Make grants to three Priority Providers to allow them to fully respond to requests from two new districts with Level 4 schools	▪ Evaluate and refine Priority Provider process and identify the next three critical conditions based on school/district conditions that are limiting success ▪ Make grants to three Priority Providers to seed the capacity to expand to 50% of all Level 4 schools	▪ Evaluate and refine the Priority Provider process and identify the next conditions to address ▪ Make grants to three Priority Providers to seed the capacity to expand to 75% of all Level 4 schools	▪ Finalize list of Priority Providers ▪ Execute three-year impact evaluation of Priority Providers ▪ Transition fully to district and Title I STG funding for school-partner collaboration

Responsible parties: ESE will take the lead, with consulting support, to define the Priority Provider process, to make capacity building grants to scale up providers' work in new districts and a first set of new schools, and to evaluate the work. Districts will identify school needs and employ RTTT and Title I STG funds to engage approved partners in support of school intervention.

Strategy 4: Develop, attract, and manage lead partners and turnaround operators to execute the Restart model at Level 4 and 5 schools

Within the first two years of the grant, several of our largest districts will employ the restart model at some of their Level 4 schools. By 2012, ESE will likely identify the first group of Level 5 schools in which the state has authority to require the restart model. ESE does not want to reinvent the wheel and intends to partner with proven providers to take on this work. However, few organizations exist nationally that can drive high quality turnaround efforts at any scale. Organizations frequently cited as leaders in school turnaround work often have worked in only one or two schools and are not prepared to serve even 1% of the 5,000 lowest performing schools where the U.S. Department of Education would like to see rapid and dramatic improvement in student outcomes. Thus, we must act quickly to ensure we have sufficient capacity to manage and conduct the Restart model in our Level 4 and 5 schools.

Activities:

- **Establish a nonprofit school improvement intermediary.** A school improvement intermediary is an effective means of addressing the national lack of turnaround operator capacity. Louisiana (New Schools New Orleans) and Chicago (Academy of Urban School Leaders) have successfully incubated and grown public-private partnership organizations that are able to dramatically improve outcomes for students in the lowest-performing schools. These partnerships are typically non-profits structured outside of the local or state government in order to increase speed, flexibility, and access to private funds—three capacities that are not the core competencies of state education agencies. Closer to home, we have seen the role that the Boston Plan for Excellence has played for the Boston Public Schools in incubating ideas, approaches, and organizations such as Boston Teacher Residency. ESE is learning from these models and is working with private funders to incubate a nonprofit school-improvement intermediary organization for Massachusetts. The intermediary will support, manage, and evaluate school turnaround providers via performance-based contracts and will work closely with districts and ESE to implement these models

in Level 4 and 5 schools. Its first priority will be to scale up several school turnaround providers based on proven practices from successful turnarounds and high performing urban charter schools (see Appendix E17 and E18 for more detail on the business model of this organization and E18 for a letter of support from a likely funder).

Timeline for E3: Turnaround intermediary

Year 1	Year 2	Year 3	Year 4
▪ Work with state experts and other experts in incubation and intermediary design, and with philanthropic funders to design and create the full scope of the nonprofit intermediary	▪ Conduct competitive process to identify school turnaround operators ▪ Spring 2011: Identify lead partners and turnaround operators, who will have one year for planning, development, and incubation	▪ Engage operators at five Level 5 Restart schools, then employ Title I School Improvement Grants, district, and philanthropic funding to provide ongoing support	▪ Continue support for lead partners and turnaround operators at five Level 5 Restart schools

Responsible parties: ESE will use RTTT state funds for early-stage consulting support and planning and the convening of experts and funders to design and create the nonprofit intermediary. In the short term, the state will reallocate staff to participate in planning. The state will also contribute to the per-school costs to engage operators in Years 3–4. The new statewide intermediary, in concert with philanthropic funders, will build its own capacity to support the work and will recruit existing lead partners and school operators to MA. It will then play a leading role in contracting and holding operators accountable for performance.

Evidence

Approach Used	# of schools since SY04-05	Results and Lessons Learned
#1 Declaration of Underperforming schools and districts with targeted assistance and intervention plans	41	*Results* 41 schools have been declared underperforming by ESE since SY2004-05. With a variety of interventions, only 10 have shown meaningful improvement and four to five could justifiably be labeled as turnaround schools. Despite significant allocation of state and district resources toward school intervention plans, the 10% turnaround rate mirrors the national data on schools in restructuring making AYP. In addition, five districts were declared underperforming based on district-level assessments, of which one exited underperforming status. See #4 below for detail on the district and school-level intervention in Holyoke. *Lessons Learned* Massachusetts' experience with these schools has driven the redesign of its accountability and assistance systems over the past two years, as described above. ESE learned that intervention efforts must: • Focus on district systems in order to build the district's capacity to support its schools: Without making necessary changes in district functions, individual school changes cannot be sustained. • Develop a system for arranging, planning and overseeing ESE's intervention and support to a district and its schools. • Develop clear criteria for a district's status, i.e., entering and exiting Level 4 and 5 • Clarify ESE's capacity and authority to positively affect the dynamics of local governance • Recognize the need for customized timelines and milestones and long-term support

Approach Used	# of schools since SY04-05	Results and Lessons Learned
#2 Declaration of Chronically Underperforming schools with targeted assistance and intervention plans	3	*Results* MA has declared three schools Chronically Underperforming in Holyoke and Fall River (all from 2000-2005, with ongoing intervention). Of these three schools, only one, Kuss Middle in Fall River, has made AYP. *Lessons Learned* More dramatic intervention, including the district-level supports (described above), are needed to achieve turnaround.
#3 Commonwealth Pilot School model (increased school level autonomy in exchange for increased accountability at candidates for "chronically underperforming" designation)	5	*Results* An external evaluation by the UMass Donahue Institute (see Appendix E19) identified the following results and lessons learned • Organizational structures were substantially revised in four of the five schools, including the hiring and integration of new staff. • New scheduling strategies enabled large increases in collaborative professional time at all schools. • Compensation was provided to teachers at schools with increased teacher work weeks. • New governance structures were established to support school- and community-based decision making. • In Year 1, four of the five schools showed improvement in vision, culture, and practice. • Improvements in staff collaboration and in the schools' freedom to make decisions were reported at all five schools. • Improvement was reported with regard to the quality of instruction, sense of direction, focus on student needs, and approach to student support services at four schools. • Mixed impacts were reported on student behavior. • Limited improvement was reported on subject area curricula and the use of assessment data. • In Year 2, staff of all four schools cited improvement in vision, culture, and practice; however, there was some concern that freedom to make decisions had diminished.

Approach Used	# of schools since SY04-05	Results and Lessons Learned
		Lessons Learned • Successful change begins with an objective, deeply informed understanding of need and required support. • Planning, technical assistance, and support are required at both the school and district levels. Autonomies may require fundamental changes to existing school and district operations, with implications for budgeting, human resources, governance, and curriculum, instruction, and assessment systems. When there is a substantial migration of students and staff, there may be impacts on other district schools. • Short-term (implementation) and mid-term (culture and practice) performance benchmarks are needed. Otherwise, AYP is perceived as the de facto success criteria, which may obscure intermediate accomplishments. • Uncertainty regarding commitment to the model complicates implementation. Despite the substantial technical assistance and targeted grants to the five participating schools, some leaders and staff have expressed uncertainty about ESE's commitment.
#4 District-level turnaround partner (America's Choice in Holyoke as an approach for underperforming districts and schools)	2 (also included above)	*Results* • America's Choice worked as a district-level turnaround partner in Holyoke from 2006-2008, implementing its Ramp-Up Math and Ramp-Up Literacy curricula in six schools. In addition, two underperforming schools received an additional 30 days of support from America's Choice coaches. Results were mixed (see Appendix E20 for summary of learning to date). *Lessons learned* • An up front assessment of district strengths and needs is essential. • Effective use of data must be a driving force in turning around a district. • District-level capacity and improving school performance must go hand

Approach Used	# of schools since SY04-05	Results and Lessons Learned
		in hand. • Differentiating instruction is critical to addressing all students' needs. • In any partnership, it is critical to make certain that parents, teachers, administrators, and other members of the community understand the changes involved in working with an outside partner.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010–2011	End of SY 2011–2012	End of SY 2012–2013	End of SY 2013–2014
The number of schools for which one of the four school intervention models will be initiated each year.	0	45	45	45	65

In the table of performance measures, we have identified the total number of schools where one of the four intervention models will be in process in each year. These schools will be supported by the strategies defined above.

The state is requiring that districts initiate one of the four intervention models in all 35 schools declared Level 4 within the next year, both to receive supports and to be eligible for Title I STG funding. We do not expect that every element of the Transformation model will be in place in each school using that intervention by the end of Year 1; however, districts must have begun to implement key elements of transformation within the first year. In Years 2 and 3, full intervention models will be up and running in all 35 Level 4 and 5 schools in the state, including some schools implementing Turnaround, Restart, or Closure. In Year 4, with an additional round of Title I STG funding available, we plan to increase the number of interventions by identifying 10 additional Level 4 and 5 schools and requiring them to initiate one of the intervention models. This will result in a total of 45 Level 4 and 5 schools by Year 4 implementing one of the intervention models.

Using available Title I STG funding the state will also initiate a competitive process to attract Level 3 schools to volunteer to implement the Turnaround, Transformation, or Restart models. In Year 4 we will make funding and support available to an additional 5 schools for a total of 15 Level 3 schools implementing intervention models. Creating an incentive for dramatic intervention in the lowest performing Level 3 schools will be a powerful strategy to spur innovative practices, build knowledge on effective

transformation strategies, and prevent additional schools from declining to Levels 4 and 5. ESE is already using Title IID ARRA funds to establish a network for alternative secondary schools to develop and disseminate hybrid face-to-face and online competency-based courses in MassCore subjects (see section B3 for a description of MassCore). Alternative schools and programs serve 6,000 of our students most likely to drop out of school. A number of them are eligible to compete for STG funds as Tier 2 schools. ESE will work with a partner to convene and provide ongoing technical assistance to the alternative schools receiving STG funds in order to build knowledge around dropout prevention, recovery, and effective instructional and outreach practices. Using regional DSACs we will disseminate best practices to support innovation in other alternative programs and traditional high schools across Massachusetts.

(F) General ***(55 total points)***

State Reform Conditions Criteria

(F)(1) Making education funding a priority *(10 points)*

The extent to which—

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Recommended maximum response length: Three pages

(F)(1)(i)

Massachusetts is a national leader in our support for public education, and our commitment continues even in the face of the current historic economic downturn. Table F1 shows the share of the Commonwealth's revenues that have funded and will continue to fund K–12 education and higher education in fiscal years 2008, 2009, and 2010. Despite the declining revenues, current estimates predict that the state will increase the share of total state revenues funding education programs in fiscal year 2010.

Table F1: Education expenditures as a share of total state revenues, fiscal years 2008 to 2010

	FY08	FY09	FY10
Chapter 70 (K–12 local aid)	$3,725,671,328	$3,536,824,061	$3,869,847,585
Special Education circuit breaker	$220,000,000	$215,337,070	$133,119,160
Regional transportation aid	$58,300,000	$58,357,600	$40,521,840
Other K–12 state grants and programs	$247,397,202	$246,384,065	$210,602,044
University of Massachusetts	$479,008,592	$475,026,934	$379,900,504
State colleges	$215,789,565	$210,173,408	$171,387,324
Community colleges	$240,185,710	$230,749,551	$188,150,763
Massachusetts School Building Authority	$607,100,000	$702,000,000	$634,700,000
Massachusetts Teachers' Retirement System and Boston Teachers' Retirement System	$907,420,000	$891,941,000	$933,254,000
Total state revenues	$20,879,200,000	$18,259,500,000	$18,278,700,000
Education spending as percent of total state revenue	32 percent	36 percent	36 percent
K–12 spending as percent of total state revenue	28 percent	31 percent	32 percent

Notes: Data are current as of May 10, 2010. FY08 and FY09 expenditure figures are final; FY10 figures are budgeted or estimated. FY08 revenues are final; FY09 are estimated; FY10 are projected.

(F)(1)(ii)

The state distributes education aid, commonly referred to as Chapter 70, to school districts through a progressive funding formula. The formula establishes an adequate spending level for each school district and ensures that every district reaches this spending goal annually through a combination of state aid and local resources. Chapter 70 aid can be used to fund a variety of district operating costs, with the exception of transportation and capital expenditures.

The foundation budget—the amount that each school district must spend to provide an adequate education to every student—has been a cornerstone of the funding formula in Massachusetts since fiscal year 1994. It is calculated using a set of assumptions about how much districts should spend per pupil across expenditure categories and for a variety of student groups, assigning higher rates to students whose resource needs are assumed to be greater, such as students with disabilities, vocational students, English language learners, and low income students. Rates are adjusted for inflation each year.

The formula has produced a progressive distribution of state aid. Districts that educate the highest percentage of low income students, based on their eligibility for free or reduced price lunch, receive the most state aid per pupil. Table F2 shows that in fiscal year 2009, districts serving the highest numbers of low income students received almost three times as much state aid per pupil as districts in the lowest quartile, and more than twice as much as districts in the second quartile.

Grant funding is another major source of support for Massachusetts school districts, and the data show that the state delivers our federal and state grant dollars to districts in a similarly progressive way. Districts that serve the greatest numbers of low income students received more than twice as much federal grant funding per pupil as districts in the next highest quartile in fiscal year 2009 (see Table F2). The same was true for state grant funds, which comprise a smaller yet equally important source of district funding. The state awards grants to fund expanded learning time, academic support programs, and full-day kindergarten, among other priorities, with high poverty schools receiving priority for these and other grants (see section F3).

The progressive distribution of state aid and grant dollars means that districts with the highest percentage of low income students spend more per pupil than other districts when all funding sources (local, state, and federal) are taken into consideration (see Table

F2). Spending differences between the bottom three quartiles are small, but districts serving the neediest students spend an average of nearly $2,000 more per student than districts in the next highest quartile.

As of fall 2009, Massachusetts has 392 school districts, including charter and vocational schools. Our districts are small by national standards, enrolling an average of about 3,000 students. The state's commitment to fund districts progressively and to prioritize high poverty schools for school-level grants helps to ensure that resources are targeted to the neediest schools. On average, the 475 schools in Massachusetts where more than 50 percent of the students are low income have higher levels of instructional spending ($6,800 per pupil) than the 1,296 schools where less than 50 percent of the students are low income ($6,400 per pupil). They also have higher levels of federal grant spending, at $500 versus $200 per pupil, and higher levels of state grant spending, at $125 versus $50 per pupil.

Table F2: Chapter 70, grant funding and total spending per pupil, fiscal year 2009

Quartile of enrollment of low income students	FY09 Chapter 70 aid per pupil	FY09 federal grants per pupil*	FY09 state grants per pupil	FY09 spending per pupil, all funds
Lowest quartile (smallest proportion of poor students)	$2,087	$475	$79	$12,375
Second quartile	$2,971	$623	$60	$11,376
Third quartile	$3,458	$818	$49	$12,578
Highest quartile (greatest proportion of poor students)	$6,046	$1,654	$151	$14,442
Difference between lowest and highest quartile	$3,960	$1,179	$71	$2,067

Note: FY09 is the most current year for which ESE has data on all three categories: state aid, grant awards, and per-pupil spending.
**Federal grants per pupil include dollars distributed through the American Recovery and Reinvestment Act (ARRA)*

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 points)*

The extent to which—

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;

(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;

(iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in

the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):
- A description of the State's approach to charter school accountability and authorization, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
  - The number of charter school applications made in the State.
  - The number of charter school applications approved.
  - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
  - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):
- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the State's approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):
- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):
- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Recommended maximum response length: Six pages

(F)(2)(i)

(See Appendix F1 for complete charter school statutes and Appendix F2 for regulations.)

Massachusetts' charter law (G.L. c. 71, § 89) defines two primary types of charter schools:

1. *Commonwealth charter schools* are independent local education agencies serving students from either a single district or a region made up of multiple districts. Massachusetts currently has 55 operating Commonwealth charter schools, serving more than 26,000 students. Students are accepted into a school through an open lottery and retain the right to attend if they move out of the district or region. Charter school teachers and staff are not subject to the sending districts' collective bargaining agreements, enabling schools to establish their own work rules and working conditions.
2. *Horace Mann charter schools* also operate as independent local education agencies, but teachers remain a part of the local collective bargaining unit. Massachusetts currently has seven Horace Mann charter schools. The primary differences from a Commonwealth charter are that the original charter application, subsequent applications for renewal of the charter, and any requests to the Board of Elementary and Secondary Education to amend the charter must receive approval from the school committee and local collective bargaining unit prior to Board approval.

Massachusetts' charter school statute was amended in January of 2010 to allow for a significant expansion of high performing charter schools in the state's lowest performing districts. In writing the "smart charter cap lift" legislation, the Governor and the state legislature recognized the successes of many existing urban charter schools. With this statutory change, Massachusetts' charter law now has a focus on creating strong charter schools to serve those students most in need. On May 25, 2010, the state Board of Elementary and Secondary Education adopted regulations that clear the way for implementation of the new statute.

The new statute seeks to increase the number of charter schools operated by proven providers that will serve high needs students in low performing districts primarily through three provisions. First, for the state's 30 lowest performing districts, the net school spending cap (i.e., the amount of the district's net school spending (NSS) that can be reallocated to charter schools) is doubled from 9

percent to 18 percent.[5] Second, in districts exceeding the 9 percent NSS cap, only high performing, "proven providers" may apply to operate a charter. Third, these charters must develop recruitment and retention plans for high needs students.

The new education legislation also allows for the creation of 14 Horace Mann charter schools that do *not* require local union approval. Further, conversion of an existing district school into a Horace Mann charter does not require union approval but instead a memorandum of understanding (MOU) regarding any waivers to applicable collective bargaining agreements, and this MOU requires approval by a majority vote of that school's teachers.

The 62 charter schools currently operating in Massachusetts represent 3 percent of the state's schools and 2.8 percent of the state's students. In Boston, the state's largest district, charter schools there currently represent approximately 12 percent of all public schools, and the new law allows for a doubling of the allowable spending on charter schools in Boston.

In addition to doubling the spending cap in the lowest performing districts, the new law made two other significant changes to charter school caps. It eliminated the cap (of 4 percent) on the total number of students statewide who can attend charter schools, and it eliminated the cap on the number of district schools that can convert to Horace Mann charter schools. The new law maintains the cap of 120 charter schools statewide—72 Commonwealth charters and 48 Horace Mann charters—but this cap does not apply to the Horace Mann conversions, nor does it apply to the "smart cap" lift in the state's lowest performing districts. The state has 1,770 non-charter public schools, so the traditional Commonwealth and Horace Mann charter schools can represent what amounts to approximately 6 percent of all public schools, while the new law's allowance for unlimited Horace Mann conversions and more proven provider charters in the lowest performing districts enables the total number of charters to exceed 6 percent of all public schools. With the exception of the state's lowest performing 30 districts, the amount of a district's spending that can be reallocated to charter schools can be no more than 9 percent.

The charter statute also ensures in two other ways that the state's sole charter authorizer, the state's Board of Elementary and Secondary Education, focuses on high need districts. It maintains the statutory requirement that the first two charters granted in any

5 In fiscal year 2011, the NSS cap in these districts is set at 12 percent; by statute, it increases by one percentage point per year to reach 18 percent in 2017.

year must be granted in districts where overall student performance on the statewide assessment system is in the bottom 10 percent for two consecutive years, and it continues to provide that only one regional charter can be granted in a district in the top 10 percent. Lastly, the board is now authorized to give priority to proven providers when determining to which applicants it will award a charter.

(F)(2)(ii)

Massachusetts is one of only two states in the nation with a single charter school authorizer, the Board of Elementary and Secondary Education. For this reason, accountability is handled consistently for all charter schools in the state. The Charter School Office of the Department of Elementary and Secondary Education operates under a comprehensive set of standards and protocols that have been in place since 1993, when the state's charter legislation was first enacted. Over the past several years Massachusetts' authorizing and accountability process has been hailed as a national model. Massachusetts was one of eight charter authorizers highlighted in USED's 2007 report "Supporting Charter School Excellence Through Quality Authorizing."

Under Commonwealth of Massachusetts Regulations 603 CMR 1.00, charter schools are held accountable in three areas: faithfulness to charter, academic success, and organizational viability. The process of accountability begins with the application for a charter, which uses an extensive set of criteria in all three areas of accountability in addition to an assessment of the capacity of the board of trustees. The most detailed section of the application requires answers to questions on curriculum development and implementation, instruction, professional development, and use of instructional time. The information provided against these criteria becomes a critical element in determining if the application should be chartered. Massachusetts uses a two-stage application process in which applicants first submit a prospectus and, depending on the outcome of the prospectus review, may be invited to submit a full application. Newly chartered schools are required to complete an opening procedures process to ensure schools have met state and federal statutory and regulatory requirements. Enrollment is by open lottery.

The state's recently revised charter statute has a focus on ensuring that charter schools serve a student population that is similar to the local district's student population. The new law requires that all charter schools create student recruitment and retention plans to

attract and retain a student population that, when compared to students in similar grades in schools from which the charter school is expected to enroll students, contains a comparable academic and demographic profile. In districts authorized to exceed the 9 percent net school spending cap (i.e., in the lowest performing districts in the state), charter applicants must provide and annually update recruitment and retention plans designed to attract and retain, when compared to the population of students in the grades and schools from which the charter is expected to enroll students: (1) a comparable or greater percentage of English language learners or special needs students; and (2) a comparable percentage of students from two or more of the following categories: students eligible for free lunch; students eligible for reduced price lunch; students who are sub-proficient; students who are determined to be at risk of dropping out of school based on predictors determined by ESE; students who have dropped out of school; and other at-risk students who should be targeted in order to eliminate achievement gaps among different groups of students. Additionally, the statute requires that, at the request of a charter school, districts must provide a third party mail house authorized by the SEA with the addresses for all students in the district who are eligible to enroll in the charter. This last requirement allows charter schools to do broad-based recruiting in order to meet their recruitment and retention goals.

A charter school's success in the three areas of accountability is defined by Common School Performance Criteria developed by the Department. These criteria were used to create protocols for site visits during the charter term, renewal inspections in the fifth year, and federal programs inspections to ensure schools have implemented requirements. ESE has also developed numerous guidance documents for charter schools, including a guide on fiscal policies and procedures, technical advisories on amendments and transportation, and annual report guidelines. Each charter school is required to submit an annual report of the school's progress on an accountability plan that details goals and measures in the three areas of charter accountability, and each charter school must annually contract for and submit an independent audit. The charter school statute also requires that, when deciding on renewal, the ESE Board must consider the extent to which the school has followed its recruitment and retention strategies.

Over the course of each school's charter term, the Department builds a body of evidence regarding the school's success, using data from the annual statewide assessment, the school's annual reports and audits, and information contained in reports produced after

interim site visits by the Department and the final renewal inspection visit. Academic success is also assessed by statistical comparisons with the sending district(s) to determine if the charter school is achieving at an equal or higher level. At the five year mark, charters may be renewed, non-renewed, renewed with conditions, or placed on probation, also with conditions. Revocation, as defined in the regulations, is possible at any time during the charter term.

Charter applications are denied when a combination of factors are unveiled through the review panel process and interview with the founding group. Factors may include poor quality of the proposed model for curriculum and instruction, or lack of capacity of the founding board to implement the proposal.

Lack of academic success was a major factor in the closure of three of the four charter schools closed in the past five years. The first school was closed at the five year renewal, primarily for academic and governance reasons. The second was renewed with stringent outcome conditions regarding academic success and meeting the terms of its charter; the conditions were not met and the charter was revoked. The third school's charter was revoked in the second year of operation for failure to meet accountability standards in all three areas, including implementation of the academic program, governance, and financial oversight and management. The fourth school's charter was revoked in May 2010 for fraud and gross mismanagement.

Table F3: Charter School Applications and Approvals, 2005–2010

School year	Charter prospectuses submitted	Final charter applications invited	Charter applications approved	Charter applications denied	Charter schools closed by the Board
2004–05	8	5	2	3	2
2005–06	14	4	3	1	0
2006–07	10	4	1	3	0
2007–08	10	5	3	2	0
2008–09	7	3	1	2	1
2009–10	14	7	6	1	1
Total	49	21	10	9	4

(F)(2)(iii)

The funding formula in the Massachusetts charter school statute ensures that charter schools receive equitable funding when compared to traditional district schools. The statute uses three components to calculate charter school tuition rates. The first is a per-pupil foundation rate, based on student demographic and enrollment factors and adjusted annually for inflation. The foundation rates are the same rates used to establish foundation budgets for traditional school districts. The second factor is the "above-foundation" adjustment. The foundation rates are adjusted upward to reflect the amount by which the sending districts' spending on their own students exceeds their foundation budget. The third component is a per-pupil facilities component, which is discussed under F2iv.

In general, the charter tuition formula is designed to ensure that charter schools are receiving the same amount per pupil as is spent in the sending districts. The only differences result from adjustments for student demographics (for example, a charter school with a higher percentage of low income students than the sending district will receive relatively more funding per pupil) and exclusion of

certain cost elements not borne by charter schools. In fiscal year 2008, charter schools on average spent $10,628 per student as compared with $12,454 for districts, a difference of $1,826 per student. This difference is mainly attributable to the fact that districts bear higher costs for special education than charter schools do. Massachusetts' disability rate is high (approximately 17 percent) relative to other states, as is the rate at which students with disabilities are educated out-of-district. Districts must pay tuition for students placed in private special education schools, while charter schools do not.

Charter school tuition is paid by the sending districts, and as a result draws from the same local and state revenue sources that fund traditional public schools. The state provides reimbursement to sending districts for the amount that their charter school tuition increases from one year to the next. Based on recently enacted legislation, in each fiscal year, districts are reimbursed for 100 percent of the increase in tuition over the prior year, and 25 percent of the difference in increased costs for the next five years. Reimbursement to districts for charter facilities costs is based on a statewide rate that is calculated annually (see description in section F2iv). Federal grants are distributed directly to charter schools by the Department in accordance with federal requirements.

(F)(2)(iv)

The funding formula for Massachusetts charter schools includes a facility component that is based on a set per-pupil amount, adjusted annually for inflation. In addition, the Massachusetts Development Finance Agency, a quasi-public agency, issues tax-exempt bonds to finance the acquisition, rehabilitation, or construction of charter schools through multiple vehicles, including Qualified Zone Academy Bonds for school renovations and upgrades; real estate loans of up to $5,000,000 for facility acquisition, renovation, construction, and permanent financing; and charter school loan guarantees for a portion of a bank loan or tax-exempt bond for acquisition, construction, or renovation of owned and leased charter school facilities. The education legislation enacted by the state in January of 2010 offers incentives to districts to offer unused school buildings to charter schools. No facility requirements are placed on charter schools beyond the normal building code and accessibility requirement, and these same requirements apply to traditional district schools. Lastly, the state legislature passed a law in 2009 requiring the Massachusetts School Building Authority (MSBA) to

oversee Massachusetts' allocation of American Recovery and Reinvestment Act Qualified School Construction Bonds (ARRA QSCBs). (See text of Section 137 of Chapter 27 of the Acts of 2009 in the appendices.) The MSBA was authorized to use a portion of the state's allocation of ARRA QSCBs for charter schools.

(F)(2)(v)

Both the state and local districts enable the operation of innovative, autonomous schools other than charter schools.

The Innovation Schools initiative, a key component of the groundbreaking education legislation that Governor Patrick signed in January 2010, provides educators and other stakeholders across the state with the exciting opportunity to create new in-district schools that will leverage the lessons learned from the state's top performing charter schools while keeping school funding within districts. These unique schools—which may be established by superintendents, school committees, teachers, parents, colleges and universities, charter school operators and others—will operate with increased autonomy and flexibility in the areas of curriculum, budget, school schedule and calendar, staffing (including waivers from or exemptions to collective bargaining agreements), school district policies, and professional development. In exchange for greater authority to establish the school conditions that will lead to improved teaching and learning, the operators of Innovation Schools will be held accountable for meeting annual benchmarks for student achievement and school performance. There are no caps on the number of Innovation Schools, and new schools can be created or existing schools can be converted in every district in Massachusetts.

Unlike charter schools, which must be approved by the state Board of Elementary and Secondary Education, the development and establishment of Innovation Schools is entirely locally based. An applicant works with the local superintendent, teachers' union, and school committee to develop and refine a plan that includes detailed information about the innovative strategies that will be implemented. The local school committee has the authority to approve the Innovation Schools.

To support the establishment of Innovation Schools, ESE is responsible for the provision of planning and implementation grants, technical assistance and support to eligible applicants; and the collection, publication, and dissemination of data, research, and best

practices in Innovation Schools that may be adopted by other public schools. ESE and the Executive Office of Education have supported early adopters of this model by issuing $200,000 in planning grants to 16 districts in the summer of 2009, and by providing both statewide and site-based technical assistance to these districts to support the development of innovation plans and collaboration among stakeholders.

The first Innovation School—the Paul Revere Innovation School in the Revere Public Schools—was established by unanimous vote of the school committee on May 25, 2010. Additional schools are poised to open in September 2010, and many other applicants are engaged in the process of establishing schools that will open in September 2011. We have included funds to support further expansion of these schools in our Race to the Top budget proposal.

Additionally, the Boston Public Schools currently operate a total of 23 pilot schools: district-based schools with autonomy over staffing, budget, curriculum and assessment, governance and policies, and school calendar, and with greater accountability for results.

(See Appendix F3 for an excerpt from the legislation pertaining to Innovation Schools and Appendix F4 for a fact sheet on Innovation Schools.)

(F)(3) Demonstrating other significant reform conditions *(5 points)*

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

Recommended maximum response length: Two pages

Massachusetts has a demonstrated history of establishing innovative conditions, policies, and programs favorable to education reform. Beyond those already mentioned elsewhere in the application (such as the Innovation Schools described in F2v), a key element of these conditions is the state legislature's funding priorities. (See Appendix F5 for complete statutory budget language.)

The state funds two programs that increase time for academics, in an effort to address the impact that additional time in school can have on outcomes for low performing students. First, we are the only state in the nation to support a statewide **Expanded Learning Time** program, funded at $15.7 million in FY10 and serving 23 primarily high poverty schools. This program, currently in its fourth year, provides an additional 300 hours of time in participating schools to support additional time for academics, enrichment, and professional development. An independent evaluation by Abt Associates suggests that most participating schools are implementing the program effectively and that teachers feel they have more time to differentiate instruction and explore subjects in depth. Second, the legislature also funds **after-school and out-of-school time** grants ($2 million in FY10) to improve the quality of after-school and

summer programs. In FY08, this program supported 48 programs in providing services to 6,750 students statewide, including 980 students with disabilities and 630 English language learners.

The state funds a variety of programs aimed at helping students meet high school graduation requirements and improve their college and career readiness. Largest is a set of programs supporting students in grades 8 and above in passing the required high school MCAS examinations. These programs, totaling $9.3 million in FY10, have resulted in increases of 12 to 34 percentage points (depending on student grade of enrollment) in the share of students meeting the MCAS graduation requirement, relative to students eligible for but not served by the program (ESE 2009). The state also funds a **Connecting Activities** program ($2 million in FY10) designed to link high school students to the world of work through internships, work-based learning, and an academic support component, with priority given to students scoring in *Needs Improvement* or *Warning/Failing* on MCAS test(s). A study of FY07 participants showed that 57 percent of students who participated in the Connecting Activities program met the MCAS graduation requirement, as compared to 43 percent who were eligible for but not served by the program. Finally, the state provides $1.3 million each year to the **WPI School of Excellence**, a STEM-focused high school in Worcester affiliated with Worcester Polytechnic Institute, and $1.5 million to Youth Build, an alternative education program serving over-age high school students and featuring GED or high school completion, job skill development, community service, and mentoring.

Our full-day kindergarten grant program, funded at $25.9 million in FY10, supports districts to transition from half-day to full-day kindergarten and provides resources to improve the quality of full-day kindergarten programs. As a result of this program, between FY00 and FY09 the share of Massachusetts students attending full-day kindergarten rose from 29 to 77 percent. Currently 265 of the state's 280 non-charter school LEAs enrolling kindergarten-age students (89 percent) offer full-day kindergarten.

In FY10 the state legislature consolidated three separate early literacy programs into a single line item funded at $4.2 million. As a result, the Department now more effectively targets districts with identified literacy proficiency gaps; has expanded its focus beyond K–3 to the equally important area of adolescent literacy; and provides professional development and resources statewide. The consolidated line item serves over 100,000 students in 380 high priority schools statewide.

Together with local school aid already provided through Chapter 70 and other fiscal programs outlined in section F2, these legislative investments signal Massachusetts' deep commitment to innovative supports designed to meet the needs of all students and to close achievement gaps statewide.

II. COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). *(15 points, all or nothing)*

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

Investment in STEM is a critical component of Massachusetts' overall reform agenda and is integrated throughout our RTTT proposal. As noted in section A3, we have made a rigorous commitment to high standards in STEM, leading to striking results: Our fourth- and eighth-grade students lead the nation in mathematics achievement and are ranked internationally in both science and mathematics.

This success belies the fact that too few of our students are reaching their full potential. Large achievement gaps in science and mathematics persist, and too few of our students are interested in pursuing STEM careers. According to the College Board, 20.5% of Massachusetts students who took the 2008 SAT indicated an interest in pursuing a career in the STEM fields, substantially below the national average of 26.3%. This is particularly troubling given our high tech economy, where 10% of our state's job vacancies in 2008 were in STEM fields (DWD 2008). Dramatically changing these trends is critical for the future of our students and the continued prosperity of our state. We will use RTTT funds to make targeted STEM investments that address key challenges:

Individualize STEM instruction (see sections B3 and D5): Massachusetts will incorporate STEM subjects into all aspects of the PreK–12 teaching and learning system, and we will prioritize formative and interim assessments for mathematics and science. Educators will have access to high quality curriculum materials, model units, and lesson plans, designed to model what an effective STEM classroom looks like, what engages and excites students in STEM, and how to better integrate courses.

Expand the supply of effective STEM educators (see sections B3, D3, and D5): Given critical shortages of STEM educators, Massachusetts will scale up proven intensive recruitment and preparation programs to prepare an additional 250 teachers in STEM fields. We will also invest in retention efforts, as every year we lose STEM teachers, particularly mid-career changers, because they do not receive sufficient classroom support. Finally, we will use RTTT funds to provide opportunities to participate in pre-AP teacher training in mathematics and science and in other professional development for science and K–8 mathematics instruction (e.g., the Massachusetts Intel Mathematics Initiative).

Increase STEM college and career readiness among underrepresented groups (see section B3): The state will continue to emphasize STEM in MassCore, which will become the state's default high school curriculum and will include a minimum of four years of mathematics and three years of lab-based science. We will also provide supplemental funding to LEAs to scale two proven programs that embed rigorous STEM curricula in lower performing schools: pre-AP curricula to promote success on AP coursework in high school and STEM Early College High Schools.

In October 2009, Governor Patrick established a STEM Advisory Council that will serve as a central advisory body, convening public and private sector stakeholders to increase student interest in and preparation for careers in STEM fields. Working with educators, employers, and government leaders, the STEM Advisory Council seeks to promote STEM disciplines as important to all students' economic and

civic futures, to increase the number of students interested in and prepared for STEM fields, and to increase the number of individuals entering STEM careers. The Council will be leveraged to achieve rapid and effective implementation by our Race to the Top investments, along with several related channels including: a) seven existing regional PreK–16 STEM networks that connect districts, higher education, and industry with the purposes of increasing student interest in STEM careers, adding to the pool of qualified STEM teachers, and improving the quality of STEM offerings; b) a significant collection of leading-edge STEM institutions such as the Museum of Science; c) The Robert H. Goddard Council, comprised of high level representatives from industry, state government, and K–12 and higher education, which advises the Board of Higher Education and the legislature on STEM workforce development programs and policy; and d) the STEM-focused Greater Boston Readiness Center that provides targeted professional development and instructional services to educators and shares promising practices via the Readiness Center Network.

With our history of high standards, our commitments from our policymakers and STEM partners, and our deliberate use of Race to the Top investments in innovation and capacity-building, we are confident that Massachusetts will dramatically increase the STEM proficiency of our students and their successful pursuit of STEM-related careers.

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes *(not scored)*

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Massachusetts is deeply committed to developing and implementing innovative strategies to improve learning outcomes for young children, particularly those living in high need communities. We firmly believe that we cannot turn around our lowest performing schools unless we reach out to students before they enter the K–12 system. In 2005, Massachusetts became the first state in the nation to establish a single agency, the Department of Early Education and Care (EEC), to oversee both early education and care programs and after-school services. The agency was established in accordance with one primary principle—state resources must fundamentally be reorganized to better address the different needs of children and their families—and its primary purpose is to develop a more unified, coherent, and efficient system of early education and care.

The core priorities of EEC are as follows: 1) create a delivery system that will provide high quality services across the state; 2) increase and promote families' access to affordable support services; 3) establish a system to build an effective and diverse educator workforce; 4) disseminate information to stakeholders to advocate for and convey the value of early education and care; and 5) develop the organizational infrastructure that is needed to achieve key goals. Governor Patrick's Education Action Agenda (EAA), which was issued in June 2008, and a landmark early education bill (An Act Relative to Early Education and Care), which the Governor signed in July 2009, established the foundation for several key EEC initiatives: 1) the development of a Quality Rating and Improvement System (QRIS) to assess and improve the level of quality in early education and after-school programs (to date, this work has informed the development of a regulatory framework for kindergarten readiness and a statewide

assessment system to measure the developmental progress of young children ages 3 to 5); 2) the creation of the Birth to School Age Task Force to support the healthy development of children, particularly those from low income families; and 3) the expansion of universal pre-kindergarten to promote school readiness and inform the establishment of accessible, affordable, and high quality programs.

Massachusetts will focus its Race to the Top investments in early education around linking early education standards and K–3 curricula and assessments (see section B3). In partnership with EEC, ESE will make targeted investments in early education through the PreK–12 teaching and learning system, aligning PreK and K–3 standards, providing model curriculum through the Digital Library, and developing formative assessments and curriculum-embedded performance tasks in early grades. This will also support dissemination of the Common Core Standards in early grades.

The investment of Race to the Top funds in this project will strengthen our current efforts to provide children and families with high quality educational and development opportunities. In addition, the existence of a strong state-level organizational framework and robust collaboration among multiple partners will ensure that we can sustain the impact of these investments in the years to come.

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Massachusetts is currently pursuing the development of a comprehensive longitudinal data system. Progress to date has been funded by the state and by supplemental funds secured through the 2008 and 2009 State Longitudinal Data Systems grants. ESE has already implemented the key data elements and the functionality described by this invitational priority in the state's Education Data Warehouse (EDW). This includes integration of data related to the enrollment, attendance, and performance of students who are in special education, who are English language learners, and who are at risk of dropping out, as well as data on student mobility and human resources information for teachers, principals, and other staff.

Going forward, statewide longitudinal data systems will continue to be a critical component of the governor's Education Action Agenda and are a priority in the state's Race to the Top application. Governor Patrick strongly supports the development and implementation of a Readiness Passport: an integrated P–16 data tool for parents, guardians, and agencies to document key elements of a child's educational experiences as well as to chronicle various services, interventions, supports, data, and performance evaluations related to that child (EOE 2008). The Passport is meant to ease transitions between schools and programs and to transform data into actionable information on policy, practice, and

program effectiveness. The governor has convened a Child and Youth Readiness Cabinet, composed of senior-level representatives of the Massachusetts public agencies that serve children, as well as a Readiness Passport Interagency Working Group to drive forward the development of this system. EOE also commissioned a report from Public Consulting Group to lay out the context, challenges, and opportunities related to increased data sharing across agencies, so we are prepared to take on this important work and have the governance structures in place to succeed.

Our goal with both our RTTT application and our recently approved 2010 State Longitudinal Data Systems grant proposal is to build out the remaining foundation of the Passport by pursuing four strategies:

Improving and integrating education data collection systems. We will assign a SASID (a unique student identifier) as soon as a student is touched by the public education system, whether in early, K–12, higher, or adult education, to facilitate linking data across systems. Our Education Personnel Information Management System (EPIMS) will expand to include information related to educator evaluation, and we will also begin assigning a MEPID (unique educator identifier) as soon as prospective educators take their first concrete step toward licensure (e.g., enrollment in a preparation program or registration for a state licensure exam). We will expand our Student Information Management System to include data related to participation and completion in college and career pathways (see section B3) and link this to National Student Clearinghouse data on college enrollment and completion patterns. We will also build tools to simplify the process of submitting data to the agency and implement an auditing system to improve data quality across all our systems.

Expanding access to the Education Data Warehouse (EDW). We will expand secure, differentiated EDW access to all K–12 educators, private special education schools, the Department of Youth Services (serving incarcerated students), researchers, and key stakeholders in early and higher education. We will also explore the feasibility of expanding access to parents and students for individual student-level data. Through the LDS grant we will expand the EDW to include early childhood and higher education students; an improved Early Warning Information System to support dropout prevention and recovery; and enhanced data and related reports on school climate. Race to the Top will allow us to add role-specific dashboards as well as student discipline and financial data and a district comparison tool.

Enhancing the Education Data Warehouse's usefulness. The EDW will serve as the information backbone of many of the projects in our Race to the Top proposal, most notably the PreK–12 teaching and learning system and the educator evaluation system. Beyond this, we will enhance the data and tools

available in the EDW to include the expanded data elements noted above. We will integrate ELAR, the Department's educator licensure transactional database, with EPIMS through the EDW. We will build reports and tools that help identify students at risk of dropout or ready for accelerated instruction and that measure college enrollment and completion outcomes. And we will increase the quality and timeliness of our data by implementing the Schools Interoperability Framework statewide.

Providing training on effective data use. For most educators, significant investment in training and job-embedded activities is required before data use becomes a regular component of their practice. To this end, we have built training activities throughout our RTTT and 2010 SLDS proposals to ensure that the data we are collecting and disseminating is effectively used for instructional decision making. These activities include classroom and online courses, supports for district- and school-based data teams, and other curricular materials.

By implementing these strategies, we will expand our state longitudinal data system to serve a much broader spectrum of users. We will be able to analyze the college enrollment and completion rates of our high school graduates even if they enroll outside the Massachusetts public higher education system, and we will be able to differentiate those outcomes for students participating in new program initiatives such as Early College High Schools. And we will be able to connect early learning experiences to student outcomes in the K–12 system, and to connect educator preparation, licensure, teaching assignment, and student outcomes. Together, we will successfully make a leap forward in achieving our long-term goal of a Readiness Passport connecting timely, relevant, and actionable information for all Massachusetts public agencies serving our children and communities.

Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment *(not scored)*

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Massachusetts is currently pursuing an ambitious plan to integrate the P–20 system and support our learners through every stage of their educational careers. The state has already established the governmental and organizational framework that is necessary to both promote and sustain P–20 coordination, and is pursuing additional policies and strategies that will increase both vertical and horizontal alignment across the state.

In 2008, the Massachusetts legislature overwhelmingly approved Governor Patrick's proposal to establish the Executive Office of Education (EOE), the single and responsible authority to advance public education in the state. Under the leadership of a Secretary of Education, the primary function of the EOE is to create and sustain a truly seamless education system from birth through higher education. As described in section A1, EOE works in partnership with the Departments of Early Education and Care (EEC), Elementary and Secondary Education (ESE), and Higher Education (DHE) and also with the University of Massachusetts (UMASS).

Our Race to the Top proposal was crafted with significant guidance and input from EOE and the three departments, and the success of the following strategies depends on the deliberate and continued coordination of these entities:

Standards and assessments. As described in section B3, Massachusetts will use RTTT funding to develop a unified and more coherent PreK–12 teaching and learning system. ESE's ongoing partnership with EEC and DHE will ensure alignment between the early education and K–3 standards/assessments, inform a seamless PreK–12 model curriculum, strengthen the link between K–12 and higher education, and address strategies related to college and career readiness.

Data Systems. As described in section C, enhancements to the state's Education Data Warehouse (EDW) and the expansion of existing databases will assist educators with the collection, transfer, usage, and application of data. ESE will continue to partner with the EOE, ESE, DHE, UMASS, and other state agencies to ensure that the collection and management of data supports the implementation of RTTT initiatives. RTTT funding will also support linking teacher and principal preparation and evaluation to measures of effectiveness, which will necessitate working across sectors.

Great Teachers and Leaders: The depth and breadth of the initiatives and strategies described in section D necessitate continued and consistent collaboration among ESE, EOE, DHE, UMASS, and other stakeholders, and ESE will coordinate these partnerships both during and beyond the four-year RTTT grant. For example, ESE will continue its partnership with DHE, institutions of higher education, and other partners to develop and embed measures of educator effectiveness into every component of the system; improve the content, quality, and structure of teacher preparation programs; and increase the diversity of the educator workforce. RTTT funding also will be allocated to the Readiness Centers to supplement the capacity of ESE to provide instructional and professional development services and to convene stakeholders to address cross-sector priorities.

Turning Around Low Achieving Schools: Through RTTT we will build wraparound zones in seven districts to coordinate community and social services across the public sector—including the education agencies but also health and human services, child welfare, juvenile justice, and others. This is a top priority of the governor's Cabinet on Child and Youth Development.

Massachusetts has already made great strides in building a more unified and cohesive public education system. We have the statewide architecture necessary to promote P–20 coordination and alignment; we are building capacity at multiple levels to develop, implement, and sustain efforts over time; we have increased policy and programmatic coherence; and we are actively leveraging existing partnerships between education agencies and other organizations and building new ones. With support from RTTT, the state can accelerate this critical work and realize Governor Patrick's vision of creating an outstanding

public education system that truly promotes growth and success from birth through higher education—for all students.

Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning *(not scored)*

The Secretary is particularly interested in applications in which the State's participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

(i) Selecting staff;

(ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);

(iii) Controlling the school's budget;

(iv) Awarding credit to students based on student performance instead of instructional time;

(v) Providing comprehensive services to high-need students (as defined in this notice) (*e.g.*, by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);

(vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and

(vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Over the past 15 years, Massachusetts LEAs have led the way in establishing innovative, semi-autonomous public schools that feature high degrees of flexibility and autonomy. In 1995 Boston began the successful Pilot Schools initiative, which has resulted in the creation of 23 innovative, semi-autonomous schools, some of which are now among the most successful and highly sought-after schools in the city. Seeking to build on this success, Governor Patrick's Education Action Agenda (released in July 2008) proposed the creation of up to 40 semi-autonomous Readiness Schools by 2013. In 2009 ESE, working with the Executive Office of Education (EOE), awarded planning grants to 16 urban, suburban, and rural LEAs across the state to facilitate the establishment of 22 such schools, most of which are scheduled to open in fall 2010 or fall 2011.

With final passage of major education legislation reform legislation in January 2010, Massachusetts is now positioned to dramatically expand these existing initiatives by giving all of our LEAs the ability to establish schools with greater flexibility and autonomy. The law authorizes the creation of Innovation Schools—in-district public schools with increased autonomy in the areas of curriculum, budget, school

schedule and calendar, staffing (including waivers from collective bargaining agreements), and school district policies. Innovation Schools may be established as new schools or as conversions of existing schools, and can be proposed by a wide variety of eligible applicants, including superintendents, school boards, administrators, teachers, parents, colleges and universities, nonprofit organizations, charter school operators, and consortia of those groups.

Innovation Schools will be developed through an inclusive, locally based process that will involve the development of an innovation plan that will detail the areas of autonomy and flexibility the school seeks to incorporate, as well as a performance contract that will include annual measurable goals on core academic measures. In cases where an existing public school is being proposed for conversion, school faculty will vote to accept the innovation plan (including any collective bargaining waivers) on the basis of a two-thirds vote; in the case of new Innovation Schools, such waivers will be facilitated through an expedited collective bargaining process. All Innovation Schools will be subject to final authorization by the local school committee, with provisions for annual evaluation and renewal after the school's initial authorization period has expired.

Because the Governor's Readiness Schools concept largely overlaps with the Innovation Schools framework authorized in the new law, during the spring of 2010 the school districts that were awarded Readiness School planning grants will continue to be developed using the newly established statutory framework. As detailed in this application, RTTT will fund an additional $1 million in planning and implementation grants for these schools and others who wish to pursue this model (see section F2v).

At present, many of the proposed Innovation Schools under development in the 16 LEAs plan to incorporate the specific type of autonomy and flexibility referenced in this Invitational Priority. For example, nearly all of the LEAs intend to establish schools that use unique curricular and student support models that remove obstacles to student engagement and actively support student engagement and achievement (especially for high needs populations such as low income students, English language learners, and students with disabilities). Many of the forthcoming Innovation Schools plan to feature enhanced budgetary autonomy and/or increased learning time, and several plan to use increased autonomy to arrange staffing in ways that differ from traditional processes.

In addition, the January 2010 education law also will support LEAs in using flexibility and autonomy to facilitate the turnaround of low performing schools in Massachusetts. As further detailed in section E of this application, the new law allows local superintendents and the commissioner to develop turnaround plans to promote the rapid improvement of schools that are designated by the state as underperforming or

chronically underperforming. In each case, the law mandates that these turnaround plans incorporate comprehensive services to high need students and their families, such as health services, social services, and workforce development services for students and families. Moreover, these turnaround plans will also include strategies to effectively engage families and communities in supporting the academic success of their students through a variety of statutorily mandated and optional components. Finally, the new law gives local superintendents and the commissioner the ability to include other turnaround plan components that will enhance flexibility in low performing schools, such as budgetary flexibility, increased planning time for teachers, and provisions to authorize bonuses and other awards to attract and retain high quality educators.

B-1000

THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE OFFICE OF EDUCATION
ONE ASHBURTON PLACE, SUITE 1403, BOSTON, MA 02108
617-979-8340

PAUL REVILLE
SECRETARY OF EDUCATION

May 28, 2010

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of the educators of our Commonwealth, I'm pleased to enthusiastically endorse Massachusetts' Phase 2 proposal for the Race to the Top Fund.

As you know, Massachusetts is a national leader with regard to student achievement and reform because we have a history of boldly addressing challenging issues in education. Nearly a generation ago, our state was among the first to institute a rigorous system of standards coupled with high-quality assessments, allowing Massachusetts to vault from the middle ranks of the states in terms of academic achievement to the very top. More recently, we enacted a landmark education reform bill, *An Act Relative to the Achievement Gap*, that includes groundbreaking provisions to intervene more decisively and effectively in our lowest-performing schools, establish new Innovation Schools that will operate with greater autonomy and flexibility, and lift charter caps in our neediest school districts.

We are proud of our achievements to date, but in Massachusetts, doing well is simply not good enough. Now we are setting a new goal: we want Massachusetts to become the international leader in student achievement, and close – once and for all – the pernicious achievement gaps that are disproportionately affecting our lower-income students, students of color, and students receiving special education services.

Our Race to the Top proposal represents the blueprint for addressing this goal and other education priorities of Governor Deval Patrick, including enhancing the quality of our educator workforce, increasing college and career readiness, and providing targeted support to students, their families, and educators in our lowest-performing schools. The proposal is deeply responsive to your four reform assurances and other priorities, and also highlights unique characteristics of our state: a more unified and coherent public education system from birth

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through higher education; increased capacity at multiple levels to sustain successful initiatives over time; and a long history of rich collaboration with multiple stakeholders.

This blueprint is the foundation for the second phase of reform in Massachusetts, and we are already moving forward with several key initiatives. In keeping with our commitment to working with educators to implement reform with – and not to – the field, we have established a task force that includes educators, union representatives, and other partners to develop a robust educator evaluation system by the spring of 2011. As a result of the legislation that was enacted in January, we are establishing new Innovation Schools that will open in September and are implementing strategies that will finally address the educational and social conditions that contribute to chronic underperformance in schools.

We will continue to advance our agenda, and hope that Race to the Top funding will accelerate progress toward our ambitious goals. We deeply appreciate your leadership, and the opportunity to continue our partnership with you and President Obama to do what is right for our students. Thank you in advance for your consideration of our proposal.

Sincerely,

Paul Reville
Massachusetts Secretary of Education

B-1002

Congress of the United States
Washington, DC 20510

June 1, 2010

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As members of the Massachusetts congressional delegation, we are writing to offer our enthusiastic support for Massachusetts' Phase 2 application to the Race to the Top Fund.

Massachusetts has been recognized as a national leader in education reform and improvement since the passage of the landmark 1993 Education Reform Act, and our students consistently rank among the highest performers on U.S. and international measures of reading, mathematics and science achievement. At the same time, the Commonwealth recognizes that more needs to be done to close persistent achievement gaps and ensure that each and every one of our students receives a world-class public education. Massachusetts' Phase 2 application builds on our state's commitment to education reform by leveraging the provisions of a groundbreaking state law passed in January 2010 that expands high-performing charter schools in struggling school districts, increases state authority to turn around low-performing schools, and promotes the establishment of flexible and autonomous "Innovation Schools" statewide. We are confident that the new reforms enacted by the state will push student achievement to new heights. Support from the Race to the Top Fund will allow our students to reach those heights faster.

Massachusetts' Phase 2 application emphasizes four ambitious yet achievable goals. First, the Commonwealth will attract, develop, and retain an effective, diverse, and culturally competent educator workforce by developing a new statewide framework for teacher and principal evaluation in which impact on student growth will be a significant factor. Second, the state will provide curricular and instructional resources that support teacher effectiveness and success for all students by building a statewide teaching and learning system aligned with the Common Core Standards, which Massachusetts has played a major role in shaping. Third, Massachusetts will concentrate effective instruction and supports for educators, students, and families in its lowest performing schools by developing a specialized corps of educators prepared to tackle the challenges of low achieving schools, and by building district and state capacity to prevent low achievement and sustain progress. Finally, Massachusetts will substantially increase the number of students who graduate from high school ready for college and career by exposing more students to rigorous curricula and college-level work, particularly in STEM fields, and by better aligning high school curricula with college entrance requirements.

We believe that these initiatives will not only be a powerful impetus for dramatic change in Massachusetts, but they will also allow our state to continue to serve as a national model for educational improvement and reform. In shaping the Phase 2 application, our state's education

B-1003

leaders have taken great care to retain the elements of the Phase 1 proposal that were highly-rated, while also strengthening proposals related to teacher evaluation, the use of data systems to monitor student progress, and the timeline for considering adoption of the Common Core Standards.

The Massachusetts Phase 2 application reflects the collaboration of a wide array of stakeholders, including superintendents, school boards, principals, advocates and the business community. Notably, the Commonwealth has also secured the endorsement of our state's largest teacher union, the Massachusetts Teachers Association, for its Race to the Top application. The Massachusetts application underscores its commitment to do education reform with the field, not to the field.

We encourage you to give Massachusetts' application your fullest consideration.

Sincerely,

John F. Kerry
U.S. Senator

Scott P. Brown
U.S. Senator

Edward J. Markey
U.S. Representative

Barney Frank
U.S. Representative

Richard E. Neal
U.S. Representative

John W. Olver
U.S. Representative

John F. Tierney
U.S. Representative

William Delahunt
U.S. Representative

James P. McGovern
U.S. Representative

Michael Capuano
U.S. Representative

Stephen F. Lynch
U.S. Representative

Niki Tsongas
U.S. Representative

B-1005

THE GENERAL COURT OF MASSACHUSETTS
STATE HOUSE, BOSTON 02133-1053

May 27, 2010

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of the Massachusetts General Court and the citizens of the Commonwealth of Massachusetts, we are writing to express our enthusiastic support for Massachusetts' Phase 2 proposal to the Race to the Top Fund.

As you know, Massachusetts' students consistently outperform their national and international peers in the areas of reading, math, and science on multiple measures of assessment. We are extremely proud of our success to date, but also recognize that we have a tremendous amount of work to do to close persistent achievement gaps and ensure that each and every one of our students receives a high-quality education. In 1993, our General Court put in place a strong foundation through enactment of the landmark Education Reform Act, and this year our state legislature reaffirmed its support for education reform through groundbreaking legislation enacted in January 2010. The Legislature's support for *An Act Relative to the Achievement Gap* underscores our belief in providing meaningful intervention tools to address persistent underperformance in our schools, lifting charter school caps in our most challenged districts, and promoting innovation in all Massachusetts schools and districts. These are three essential steps Massachusetts is taking to achieve our educational goals and close achievement gaps.

The Commonwealth's Race to the Top proposal, coupled with the passage of the Achievement Gap legislation, will allow us to catalyze an ambitious second phase of education reform in Massachusetts. Our proposal emphasizes four ambitious and achievable goals: 1) attract, develop, and retain an effective, academically capable, diverse, and culturally competent educator workforce; 2) provide curricular and instructional resources that support teacher effectiveness and success for all students; 3) concentrate great instruction and support for educators, students, and families in our lowest performing schools and their districts; and 4) increase our focus on college and career readiness for all students.

The Commonwealth's proposal articulates a series of bold and innovative strategies to reach each of these goals that will not only be a powerful impetus for dramatic change in Massachusetts, but will also allow our state to continue to serve as a national model for educational improvement and reform.

We are grateful to you and President Obama for providing this opportunity to the Commonwealth, and we look forward to working to ensure *all* of our students receive a high-quality educational experience. On behalf of the Massachusetts General Court, we hope that you will grant your fullest consideration

to the Commonwealth of Massachusetts' Race to the Top proposal. Please do not hesitate to contact us if we can provide additional information.

Sincerely,

Speaker Robert A. DeLeo
Massachusetts House of Representatives

President Therese Murray
Massachusetts State Senate

Representative Martha M. Walz
Chairwoman
Massachusetts Joint Committee on Education

Senator Robert A. O'Leary
Chairman
Massachusetts Joint Committee on Education

B-1007

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Acts 2010

CHAPTER 12 AN ACT RELATIVE TO THE ACHIEVEMENT GAP.

Whereas, The deferred operation of this act would tend to defeat its purpose, which is to provide forthwith innovation into school districts and turnaround underperforming schools, therefore it is hereby declared to be an emergency law, necessary for the immediate preservation of the public convenience.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:

SECTION 1. Chapter 7 of the General Laws is hereby amended by striking out section 22A, as appearing in the 2008 Official Edition, and inserting in place thereof the following section:-

Section 22A. Notwithstanding any general or special law relating to collective purchasing, but subject to all other laws regulating public purchases and competitive bidding, the commonwealth and 1 or more of its cities, towns, districts, counties, authorities or commonwealth or Horace Mann charter schools, or 2 or more cities, towns, districts, counties, authorities or commonwealth or Horace Mann charter schools, hereinafter called political subdivisions, may make purchases of materials, supplies, equipment or services through the state purchasing agent subject to such rules, regulations and procedures as may be established from time to time by the purchasing agent; provided, however, that the political subdivision shall accept sole responsibility for any payment due the vendor for its share of such purchase.

SECTION 2. Chapter 40 of the General Laws is hereby amended by striking out section 4E, as so appearing, and inserting in place thereof the following section:-

Section 4E. Two or more school committees of cities, towns and regional school districts and boards of trustees of charter schools may enter into a written agreement to conduct education programs and services which shall complement and strengthen the school programs of member school committees and charter schools and increase educational opportunities for children. The school committees and boards of trustees of charter schools shall collaborate to offer the programs and services; provided, however, the association of school committees and board of trustees of charter schools which is formed to deliver the programs and services shall be known as an education collaborative.
The education collaborative shall be managed by a board of directors which shall be comprised of 1 person appointed by each member school committee and 1 person appointed by each member charter board of trustees. All appointed persons shall be either a school committee member or his designee, the superintendent of schools or his designee or a member of the charter board of trustees.

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Members of the board of directors shall be entitled to a vote according to the terms of the education collaborative agreement. The department of education shall appoint an individual to serve in an advisory capacity to the education collaborative board of directors. The individual shall not be entitled to vote on any matter which comes before the board of directors of the education collaborative.
The written agreement which shall form the basis of the education collaborative shall set forth the purposes of the program or service, the financial terms and conditions of membership of the education collaborative, the method of termination of the education collaborative and of the withdrawal of member school committees and charter schools, the procedure for admitting new members and for amending the collaborative agreement, the powers and duties of the board of directors of the education collaborative to operate and manage the education collaborative and any other matter not incompatible with law which the member committees and charter schools consider advisable. The agreement shall be subject to the approval of the member school committees and the commissioner of education.
Each board of directors of an education collaborative shall establish and manage a trust fund, to be known as an Education Collaborative Trust Fund, and each such fund shall be designated by an appropriate name. All monies contributed by the member municipalities and charter schools and all grants or gifts from the federal government, state government, charitable foundations, private corporations or any other source shall be paid to the board of directors of the education collaborative and deposited in the fund.
The board of directors of the education collaborative shall appoint a treasurer who may be a treasurer of a city, town or regional school district belonging to the collaborative. The treasurer may, subject to the direction of the board of directors of the education collaborative, receive and disburse all monies of the trust fund without further appropriation. The treasurer shall give bond annually for the faithful performance of his duties as collaborative treasurer in a form approved by the department of revenue and in the sum, not less than the amount established by the department, as shall be fixed by the board of directors of the education collaborative. The board of directors of the education collaborative in its discretion may pay compensation to the treasurer for his services. No member of the board of directors of the education collaborative shall be eligible to serve as treasurer of the collaborative.
The treasurer of the education collaborative board of directors shall have the authority to make appropriate investments of the monies of the Education Collaborative Trust Fund consistent with section 54 of chapter 44.
The board of directors of an educational collaborative may borrow money, enter into long-term or short-term loan agreements or mortgages and apply for state, federal or corporate grants or contracts to obtain funds necessary to carry out the purpose for which such collaborative is established; provided, however, that the board of directors has determined that any borrowing, loan or mortgage is cost-effective and in the best interest of the collaborative and its member municipalities and charter schools. The borrowing, loans or mortgages shall be consistent with the written agreement and articles of incorporation, if any, of the educational collaborative and shall be consistent with standard lending practices.
The board of directors of the education collaborative may employ an executive officer who shall serve under the general direction of the board and who shall be responsible for the care and supervision of

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the education collaborative.
The board of directors of the education collaborative shall be considered to be a public employer and have the authority to employ personnel, including teachers, to carry out the purposes and functions of the education collaborative. No person shall be eligible for employment by the board of directors as an instructor of children with severe special needs, teacher of children with special needs, teacher, guidance counselor or school psychologist unless the person has been granted a certificate by the board of education under section 38G of chapter 71 or section 6 of chapter 71A or an approval under the regulations promulgated by the board of education under chapter 71B or chapter 74 with respect to the type of position for which he seeks employment; provided, however, that nothing herein shall be construed to prevent a board of directors of an education collaborative from prescribing additional qualifications. A board of directors of an education collaborative may, upon its request, be exempted by the board of education for any 1 school year from the requirements of this section to employ certified or approved personnel when compliance therewith would in the opinion of the board constitute a great hardship.
The education collaborative shall be considered to be a public entity and shall have standing to sue and be sued to the same extent as a city, town or regional school district. An education collaborative, acting through its board of directors, may enter into contracts for the purchase of supplies, materials and services and for the purchase or leasing of land, buildings and equipment as considered necessary by the board of directors.
A school committee of a city, town or regional school district or board of trustees of a charter school may authorize the prepayment of monies for an educational program or service of the education collaborative to the treasurer of an education collaborative, and the city, town or regional school district or charter school treasurer shall be required to approve and pay the monies in accordance with the authorization of the school committee or board of trustees.

SECTION 3. Chapter 69 of the General Laws is hereby amended by striking out sections 1J and1K, as so appearing, and inserting in place thereof the following 2 sections:-

Section 1J. (a) The commissioner of elementary and secondary education may, on the basis of student performance data collected pursuant to section 1I, a school or district review performed under section 55A of chapter 15, or regulations adopted by the board of elementary and secondary education, designate 1 or more schools in a school district other than a Horace Mann charter school as underperforming or chronically underperforming. The board shall adopt regulations establishing standards for the commissioner to make such designations on the basis of data collected pursuant to section 1I or information from a school or district review performed under section 55A of chapter 15. Upon the release of the proposed regulations, the board shall file a copy thereof with the clerks of the house of representatives and the senate who shall forward the regulations to the joint committee on education. Within 30 days of the filing, the committee may hold a public hearing and issue a report on the regulations and file the report with the board. The board, pursuant to applicable law, may adopt final regulations making revisions to the proposed regulations as it deems appropriate after consideration of the report and shall forthwith file a copy of the regulations with the chairpersons of the

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joint committee on education and, not earlier than 30 days of the filing, the board shall file the final regulations with the state secretary. Schools that score in the lowest 20 per cent statewide among schools serving common grade levels on a single measure developed by the department that takes into account student performance data and, beginning on July 1, 2011, improvement in student academic performance, shall be deemed eligible for designation as underperforming or chronically underperforming. Not more than 4 per cent of the total number of public schools may be designated as underperforming or chronically underperforming at any given time.
In adopting regulations allowing the commissioner to designate a school as underperforming or chronically underperforming, the board shall ensure that such regulations take into account multiple indicators of school quality in making determinations regarding underperformance or chronic underperformance, such as student attendance, dismissal rates and exclusion rates, promotion rates, graduation rates or the lack of demonstrated significant improvement for 2 or more consecutive years in core academic subjects, either in the aggregate or among subgroups of students, including designations based special education, low-income, English language proficiency and racial classifications.
Before a school is designated chronically underperforming by the commissioner, a school must be designated underperforming and fail to improve.
An underperforming or chronically underperforming school described in the following subsections shall operate in accordance with laws regulating other public schools, except as such provisions may conflict with this section or any turnaround plans created thereunder. A student who is enrolled in a school at the time it is designated as underperforming or chronically underperforming shall retain the ability to remain enrolled in the school while remaining a resident of the district if the student chooses to do so.
(b) Upon the designation of a school as an underperforming school in accordance with regulations developed pursuant to this section, the superintendent of the district, with approval by the commissioner, shall create a turnaround plan for the school, under subsections (b) to (e), inclusive. The commissioner may allow for an expedited turnaround plan for schools that have been previously designated as underperforming and where the district has a turnaround plan that has had a public comment period and approval of the local school committee.
Before the superintendent creates the turnaround plan required in this subsection, the superintendent shall convene a local stakeholder group of not more than 13 individuals, for the purpose of soliciting recommendations on the content of such plan to maximize the rapid academic achievement of students at the school. The superintendent shall provide due consideration to the recommendations of the stakeholder group. The group shall include: (1) the commissioner, or a designee; (2) the chair of the school committee, or a designee; (3) the president of the local teacher's union, or a designee; (4) an administrator from the school, who may be the principal, chosen by the superintendent; (5) a teacher from the school chosen by the faculty of the school; (6) a parent from the school chosen by the local parent organization; (7) representatives of applicable state and local social service, health and child welfare agencies, chosen by the superintendent; (8) as appropriate, representatives of state and local workforce development agencies, chosen by the superintendent; (9) for elementary schools,

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a representative of an early education and care provider chosen by the commissioner of the department of early education and care and, for middle schools or high schools, a representative of the higher education community selected by the secretary; and (10) a member of the community appointed by the chief executive of the city or town. If the school or district does not have a parent organization or if the organization does not select a parent, the superintendent shall select a volunteer parent of a student from the school. The superintendent shall convene such group within 30 days of the commissioner designating a school as underperforming and the group shall make its recommendations to the superintendent within 45 days of its initial meeting. Meetings of the local stakeholder group shall be open to the public and the recommendations submitted to the superintendent under this subsection shall be publicly available immediately upon their submission.
(c) In creating the turnaround plan in subsection (b) the superintendent shall include, after considering the recommendations of the local stakeholder group, provisions intended to maximize the rapid academic achievement of students at the school and shall, to the extent practicable, base the plan on student outcome data, including, but not limited to: (1) data collected pursuant to section 1I or information from a school or district review performed under section 55A of chapter 15; (2) student achievement on the Massachusetts Comprehensive Assessment System; (3) other measures of student achievement, approved by the commissioner; (4) student promotion and graduation rates; (5) achievement data for different subgroups of students, including low-income students as defined in chapter 70, limited English-proficient students and students receiving special education; and (6) student attendance, dismissal rates and exclusion rates.
The superintendent shall also include in the creation of the turnaround plan, after considering the recommendations of the local stakeholder group, the following: (1) steps to address social service and health needs of students at the school and their families, to help students arrive and remain at school ready to learn; provided, however, that this may include mental health and substance abuse screening; (2) steps to improve or expand child welfare services and, as appropriate, law enforcement services in the school community, in order to promote a safe and secure learning environment; (3) steps to improve workforce development services provided to students and their families at the school, to provide students and families with meaningful employment skills and opportunities; (4) steps to address achievement gaps for limited English-proficient, special education and low-income students; and (5) alternative English language learning programs for limited English proficient students, notwithstanding chapter 71A; and (6) a financial plan for the school, including any additional funds to be provided by the district, commonwealth, federal government or other sources.
The secretaries of health and human services, labor and workforce development, public safety and other applicable state and local social service, health and child welfare officials shall coordinate with the superintendent regarding the implementation of strategies under clauses (1) to (3), inclusive, of the second paragraph that are included in a final turnaround plan and shall, subject to appropriation, reasonably support such implementation consistent with the requirements of state and federal law applicable to the relevant programs that each such official is responsible for administering. The secretary of education and the commissioner of elementary and secondary education shall assist the superintendent in facilitating the coordination.
To assess the school across multiple measures of school performance and student success, the

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turnaround plan shall include measurable annual goals including, but not limited to: (1) student attendance, dismissal rates and exclusion rates; (2) student safety and discipline; (3) student promotion and graduation and dropout rates; (4) student achievement on the Massachusetts Comprehensive Assessment System; (5) progress in areas of academic underperformance; (6) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education; (7) reduction of achievement gaps among different groups of students; (8) student acquisition and mastery of twenty-first century skills; (9) development of college readiness, including at the elementary and middle school levels; (10) parent and family engagement; (11) building a culture of academic success among students; (12) building a culture of student support and success among school faculty and staff and; (13) developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable.

(d) Notwithstanding any general or special law to the contrary, in creating the turnaround plan required in subsection (b), the superintendent may, after considering the recommendations of the group of stakeholders: (1) expand, alter or replace the curriculum and program offerings of the school, including the implementation of research-based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses; (2) reallocate the uses of the existing budget of the school; (3) provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district; (4) provide funds, subject to appropriation and following consultation with applicable local unions, to increase the salary of any administrator, or teacher in the school, to attract or retain highly-qualified administrators, or teachers or to reward administrators, or teachers who work in underperforming schools that achieve the annual goals set forth in the turnaround plan; (5) expand the school day or school year or both of the school; (6) for an elementary school, add pre-kindergarten and full-day kindergarten classes, if the school does not already have such classes; (7) following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school, with full discretion vested in the superintendent regarding his consideration of and decisions on rehiring based on the reapplications. (8) limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, that the superintendent shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced; (9) limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school; (10) include a provision of job-embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback; (11) provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction; (12) establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership; (13) establish steps to assure a continuum of high-expertise teachers by aligning the following processes with a common core of professional knowledge and skill: hiring, induction, teacher

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evaluation, professional development, teacher advancement, school culture and organizational structure; (14) develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school; (15) establish strategies to address mobility and transiency among the student population of the school; and (16) include additional components based on the reasons why the school was designated as underperforming and the recommendations of the group of stakeholders in subsection (b).
If the superintendent does not approve a reapplication submitted by an employee pursuant to clause (7) for a position in the school or if an employee does not submit a reapplication for a position in the school, the employee shall retain such rights as may be provided under law or any applicable collective bargaining agreement in relation to the employee's ability to fill another position in the district; provided, however, that the employee shall not have the right to displace any teacher with professional teacher status in any other school during a school year.
A teacher with professional teacher status in a school declared underperforming or chronically underperforming may be dismissed for good cause; provided, however, that the teacher receives 5 days written notice of the decision to terminate which shall include, without limitation, an explanation of the reason why the superintendent is not retaining the teacher in the school; provided, further, that the teacher may seek review of a termination decision within 5 days after receiving notice of the teacher's termination by filing a petition for expedited arbitration with the commissioner; provided, further, that except as otherwise provided herein section 42 of chapter 71 shall apply to a petition filed pursuant to this section; provided, further, that the commissioner shall cause an arbitrator to be selected pursuant to the procedures in section 42 of chapter 71 within 3 days of receipt of petition and shall conduct and complete a hearing within 10 days of receipt of the petition; provided, further, that in reviewing dismissal decisions, the arbitrator shall consider the components of the turnaround plan and shall also consider any personnel evaluations conducted that are consistent with the guidelines established pursuant to section 1B; and provided, further, that the arbitrator's decision shall be issued within 10 days from the completion of the hearing.
For a school with limited English-proficient students, the professional development and planning time for teachers and administrators identified in clauses (10) to (12), inclusive, shall include specific strategies and content designed to maximize the rapid academic achievement of limited English-proficient students at the school.
(e) Within 30 days of the local stakeholder group making recommendations under subsection (b), the superintendent shall submit a turnaround plan to the local stakeholder group, the school committee and the commissioner, all of whom may propose modifications to the plan. The superintendent shall make such plan immediately available to the public upon the submission. The stakeholder group, the school committee and the commissioner shall submit any proposed modifications to the superintendent not more than 30 days after the date of submission of the turnaround plan and the proposed modifications shall be made public immediately upon their submission to the superintendent. The superintendent shall consider and may incorporate the modifications into the plan if the superintendent determines that inclusion of the modifications would further promote the rapid academic achievement of students at the school or may alter or reject the proposed modifications

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submitted under this subsection. Within 30 days of receiving any proposed modifications under this subsection, the superintendent shall issue a final turnaround plan for the school and the plan shall be made publicly available.
(f) Within 30 days of the issuance of a final turnaround plan under subsection (e) a school committee or local union may appeal to the commissioner regarding 1 or more components of the plan, including the absence of 1 or more modifications proposed under subsection (e). The commissioner may, in consultation with the superintendent, modify the plan if the commissioner determines that: (1) such modifications would further promote the rapid academic achievement of students in the applicable school; (2) a component of the plan was included, or a modification was excluded, on the basis of demonstrably-false information or evidence; or (3) the superintendent failed to meet the requirements of subsections (b) to (e), inclusive. The decision of the commissioner regarding an appeal under this subsection shall be made within 30 days and shall be final. (g) If, after considering the recommendations of the group of stakeholders, the superintendent considers it necessary to maximize the rapid academic achievement of students at the applicable school by altering the compensation, hours and working conditions of the administrators, teachers, principal and staff at the school or by altering other provisions of a contract or collective bargaining agreement applicable to the administrators, teachers, principal and staff, the superintendent may request that the school committee and any union bargain or reopen the bargaining of the relevant collective bargaining agreement to facilitate such achievement. The bargaining shall be conducted in good faith and completed not later than 30 days from the point at which the superintendent requested that the parties bargain. The agreement shall be subject to ratification within 10 business days by the bargaining unit members in the school. If the parties are unable to reach an agreement within 30 days or if the agreement is not ratified within 10 business days by the bargaining unit members of the school, the parties shall submit remaining unresolved issues a joint resolution committee for dispute resolution process on the next business day following the end of the 30-day bargaining period or failure to ratify. The joint resolution committee shall be comprised of 3 members, 1 of whom shall be appointed by the employee organization within 3 business days following the submission of unresolved issues to the joint resolution committee, 1 of whom shall be appointed by the school committee within 3 business days following the submission of unresolved issues to the joint resolution committee and 1 who shall be selected through the American Arbitration Association who shall forthwith forward to the parties a list of 3 conciliators, each of whom shall have professional experience in elementary and secondary education, from which the parties may agree upon a single conciliator provided, however, that if the parties cannot select a conciliator from among the 3 within 3 business days, the American Arbitration Association shall select a conciliator from the remaining names. The joint resolution committee shall conduct a dispute resolution process to be concluded within 10 business days of selection. This process shall be conducted in accordance with the rules of the American Arbitration Association and consistent with this section. The fee for the process shall be shared equally between the 2 parties involved.
The joint resolution committee shall consider the positions of the parties, the designation of the school as underperforming and the needs of the students in the school. Notwithstanding any other provision of this chapter, the decision of the joint resolution committee shall be dispositive of all the issues in

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dispute and shall be submitted to the parties within 10 business days of the completion of the process. Under no circumstance, shall a time extension be granted beyond 10 business days of the completion of the process. If a decision is not submitted to the parties within 10 business days, the commissioner will resolve all outstanding issues.
(h) The superintendent may select an external receiver to operate the school and implement the turnaround plan or to assist the superintendent with the implementation. The superintendent may appoint the receiver if the superintendant determines that conditions exist in the district that are likely to negatively affect his ability to implement the plan successfully. A school committee may appeal to the commissioner the decision of the superintendent to appoint an external receiver. The commissioner may reverse such decision only if he determines that the superintendent made the decision on the basis of demonstrably-false information or evidence. A receiver shall be a non-profit entity or an individual with a demonstrated record of success in improving low-performing schools or the academic performance of disadvantaged students. A receiver shall be subject to section 11A ½ of chapter 30A and chapter 66. A receiver who is an individual shall also be subject to chapter 268A.
(i) An external receiver selected by the superintendent to operate a school shall have full managerial and operational control over the school as provided in the turnaround plan. For all other purposes, the school district in which the school is located shall remain the employer of record.
(j) Each turnaround plan shall be authorized for a period of not more than 3 years, subject to subsection (k). The superintendent or external receiver, as applicable, may develop additional components of the turnaround plan pursuant to subsections (b) to (g) inclusive and shall develop annual goals for each component of the plan, in a manner consistent with subsections (b) to (g), inclusive. The superintendent or external receiver, as applicable, shall be responsible for meeting the goals of the plan.
(k) Each school designated by the commissioner as underperforming under subsection (a) shall be reviewed by the superintendent, in consultation with the principal of the school, at least annually. The purpose of the review shall be to determine whether the school has met the annual goals in its turnaround plan and to assess the overall implementation of the turnaround plan. The review shall be in writing and shall be submitted to the commissioner and the relevant school committee not later than July 1 for the preceding school year. The review shall be submitted in a format determined by the department of elementary and secondary education.
If the commissioner determines that the school has met the annual performance goals stated in the turnaround plan, the review shall be considered sufficient and the implementation of the turnaround plan shall continue. If the commissioner determines that the school has not met 1 or more goals in the turnaround plan and that the failure to meet the goals may be corrected through reasonable modification of the plan, the superintendent may amend the turnaround plan in a manner consistent with the provisions of subsection (b) to (g) inclusive. If the commissioner determines that the school has substantially failed to meet 1 or more goals in the plan, the commissioner may appoint an examiner to conduct an evaluation of the school's implementation of the turnaround plan.
If the commissioner determines that the school has substantially failed to meet multiple goals in the plan, the commissioner may require changes to the turnaround plan to be implemented by the superintendent in the following year or the appointment of an external partner to advise and assist the

superintendent in implementing the plan the following year. If the changes to the turnaround plan require changes in a collective bargaining agreement applicable to administrators, teachers or staff in the school, the bargaining procedure in subsection (g) shall be used. If an underperforming school is operated by an external receiver, the commissioner may require the superintendent to terminate the receiver and develop a new turnaround plan; provided, however, that the superintendent shall not terminate the receiver before the completion of the first full school year of the operation of the underperforming school.

(l) Upon the expiration of a turnaround plan, the commissioner shall conduct a review of the school to determine whether the school has improved sufficiently, requires further improvement or has failed to improve. On the basis of such review, the commissioner may determine that: (1) the school has improved sufficiently for the designation of the school as underperforming to be removed; (2) the school has improved, but the school remains underperforming, in which case the superintendent may, with the approval of the commissioner, renew the plan or create a new or modified plan for an additional period of not more than 3 years, consistent with the requirements of subsections (a) to (g); or (3) consistent with the requirements of subsection (a),the school is chronically underperforming. The commissioner may recommend the appointment of an external receiver by the superintendent if the commissioner believes that a new or modified turnaround plan implemented by the superintendent will not result in rapid improvement. In carrying out this subsection, the superintendent shall: (1) in the case of a renewal of a turnaround plan, determine subsequent annual goals for each component of the plan with the input of the local stakeholder group as defined in subsection (b); or (2) create a new or modified turnaround plan as necessary, consistent with the requirements of this section.

(m) Upon the designation of a school as a chronically underperforming school in accordance with the regulations developed under this section, the commissioner shall create a turnaround plan for the school under this subsection and subsections (n) to (p), inclusive.

Before creating the turnaround plan required in this subsection, the commissioner shall convene a local stakeholder group of not more than 13 individuals for the purpose of soliciting recommendations on the content of such plan in order to maximize the rapid academic achievement of students. The commissioner shall provide due consideration to the recommendations of the stakeholder group. The group shall include: (1) the superintendent, or a designee; (2) the chair of the school committee, or a designee; (3) the president of the local teacher's union, or a designee; (4) an administrator from the school, who may be the principal, chosen by the superintendent; (5) a teacher from the school chosen by the faculty of the school; (6) a parent from the school chosen by the local parent organization; (7) representatives of applicable state and local social service, health and child welfare agencies, chosen by the commissioner; (8) as appropriate, representatives of state and local workforce development agencies, chosen by the commissioner; (9) for elementary schools, a representative of an early education and care provider chosen by the commissioner of the department of early education and care and, for middle schools or high schools, a representative of the higher education community selected by the secretary of education; and (10) a member of the community appointed by the chief executive of the city or town. If the school or district does not have a parent organization or if the organization does not select a parent, the commissioner shall select a volunteer parent of a student

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from the school. The commissioner shall convene the group within 30 days of the designation of a school as chronically underperforming and the group shall make its recommendations to the commissioner within 45 days of its initial meeting. Meetings of the local stakeholder group shall be open to the public and the recommendations submitted to the commissioner under this subsection shall be publicly available immediately upon their submission.
(n) In creating the turnaround plan required in subsection (m), the commissioner shall include, after considering the recommendations of the local stakeholder group, provisions intended to maximize the rapid academic achievement of students at the school and shall, to the extent practicable, base the plan on student outcome data, including, but not limited to: (1) data collected under section 1I or information from a school or district review performed under section 55A of chapter 15; (2) student achievement on the Massachusetts Comprehensive Assessment System; (3) other measures of student achievement, approved by the commissioner, as appropriate; (4) student promotion and graduation rates; (5) achievement data for different subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education; and (6) student attendance ,dismissal rates and exclusion rates.
The commissioner shall include in the creation of the turnaround plan, after considering the recommendations of the local stakeholder group, the following: (1) steps to address social service and health needs of students at the school, and their families, in order to help students arrive and remain at school ready to learn; provided, however, that this may include mental health and substance abuse screening; (2) steps to improve or expand child welfare services and, as appropriate, law enforcement services in the school community, in order to promote a safe and secure learning environment; (3) steps to improve workforce development services provided to students at the school, and their families, in order to provide students and families with meaningful employment skills and opportunities; (4) steps to address achievement gaps for limited English-proficient, special education and low-income students; (5) alternative English language learning programs for limited-English proficient students, notwithstanding chapter 71A; and (6) a financial plan for the school, including any additional funds to be provided by the district, commonwealth, federal government or other sources.
The secretaries of health and human services, labor and workforce development, public safety and other applicable state and local social service, health and child welfare officials shall coordinate with the secretary of education and the commissioner regarding the implementation of strategies under clauses (1) to (3), inclusive, of the second paragraph that are included in a final turnaround plan and shall, subject to appropriation, reasonably support the implementation consistent with the requirements of state and federal law applicable to the relevant programs that each official is responsible for administering.
In order to assess the school across multiple measures of school performance and student success, the turnaround plan shall include measurable annual goals including, but not limited to, the following: (1) student attendance ,dismissal rates and exclusion rates; (2) student safety and discipline; (3) student promotion and graduation and dropout rates; (4) student achievement on the Massachusetts Comprehensive Assessment System; (5) progress in areas of academic underperformance; (6) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education; (7) reduction of

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achievement gaps among different groups of students; (8) student acquisition and mastery of 21st-century skills; (9) development of college readiness, including at the elementary and middle school levels; (10) parent and family engagement; (11) building a culture of academic success among students; (12) building a culture of student support and success among school faculty and staff; and (13) developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable.
(o) Notwithstanding any general or special law to the contrary, in creating the turnaround plan required in subsection (m), the commissioner may, after considering the recommendations of the group of stakeholders: (1) expand, alter or replace the curriculum and program offerings of the school, including the implementation of research-based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses; (2) reallocate the uses of the existing budget of the school; (3) provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district; (4) provide funds, subject to appropriation, to increase the salary of an administrator ,or teacher in the school, in order to attract or retain highly-qualified administrators or teachers or to reward administrators,. or teachers who work in chronically underperforming schools that achieve the annual goals set forth in the turnaround plan; (5) expand the school day or school year or both of the school; (6) for an elementary school, add pre-kindergarten and full-day kindergarten classes, if the school does not already have such classes; (7) limit, suspend, or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, however, that the commissioner shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced; and provided further, that the commissioner may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising authority pursuant to this clause; (8) following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school, with full discretion vested in the superintendent regarding his consideration of and decisions on rehiring based on the reapplications; (9) limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school; (10) include a provision of job-embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback; (11) provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction; (12) establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership; (13) establish steps to assure a continuum of high expertise teachers by aligning the following processes with the common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure; (14) develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school; (15) establish strategies to address mobility and transiency among the student population of the school; and (16) include additional components, at the discretion of the commissioner, based on

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the reasons the school was designated as chronically underperforming and the recommendations of the local stakeholder group in subsection (m).
If the commissioner does not approve a reapplication submitted by an employee pursuant to clause (7) for a position in the school or if an employee does not submit a reapplication for a position in the school, the employee shall retain such rights as may be provided under law or any applicable collective bargaining agreement, in relation to the employee's ability to fill another position in the district; provided, however, that the employee shall not have the right to displace any teacher with professional teacher status in any other school during a school year.
A teacher with professional teacher status in a school declared underperforming or chronically underperforming may be dismissed for good cause; provided, however, that the teacher receives 5 days written notice of the decision to terminate which shall include without limitation an explanation of the reason why the commissioner or superintendent is not retaining the teacher in the school; provided, further, that the teacher may seek review of a termination decision within 5 days after receiving notice of the teacher's termination by filing a petition for expedited arbitration with the commissioner; provided further, that except as otherwise provided herein section 42 of chapter 71 shall apply to a petition filed pursuant to this section; provided further, that the commissioner shall cause an arbitrator to be selected pursuant to the procedures in section 42 of chapter 71 within 3 days of receipt of petition and shall conduct and complete a hearing within 10 days of receipt of the petition; provided, further, that in reviewing dismissal decisions, the arbitrator shall consider the components of the turnaround plan and shall also consider any personnel evaluations conducted that are consistent with the guidelines established pursuant to section 1B; and provided, further, that the arbitrator's decision shall be issued within 10 days from the completion of the hearing.
For a school with limited English-proficient students, the professional development and planning time for teachers and administrators identified in clauses (10) to (12), inclusive, shall include specific strategies and content designed to maximize the rapid academic achievement of the limited English-proficient students.
If the commissioner proposes to reallocate funds to the school from the budget of the district under clause (3), the commissioner shall notify the school committee, in writing, of the amount of and rationale for the reallocation.
(p) Within 30 days of the local stakeholder group making recommendations under subsection (m), the commissioner shall submit a turnaround plan to the local stakeholder group, the superintendent and the school committee, all of whom may propose modifications to the plan. The commissioner shall make the plan immediately available to the public upon submission. The stakeholder group, the superintendent and the school committee shall submit any proposed modifications to the commissioner within 30 days after the date of submission of the turnaround plan and the proposed modifications shall be made public immediately upon their submission to the commissioner. The commissioner shall consider and incorporate the modifications into the plan if the commissioner determines that inclusion of the modifications would further promote the rapid academic achievement of students at the applicable school. The commissioner may alter or reject modifications submitted pursuant to this subsection. Within 30 days of receiving any proposed modifications, the commissioner

shall issue a final turnaround plan for the school and the plan shall be made publicly available.
(q) Within 30 days of the issuance of a final turnaround plan under subsection (p), a superintendent, school committee or local union may appeal to the board of elementary and secondary education regarding 1 or more components of the plan, including the absence of 1 or more modifications proposed under subsection (p). A majority of the board, may vote to modify the plan if the board determines that: (1) such modifications would further promote the rapid academic achievement of students in the applicable school; (2) a component of the plan was included, or a modification was excluded, on the basis of demonstrably-false information or evidence; or (3) the commissioner failed to meet the requirements of subsections (m) to (p), inclusive. The decision of the board regarding an appeal under this subsection shall be made within 30 days and shall be final.
(r) In the case of a chronically underperforming school, the commissioner may, under the circumstances described in this subsection, send a targeted assistance team to the school to assist the superintendent with the implementation of the turnaround plan, require the superintendent to implement the turnaround plan, or select an external receiver to operate the school and implement the turnaround plan. The commissioner may appoint such receiver if the commissioner determines that: (1) the superintendent is unlikely to implement the plan successfully; or (2) conditions exist in the district that are likely to negatively affect the ability of the superintendent to implement such plan successfully. A receiver shall be a non-profit entity or an individual with a demonstrated record of success in improving low performing schools or the academic performance of disadvantaged students. A receiver shall be subject to section 11A½ of chapter 30Aand chapter 66. A receiver who is an individual shall also be subject to chapter 268A.
The commissioner may select the external receiver upon the designation of a school as chronically underperforming. The external receiver may serve as the commissioner's designee for the purpose of creating a school's turnaround plan under subsections (m) to (p), inclusive.
(s) An external receiver selected by the commissioner to operate a chronically underperforming school shall have full managerial and operational control over the school as provided in the turnaround plan. For all other purposes, the school district in which the school is located shall remain the employer of record.
(t) Each turnaround plan shall be authorized for a period of not more than 3 years, subject to subsection (v). The superintendent or external receiver, as applicable, may develop additional components of the plan and shall develop annual goals for each component of the plan in a manner consistent with subsection (n), all of which must be approved by the commissioner. The superintendent or external receiver, as applicable, shall be responsible for meeting the goals of the turnaround plan.
(u) The commissioner or external receiver, as applicable, shall provide a written report to the school committee on a quarterly basis to provide specific information about the progress being made on the implementation of the school's turnaround plan. One of the quarterly reports shall be the annual evaluation under subsection (v).
(v) The commissioner shall evaluate each chronically underperforming school at least annually. The purpose of the evaluation shall be to determine whether the school has met the annual goals in its turnaround plan and assess the implementation of the plan at the school. The review shall be in

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writing and shall be submitted to the superintendent and the school committee not later than July 1 for the preceding school year. The review shall be submitted in a format determined by the department of elementary and secondary education.
If the commissioner determines that the school has met the annual performance goals stated in the turnaround plan, the review shall be considered sufficient and the implementation of the turnaround plan shall continue. If the commissioner determines that the school has not met 1 or more goals in the plan, the commissioner may modify the plan in a manner consistent with subsection (n).
If the commissioner determines that the school has substantially failed to meet multiple goals in the plan, the commissioner may: (1)if the school is operated by a superintendent, appoint an external receiver, as defined in subsection (r), to operate the school; or (2) if the school is operated by an external receiver terminate the contract of the external receiver; provided, however, that the commissioner shall not terminate the receiver before the completion of the first full school year of the operation of the chronically underperforming school.
(w) Upon the expiration of a turnaround plan for a chronically underperforming school, the commissioner shall conduct a review of the school to determine whether the school has improved sufficiently, requires further improvement or has failed to improve. On the basis of such review, the commissioner may: (1) on the basis of a superintendent's or external receiver's success in meeting the terms of the plan, renew the plan with the superintendent or external receiver for an additional period of not more than 3 years; (2) if a school that is operated by a superintendent and remains chronically underperforming, appoint an external receiver, as defined in subsection (r), to operate the school; (3) if a chronically underperforming school that is operated by an external receiver and remains chronically underperforming, transfer the operation of the school from the receiver to the applicable superintendent or to another external receiver; or (4) determine that the school has improved sufficiently for the designation of chronically underperforming to be removed. The commissioner shall: (1) in the case of a renewal of an turnaround plan, jointly determine subsequent annual goals for each component of the plan with the superintendent or external receiver, as applicable; or (2) create a new or modified turnaround plan as necessary, consistent with the requirements of this section.
(x) Notwithstanding any general or special law to the contrary, any underperforming or chronically underperforming school operating a limited-English proficient program or programs for limited English proficient students in any 1 language group shall establish a limited English proficient parent advisory council. The parent advisory council shall be comprised of parents or legal guardians of students who are enrolled in limited English proficient programs within the school. Each parent advisory council shall have at least 1 representative from every language group in which a program is conducted in a given school. Membership shall be restricted to parents or legal guardians of students enrolled in limited English proficient programs within the school. The duties of the parent advisory council shall include, but not be limited to, advising the school on matters that pertain to the education of students in limited English proficient programs, meeting regularly with school officials to participate in the planning and development of a plan to improve educational opportunities for limited English proficient students, and to participate in the review of school improvement plans established under section 59C of chapter 71 as they pertain to limited English proficient students. Any parent advisory council may, at its request,

meet at least once annually with the school council. The parent advisory council shall establish by-laws regarding officers and operational procedures. In the course of its duties under this section, the parent advisory council shall receive assistance from the director of limited English proficient programs for the district or other appropriate school personnel as designated by the superintendent.
(y) The board of elementary and secondary education shall adopt regulations regarding: (1) the conditions under which an underperforming or chronically underperforming school shall no longer be designated as an underperforming or chronically underperforming school; and (2) the transfer of the operation of an underperforming or a chronically underperforming school from a superintendent or an external receiver, as applicable, to the school committee. The regulations shall include provisions to allow a school to retain measures adopted in an turnaround plan for a transitional period if, in the judgment of the commissioner, the measures would contribute to the continued improvement of the school. Such regulations shall also include provisions that clearly identify the conditions under which such a transitional period shall end and the powers granted to the commissioner and board under this section shall cease to apply to a district previously designated as chronically underperforming.
(z) The commissioner shall report annually to the joint committee on education, the house and senate committees on ways and means, the speaker of the house of representatives and the senate president on the implementation and fiscal impact of this section and section 1K. The report shall include, but not be limited to, a list of all schools currently designated as underperforming or chronically underperforming, a list of all districts currently designated as chronically underperforming, the plans and timetable for returning the schools and districts to the local school committee and strategies used in each of the schools and districts to maximize the rapid academic achievement of students.
Section 1K. (a) A district shall be deemed eligible for designation as chronically underperforming upon a determination by the board of elementary and secondary education, pursuant to regulations adopted by the board, that a school district, other than a single school district, has scored in the lowest 10 per cent statewide when compared to other districts of the same grade levels based on a single measure developed by the department that takes into account student achievement data collected pursuant to 1I, and, beginning on July 1, 2011, improvement over time in student academic achievement. Following such determination, the commissioner shall appoint a district review team pursuant to section 55A of chapter 15 to assess and report on the reasons for the underperformance and the prospects for improvement, unless such an assessment has been completed by a district review team within the previous year that the commissioner considers adequate. The district review team shall include at least 1 person with expertise in the academic achievement of limited English-proficient students. Upon review of the findings of the district review team, the board may declare the district chronically underperforming.
Following such a declaration, the board shall designate a receiver for the district with all the powers of the superintendent and school committee. The receiver shall be a non-profit entity or an individual with a demonstrated record of success in improving low-performing schools or districts or the academic performance of disadvantaged students who shall report directly to the commissioner. An external receiver designated by the board to operate a district under this subsection shall have full managerial

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and operational control over such district; provided, however, that the school district shall remain the employer of record for all other purposes. A receiver shall be subject to section 11A ½ of chapter 30A and chapter 66. A receiver who is an individual shall also be subject to chapter 268A.
Not more than 2.5 per cent of the total number of school districts may be designated as chronically underperforming at any given time.
In adopting regulations allowing the board to designate a district as chronically underperforming, the board must ensure that the regulations account for multiple indicators of district quality including student attendance, dismissal rates, exclusion rates, student promotion and graduation rates in the district, or the lack of demonstrated significant improvement for 2 or more consecutive years in core academic subjects, either in the aggregate or among subgroups of students, including designations based on special education classification, low-income, English language proficiency and racial classifications.
(b) The commissioner and the receiver shall jointly create an turnaround plan to promote the rapid improvement of the chronically underperforming district. The plan shall specifically focus on the school or schools in the district that have been designated as chronically underperforming under section 1J and the district policies or practices that have contributed to chronic underperformance.
Before creating the turnaround plan required in this subsection, the commissioner and receiver shall convene a local stakeholder group of not more than 13 individuals for the purpose of soliciting recommendations on the content of such plan in order to maximize the rapid improvement of the academic achievement of students. The commissioner shall provide due consideration to the recommendations of the local stakeholder group. The group shall include: (1) the superintendent, or a designee; (2) the chair of the school committee, or a designee; (3) the president of the local teacher's union, or a designee; (4) a selection of administrators from the district, chosen by the commissioner from among volunteers from the district; (5) a selection of teachers from the district, chosen by the local teacher's union; (6) a selection of parents from the district chosen by the local parent organization; (7) representatives of applicable state and local social service, health, and child welfare agencies chosen by the commissioner; (8) as appropriate, representatives of state and local workforce development agencies chosen by the commissioner; (9) a representative of an early education and care provider chosen by the commissioner of the department of early education and care, or for middle or high schools, a representative of the higher education community selected by the secretary of education; and (10) a member of the community appointed by the chief executive of the city or town. If the district does not have a parent organization or if the organization does not select a parent, the commissioner shall select a volunteer parent of a student from the district. The commissioner and receiver shall convene the group within 30 days of the board designating a district as chronically underperforming and the group shall make its recommendations to the commissioner and receiver within 45 days of its initial meetings. Meetings of the local stakeholder group shall be open to the public and the recommendations submitted to the commissioner and receiver shall be publicly available immediately upon their submission.
(c) In creating the turnaround plan, the commissioner and receiver shall include measures intended to maximize the rapid improvement of the academic achievement of students in the district and shall, to the extent practicable, base the plan on student outcome data, including, but not limited to: (1) data

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collected pursuant to section 1I, or information from a school or district review performed under section 55A of chapter 15; (2) student achievement on the Massachusetts Comprehensive Assessment System; (3) other measures of student achievement, approved by the commissioner,; (4) student promotion and graduation rates; (5) achievement data for different subgroups of students, including low-income students as defined in chapter 70, limited English-proficient students and students receiving special education; and (6) student attendance, dismissal rates and exclusion rates.
In creating the turnaround plan required in subsection (b), the commissioner and receiver shall include, after considering the recommendations of the local stakeholder group, the following: (1) steps to address social service and health needs of students in the district and their families in order to help students arrive and remain at school ready to learn; provided, however, that this may include mental health and substance abuse screening; (2) steps to improve or expand child welfare services and, as appropriate, law enforcement services in the school district community, in order to promote a safe and secure learning environment; (3) as applicable, steps to improve workforce development services provided to students in the district and their families in order to provide students and families with meaningful employment skills and opportunities; (4) steps to address achievement gaps for limited English-proficient, special education and low-income students, as applicable; (5) alternative English language learning programs for limited-English proficient students, notwithstanding chapter 71A; and (6) a budget for the district including any additional funds to be provided by the commonwealth, federal government or other sources.
The secretaries of health and human services, public safety, labor and workforce development and other applicable state and local social service, health and child welfare officials shall coordinate with the secretary of education and the commissioner regarding the implementation of strategies pursuant to clauses (1) to (3), inclusive, of this subsection that are included in an turnaround plan and shall, subject to appropriation, reasonably support the implementation consistent with the requirements of state and federal law applicable to the relevant programs that each such official is responsible for administering.
In order to assess the district across multiple measures of district performance and student success, the turnaround plan shall include measurable annual goals including, but not limited to, the following: (1) student attendance , dismissal rates and exclusion rates; (2) student safety and discipline; (3) student promotion and graduation and dropout rates; (4) student achievement on the Massachusetts Comprehensive Assessment System; (5) progress in areas of academic underperformance; (6) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education; (7) reduction of achievement gaps among different groups of students; (8) student acquisition and mastery of 21st-century skills; (9) development of college readiness, including at the elementary and middle school levels; (10) parent and family engagement; (11) building a culture of academic success among students; (12) building a culture of student support and success among faculty and staff; and (13) developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable.
(d) Notwithstanding any general or special law to the contrary, in creating the turnaround plan under subsection (b), the commissioner and the receiver may, after considering the recommendations of the

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group of stakeholders: (1) expand, alter or replace the curriculum and program offerings of the district or of a school in the district, including the implementation of research-based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the district or schools in the district do not already have such programs or courses; (2) reallocate the uses of the existing budget of the district; (3) provide funds, subject to appropriation, to increase the salary of an administrator, or teacher in the district working in an underperforming or chronically underperforming school, in order to attract or retain highly-qualified administrators, or teachers or to reward administrators or teachers who work in chronically underperforming districts that achieve the annual goals set forth in the turnaround plan; (4) expand the school day or school year or both of schools in the district; (5) limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement in the district, including the adoption of model provisions identified by the commissioner from among existing contracts or collective bargaining agreements in the commonwealth; provided, however, that the commissioner shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced; (6) add pre-kindergarten and full-day kindergarten classes, if the district does not already have the classes; (7) following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the district, with full discretion vested in the receiver regarding any such reapplications. turnaround plan; (8) limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the underperforming schools in the district; (9) include a provision of job-embedded professional development for teachers in the district, with an emphasis on strategies that involve teacher input and feedback; (10) provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction; (11) establish a plan for professional development for administrators in the district, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership; (12) establish steps to assure a continuum of high expertise teachers by aligning the following processes with the common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure; (13) develop a strategy to search for and study best practices in areas of demonstrated deficiency in the district; (14) establish strategies to address mobility and transiency among the student population of the district; and (15) include additional components, at the discretion of the commissioner and the receiver, based on the reasons the district was designated as chronically underperforming and based on the recommendations of the local stakeholder group in subsection (b).

If the commissioner does not approve a reapplication submitted by an employee pursuant to clause (7) for a position in a school or if an employee does not submit a reapplication for a position in a school, the employee shall retain such rights as may be provided under law or any applicable collective bargaining agreement in relation to the employee’s ability to fill another position in the district; provided, however, that the employee shall not have the right to displace any teacher with professional teacher status in any other school during a school year.

A teacher with professional teacher status in a school declared underperforming or chronically

underperforming may be dismissed for good cause; provided, however, that the teacher receives 5 days written notice of the decision to terminate which shall include without limitation an explanation of the reason why the commissioner/superintendent is not retaining the teacher in the school; provided, further, that the teacher may seek review of a termination decision within 5 days after receiving notice of the teacher's termination by filing a petition for expedited arbitration with the commissioner; provided, further, that except as otherwise provided herein section 42 of chapter 71 shall apply to a petition filed pursuant to this section; provided further, that the commissioner shall cause an arbitrator to be selected pursuant to the procedures in section 42 of chapter 71 within 3 days of receipt of petition and shall conduct and complete a hearing within 10 days of receipt of the petition; provided further, that in reviewing dismissal decisions, the arbitrator shall consider the components of the turnaround plan and shall also consider any personnel evaluations conducted that are consistent with the guidelines established pursuant to section 1B; and provided, further, that the arbitrator's decision shall be issued within 10 days from the completion of the hearing.

For a district with limited English-proficient students, the professional development and planning time for teachers and administrators identified in clauses (9) to (11), inclusive, shall include specific strategies and content designed to maximize the rapid academic achievement of limited English-proficient students in the district.

(e) if, after considering the recommendations of the group of stakeholders, pursuant to subsection (d) the commissioner considers it necessary to maximize the rapid academic achievement of students at an underperforming or chronically underperforming school by altering the compensation, hours and working conditions of the administrators, teachers, principals and staff at the school or by altering other provisions of a contract or collective bargaining agreement applicable to the administrators, teachers, principals and staff, the commissioner may request that the school committee and any union bargain or reopen the bargaining of the relevant collective bargaining agreements to facilitate such achievement. The bargaining shall be conducted in good faith and completed not later than 30 days from the point at which the commissioner requested that the parties bargain. The agreement shall be subject to ratification within 10 business days by the bargaining unit members in the school. If the parties are unable to reach an agreement within 30 days or if the agreement is not ratified within 10 business days by the bargaining unit members of the school, the parties shall submit remaining unresolved issues to a joint resolution committee for dispute resolution process on the next business day following the end of the 30 day bargaining period or failure to ratify.

The joint resolution committee shall be comprised of 3 members, 1 of whom shall be appointed by the employee organization within 3 business days following the submission of unresolved issues to the joint resolution committee, 1 of whom shall be appointed by the school committee within 3 business days following the submission of unresolved issues to the joint resolution committee and 1 who shall be selected through the American Arbitration Association who shall forthwith forward to the parties a list of three conciliators, each of whom shall have professional experience in elementary and secondary education, from which the parties may agree upon a single conciliator; provided, however, that if the parties cannot select a conciliator from among the 3 within 3 business days, the American Arbitration Association shall select a conciliator from the remaining names. The joint resolution committee shall conduct a dispute resolution process to be concluded within 10 business days of

selection. This process shall be conducted in accordance with the rules of the American Arbitration Association and consistent with this section; provided however, that all members of the joint resolution committee must agree to any resolution. The fee for the process shall be shared equally between the 2 parties involved.
The joint resolution committee shall consider the positions of the parties, the designation of the school as underperforming or chronically underperforming, the designation of the district as chronically underperforming, and the needs of the students in the school. Notwithstanding any other provision of this chapter, the unanimous decision of the joint resolution committee shall be dispositive of all the issues in dispute and shall be submitted to the parties within 10 business days of the close of the hearing. Under no circumstance, shall a time extension be granted beyond 10 business days of the close of the hearing. In the event that a unanimous decision is not submitted to the parties within 10 business days, the commissioner will resolve all outstanding issues.
(f) The turnaround plan shall be authorized for a period of not more than 3 years, subject to subsection (g). The commissioner and receiver may jointly develop additional components of the plan and shall jointly develop annual goals for each component of the plan in a manner consistent with the provisions of subsection (d). The receiver shall be responsible for meeting the goals of the turnaround plan.
(g) The commissioner and receiver shall provide a written report to the school committee on a quarterly basis to provide specific information about the progress being made on the implementation of the district's turnaround plan. One of the quarterly reports shall be the annual evaluation required in subsection (g).
(h) The commissioner shall evaluate the performance of the receiver on not less than an annual basis. The purpose of such evaluation shall be to assess the implementation of the turnaround plan and determine whether the district has met the annual goals contained in the turnaround plan. The evaluation shall be in writing and submitted to the board and the local school committee no later than July 1 for the preceding school year.
If the commissioner determines that the district has met the annual performance goals stated in the turnaround plan, the evaluation shall be considered sufficient and the implementation of the turnaround plan shall continue.
If the commissioner determines that the receiver has not met 1 or more goals in the plan and the failure to meet the goals may be corrected through reasonable modification of the plan, the commissioner may amend the turnaround plan, as necessary. After assessing the implementation of the turnaround plan in the district, the commissioner may amend the plan if the commissioner determines that the amendment is necessary in view of subsequent changes in the district that affect 1 or more components of the plan, including, but not limited to, changes to contracts, collective bargaining agreements, or school district policies, in manner consistent with the provisions of subsection (d). If the commissioner determines that the receiver has substantially failed to meet multiple goals in the turnaround plan, the commissioner may terminate such receiver; provided, however, that the termination shall not occur before the completion of the first full school year of the receivership of the district.
(i) After the period of receivership, there shall be a reevaluation of a district's status under this section. The board of elementary and secondary education shall adopt regulations providing for: (1) the

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removal of a designation of a district as chronically underperforming; and (2) the transfer of the operation of a chronically underperforming district from an external receiver to the superintendent and school committee, based on the improvement of the district. The regulations shall include provisions to allow a district to retain measures adopted in a turnaround plan for a transitional period if, in the judgment of the commissioner, the measures would contribute to the continued improvement of the district. Such regulations shall also include provisions that clearly identify the conditions under which such a transitional period shall end and the powers granted to the commissioner and board under this section shall cease to apply to a district previously designated as chronically underperforming. At any time after a chronically underperforming district has been placed in receivership, the school committee of the district may petition the commissioner for a determination as to whether the turnaround plan adopted under subsection (b) should be modified or eliminated and whether the school district shall no longer be designated as chronically underperforming. The decision of the commissioner shall be based on regulations adopted by the board. A school committee may seek review by the board of elementary and secondary education of an adverse determination.
(j) If, on the basis of the regulations adopted by the board pursuant to subsection (h), a district has not improved sufficiently to remove the designation of the district as chronically underperforming, the commissioner may: (1) jointly determine subsequent annual goals for each component of the turnaround plan with the receiver and renew the turnaround plan for an additional period of not more than 3 years; or (2) create a new turnaround plan, consistent with the requirements of this section.
(k) If a municipality has failed to fulfill its fiscal responsibilities pursuant to chapter 70, the commissioner may declare the school district as chronically underperforming, subject to the approval of the board. The municipality's mayor or chairman of the board of selectmen shall have the opportunity to present evidence to the board. A vote by the board that a school district is chronically underperforming for fiscal reasons shall authorize the commissioner to petition the commissioner of revenue to require an increase in funds for the school district, alleging that the amount necessary in the municipality for the support of public schools has not been included in the annual budget appropriations. The commissioner of revenue shall determine the amount of any deficiency pursuant to the sums required pursuant to chapter 70, if any, and issue an order compelling the municipality to provide a sum of money equal to such deficiency. If the municipality does not provide a sum of money equal to such deficiency, the commissioner of revenue, pursuant to section 23 of chapter 59, shall not approve the tax rate of the municipality for the fiscal year until the deficiency is alleviated. Nothing in this subsection shall be construed as creating a cause of action for educational malpractice by students or their parents, guardians or persons acting as parents.

If the district is designated as chronically underperforming pursuant to this subsection, the provisions of this subsection shall supersede those in subsections (a) to (j), inclusive.

SECTION 4. Subsection (b) of section 15 of chapter 70B of the General Laws, as so appearing, is hereby amended by adding the following paragraph:-
Before the sale or lease of an assisted structure or facility or a portion of that structure or facility, the school district in control of the structure or facility shall submit to the authority a district-wide school

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facility use plan that shall include, but not be limited to, a listing of all school facilities under the control of the school district, a detailed description of both the current use and proposed use of each school facility, the most recent enrollment data, by school facility, then available to the school district, a detailed floor plan of each school facility that shows and labels each space in the facility and whether it is used as a classroom or has some other use and any other information that may be required by the authority to understand the district's school facility use plan. If the plan includes the closure, sale or lease of a school facility or any part of a school facility, the authority may conduct, with the full cooperation of the district, an analysis of district-wide enrollment capacity and future enrollment trends for the district. If the capacity analysis and enrollment projection indicate an extended period of significant excess capacity within the district's educational facilities, the district may, prior to consideration of any other disposition of the identified excess capacity, make a good faith offer to sell or lease at fair market value the identified excess capacity to a commonwealth charter school established pursuant to section 89 of chapter 71 or an applicant for a commonwealth charter school pursuant to said section 89 of said chapter 71 that serves or is seeking to serve students who live in the school district. The authority shall not recapture commonwealth and authority assistance for any such excess capacity that is sold or leased to a commonwealth charter school or applicant for a commonwealth charter school.

SECTION 5. Section 2 of chapter 71 of the General Laws, as so appearing, is hereby amended by inserting after the word "government", in line 4, the following words:- and a program relating to the flag of the United States of America, including, but not limited to, proper etiquette, the correct use and display of the flag ,the importance of participation in the electoral process and the provisions of 36 U.S.C. 170 to 177, inclusive.

SECTION 6. Section 61 of said chapter 71, as so appearing, is hereby amended by adding the following paragraph:-
A town may terminate its participation in a union by a majority vote of the school committee of the town; provided, however, that said termination shall only be for the purpose of forming an innovation school pursuant to section 92 or establishing different school governance structures. Termination shall be independent of any pending votes regarding dissolution of the union or pending votes by another town regarding its participation.

SECTION 7. Said chapter 71 is hereby further amended by striking out section 89, as so appearing, and inserting in place thereof the following section:-

Section 89. (a) As used in this section the following words shall, unless the context clearly requires otherwise, have the following meanings:-
"Board", the board of elementary and secondary education.
"Charter school", commonwealth charter schools and Horace Mann charter schools unless specifically stated otherwise.
"Commissioner", the commissioner of elementary and secondary education.

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“Department”, the department of elementary and secondary education.
“District”, or “school district”, the school department of a city, town, regional school district, or county agricultural school.
“Superintendent”, the superintendent of the district.
(b) The purposes of establishing charter schools are: (i) to stimulate the development of innovative programs within public education; (ii) to provide opportunities for innovative learning and assessments; (iii) to provide parents and students with greater options in selecting schools within and outside their school districts; (iv) to provide teachers with a vehicle for establishing schools with alternative, innovative methods of educational instruction and school structure and management; (v) to encourage performance-based educational programs; (vi) to hold teachers and school administrators accountable for students' educational outcomes; and (vii) to provide models for replication in other public schools.
(c) A commonwealth charter school shall be a public school, operated under a charter granted by the board, which operates independently of a school committee and is managed by a board of trustees. The board of trustees of a commonwealth charter school, upon receiving a charter from the board, shall be deemed to be public agents authorized by the commonwealth to supervise and control the charter school.
A Horace Mann charter school shall be a public school or part of a public school operated under a charter approved by the school committee and the local collective bargaining unit in the district in which the school is located; provided that all charters shall be granted by the board of elementary and secondary education. A Horace Mann charter school shall have a memorandum of understanding with the school committee of the district in which the charter school is located which, at a minimum, defines the services and facilities to be provided by the district to the charter school and states the funding of the charter school by the district. A Horace Mann charter school established as a conversion of an existing public school shall not require approval of the local collective bargaining unit, but shall require a memorandum of understanding agreement regarding any waivers to applicable collective bargaining agreements; provided further, that the memorandum of understanding shall be approved by a majority of the school faculty; provided further, that Horace Mann charter schools that are conversion of existing public schools shall not be subject to clause (1) of subsection (i). A vote by the school faculty shall be held and finalized within 30 days of submission of the charter school application to the board of elementary and secondary education. A Horace Mann charter school shall be operated and managed by a board of trustees independent of the school committee which approved the school. The board of trustees may include a member of the school committee.
(d) Persons or entities eligible to submit an application to establish a charter school shall include, but not be limited to: (i) a non-profit business or corporate entity; (ii) 2 or more certified teachers; or (iii) 10 or more parents; provided, however, that for profit business or corporate entities shall be prohibited from applying for a charter. The application may be filed in conjunction with a college, university, museum or other similar non-profit entity. Private and parochial schools shall not be eligible for charter school status. The board may authorize a single board of trustees to manage more than 1 charter school; provided, however, that each school is issued its own charter. The commissioner shall provide technical assistance to public school districts to assist in the development of proposals for Horace Mann charter schools.

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(e) The board shall establish the information needed in an application for the approval of a charter school; provided that the application shall include, but not be limited to, a description of: (i) the mission, purpose, innovation and specialized focus of the proposed charter school; (ii) the innovative methods to be used in the charter school and how they differ from the district or districts from which the charter school is expected to enroll students; (iii) the organization of the school by ages of students or grades to be taught, an estimate of the total enrollment of the school and the district or districts from which the school will enroll students; (iv) the method for admission to the charter school; (v) the educational program, instructional methodology and services to be offered to students, including research on how the proposed program may improve the academic performance of the subgroups listed in the recruitment and retention plan; (vi) the school's capacity to address the particular needs of limited English-proficient students, if applicable, to learn English and learn content matter, including the employment of staff that meets the criteria established by the department; (vii) how the school shall involve parents as partners in the education of their children; (viii) the school governance and bylaws; (ix) a proposed arrangement or contract with an organization that shall manage or operate the school, including any proposed or agreed upon payments to such organization; (x) the financial plan for the operation of the school; (xi) the provision of school facilities and pupil transportation; (xii) the number and qualifications of teachers and administrators to be employed; (xiii) procedures for evaluation and professional development for teachers and administrators; (xiv) a statement of equal educational opportunity which shall state that charter schools shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or academic achievement; (xv) a student recruitment and retention plan, including deliberate, specific strategies the school will use to ensure the provision of equal educational opportunity as stated in clause (xiv) and to attract, enroll and retain a student population that, when compared to students in similar grades in schools from which the charter school is expected to enroll students, contains a comparable academic and demographic profile; and (xvi) plans for disseminating successes and innovations of the charter school to other non-charter public schools.

(f) The student recruitment and retention plan required under clause (xv) of subsection (e) shall include, but not be limited to, a detailed description of deliberate, specific strategies the school will use to maximize the number of students who successfully complete all school requirements and prevent students from dropping out. The student recruitment and retention plan shall be updated annually and shall include annual goals for: (i) recruitment activities; (ii) student retention activities; and (iii) student retention.

(g) To ensure that a commonwealth charter school shall fulfill its obligations under its recruitment and retention plan, the school district or districts from which the commonwealth charter school is expected to enroll students shall annually provide, at the request of a commonwealth charter school, to a third party mail house authorized by the department, the addresses for all students in the district eligible to enroll in the school, unless a student's parent or guardian requests that the district withhold that student's information; provided, however, that the department may require the charter school to send

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the mailing in the most prevalent languages of the district or districts that the charter school is authorized to serve.
At the request of a school district from which a commonwealth charter school enrolls students, the charter school shall provide to a third party mail house the addresses for all students currently enrolled in the commonwealth charter school from the district; provided, however, that the information shall not be provided if a student's parent or guardian requests that the school withhold that student's information. Each district shall be permitted to supply a mailing to the third party mail house and pay for it to be copied and mailed to families of students from said district enrolled in the commonwealth charter school.
(h) An application submitted for the establishment of a commonwealth charter school shall: (i) be submitted to the board for approval under this section; and (ii) be filed with the local school committee for each school district from which the charter school is expected to enroll students. Before final approval to establish a commonwealth charter school, the board shall hold a public hearing on the application in the school district in which the proposed charter school is to be located and solicit and review comments on the application from the local school committee of each school district from which the charter school is expected to enroll students and any contiguous districts. At least 1 member of the board shall attend the public hearing. A comprehensive written summary of all materials prepared by the department or its administrative subdivisions, which evaluates or recommends approval or disapproval of a charter application must be delivered to the members of the board, the applicant, in support of, or in opposition to, the school submitted not later than 3 days before any board vote on the charter application.
All material in support of, or in opposition to, the school submitted to the department or the board shall be made available to the applicant and affected school districts before a vote by the board on a commonwealth charter school application.
(i) (1) Not more than 120 charter schools shall be allowed to operate in the commonwealth at any time, excluding those approved pursuant to paragraph (3); provided, however, that of the 120 charter schools, not more than 48 shall be Horace Mann charter schools; provided, however, notwithstanding subsection (c) the 14 new Horace Mann charter schools shall not be subject to the requirement of an agreement with the local collective bargaining unit prior to board approval; provided, further, that after the charter for these 14 new Horace Mann charter schools have been granted by the board, the schools shall develop a memorandum of understanding with the school committee and the local union regarding any waivers to applicable collective bargaining agreements; provided, further, that if an agreement is not reached on the memorandum of understanding at least 30 days before the scheduled opening of the school, the charter school shall operate under the terms of its charter until an agreement is reached; provided, further, that not less 4 of the new Horace Mann charter schools shall be located in a municipality with more than 500,000 residents; and not more than 72 shall be commonwealth charter schools. The board shall not approve a new commonwealth charter school in any community with a population of less than 30,000 as determined by the most recent United States Census estimate, unless it is a regional charter school.
Applications to establish a charter school shall be submitted to the board annually by November 15. The board shall review the applications and grant new charters in February of the following year.

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(2) In any fiscal year, no public school district's total charter school tuition payment to commonwealth charter schools shall exceed 9 per cent of the district's net school spending; provided, however, that a public school district's total charter tuition payment to commonwealth charter schools shall not exceed 18 per cent of the district's net school spending if the school district qualifies under paragraph (3). The commonwealth shall incur charter school tuition payments for siblings attending commonwealth charter schools to the extent that their attendance would otherwise cause the school district's charter school tuition payments to exceed 9 per cent of the school district's net school spending or 18 per cent for those districts that qualify under said paragraph (3).
Not less than 2 of the new commonwealth charters approved by the board in any year shall be granted for charter schools located in districts where overall student performance on the statewide assessment system approved by the board under section 1I of chapter 69 is in the lowest 10 per cent statewide in the 2 years preceding the charter application.
In any fiscal year, the board shall approve only 1 regional charter school application of any commonwealth charter school located in a school district where overall student performance on the statewide assessment system is in the top 10 per cent in the year preceding charter application. The board may give priority to applicants that have demonstrated broad community support, an innovative educational plan, a demonstrated commitment to assisting the district in which it is located in bringing about educational change and a record of operating at least 1 school or similar program that demonstrates academic success and organizational viability and serves student populations similar to those the proposed school seeks to serve.
(3) In any fiscal year, if the board determines based on student performance data collected pursuant to section 1I, said district is in the lowest 10 per cent of all statewide student performance scores released in the 2 consecutive school years before the date the charter school application is submitted, the school district's total charter school tuition payment to commonwealth charter schools may exceed 9 per cent of the district's net school spending but shall not exceed 18 per cent. For a district qualifying under this paragraph whose charter school tuition payments exceed 9 per cent of the school district's net school spending, the board shall only approve an application for the establishment of a commonwealth charter school if an applicant, or a provider with which an applicant proposes to contract, has a record of operating at least 1 school or similar program that demonstrates academic success and organizational viability and serves student populations similar to those the proposed school seeks to serve, from the following categories of students, those: (i) eligible for free lunch; (ii) eligible for reduced price lunch; (iii) that require special education; (iv) limited English-proficient of similar language proficiency level as measured by the Massachusetts English Proficiency Assessment examination; (v) sub-proficient, which shall mean students who have scored in the "needs improvement", "warning" or "failing" categories on the mathematics or English language arts exams of the Massachusetts Comprehensive Assessment System for 2 of the past 3 years or as defined by the department using a similar measurement; (vi) who are designated as at risk of dropping out of school based on predictors determined by the department; (vii) who have dropped out of school; or (viii) other at-risk students who should be targeted to eliminate achievement gaps among different groups of students. For a district approaching its net school spending cap, the board shall give preference to applications from providers building networks of schools in more than 1 municipality.

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The recruitment and retention plan of charter schools approved under this paragraph shall, in addition to the requirements under subsections (e) and (f), include, but not limited to: (i) a detailed description of deliberate, specific strategies the charter school shall use to attract, enroll and retain a student population that, when compared to students in similar grades in schools from which the charter school shall enroll students, contains a comparable or greater percentage of special education students or students who are limited English-proficient of similar language proficiency as measured by the Massachusetts English Proficiency Assessment examination and 2 or more of the following categories: students eligible for free lunch; (ii) students eligible for reduced price lunch; students who are sub-proficient, those students who have scored in the ”needs improvement”, ”warning” or ”failing” categories on the mathematics or English language arts exams of the Massachusetts Comprehensive Assessment System for 2 of the past 3 years or as defined by the department using a similar measurement; (iii) students who are determined to be at risk of dropping out of school based on predictors determined by the department; (iv) students who have dropped out of school; or (v) other at-risk students who should be targeted in order to eliminate achievement gaps among different groups of students. A charter school approved under this section shall supply a mailing in the most prevalent languages of the district the charter is authorized to serve to a third party mail house and pay for it to be copied and mailed to eligible students. If a school is or shall be located in a district with 10 per cent or more of limited English-proficient students, the recruitment strategies shall include a variety of outreach efforts in the most prevalent languages of the district. The recruitment and retention plan shall be updated each year to account for changes in both district and charter school enrollment.

If a district is no longer in the lowest 10 per cent, the net school spending cap shall be 9 per cent, unless the district net school spending was above 9 per cent in the year prior to moving out of the lowest 10 per cent in which case the net school spending cap shall remain at the higher level plus enrollment previous approved by the board. The department shall determine and make available to the public a list of the school districts in said lowest 10 per cent.

(j) The board shall make the final determination on granting charter school status and may condition charters on the applicant's taking certain actions or maintaining certain conditions. The board shall establish criteria for the approval of a charter application and recommendations to the board shall be based upon and reference those criteria.

If a final application is deemed inadequate by the department, the department may provide feedback to the applicant and invite it to submit a stronger application subsequently. Once a final application has been filed, only minor, non-substantive amendments shall be allowed. The department shall maintain a written detailed summary of interviews it conducts with final charter applicants and include that summary with the final application materials that are provided to the board, local school officials and the public.

(k) A charter school established under a charter granted by the board shall be a body politic and corporate with all powers necessary or desirable for carrying out its charter program, including, but not limited to, the power to:

(1) adopt a name and corporate seal; provided that any name selected must include the words

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"charter school";
(2) sue and be sued, but only to the same extent and upon the same conditions that a municipality can be sued;
(3) acquire real property, from public or private sources, by lease, lease with an option to purchase or by gift, for use as a school facility; provided, however, in the case of a Horace Mann charter school, the approval of the local school committee shall be obtained before acquisition of any such real property owned or controlled by the body;
(4) receive and disburse funds for school purposes;
(5) make contracts and leases for the procurement of services, equipment and supplies; provided, however, that if the charter school intends to procure substantially all educational services under contract with another person, the terms of such a contract must be approved by the board either as part of the original charter or by way of an amendment thereto; provided, further that the board shall not approve any such contract terms, the purpose or effect of which is to avoid the prohibition of this section against charter school status for private and parochial schools;
(6) incur temporary debt in anticipation of receipt of funds; provided that a Horace Mann school shall obtain the approval of the local school committee and appropriate local appropriating authorities and officials relative to any proposed lien or encumbrance upon public school property or relative to any financial obligation for which the local school district shall become legally obligated; and provided further, that notwithstanding any general or special law to the contrary, the terms of repayment of any charter school's debt shall not exceed the duration of the school's charter without the approval of the board;
(7) solicit and accept grants or gifts for school purposes; and
(8) have such other powers available to a business corporation formed under chapter 156B that are not inconsistent with this chapter.
(l) Charter schools shall not charge a public school for the use or replication of a part of their curriculum subject to the prescriptions of a contract between the charter schools and any third party providers.
(m) Charter schools shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language or a foreign language or academic achievement. Charter schools may limit enrollment to specific grade levels and may structure curriculum around particular areas of focus such as mathematics, science or the arts. There shall be no application fee for admission to a charter school. There shall be no tuition charge for students attending charter schools.
(n) Preference for enrollment in a commonwealth charter school shall be given to students who reside in the city or town in which the charter school is located. Priority for enrollment in a Horace Mann charter school shall be given first to students actually enrolled in the school on the date that the application is filed with the board and to their siblings; second to other students actually enrolled in the public schools of the district where the Horace Mann charter school is to be located; and third to other resident students.
If the total number of students who are eligible to attend and apply to a charter school and who reside

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in the city or town in which the charter school is located or are siblings of students already attending said charter school, is greater than the number of spaces available, an admissions lottery, including all eligible students applying, shall be held to fill all of the spaces in that school from among the students. If there are more spaces available than eligible applicants from the city or town in which the charter school is located and who are siblings of current students and more eligible applicants than spaces left available, a lottery shall be held to determine which of the applicants shall be admitted; provided, however, that a lottery conducted for Horace Mann charter schools shall reflect the enrollment priorities of this section. Notwithstanding this subsection, upon application by the board of trustees of a charter school or by the persons or entities seeking to establish a charter school, the board may amend or grant a charter designating such school a regional charter school; provided, however, that such regional charter school shall be exempt from the local preference provision of this paragraph; provided further, that such regional charter school shall continue to grant a preference of siblings of currently enrolled students; and provided further, that if the number of applicants remaining is greater than the number of spaces available, such regional charter school shall conduct a single lottery to determine which applicants shall be admitted.

In any instance where a charter school approved after January 1, 2011 enrolls more than 20 per cent of its total enrollment from school districts not included in its original charter pursuant to subsection (h) for 2 consecutive years, the charter school shall submit an application to the board for an amendment to its charter that reflects its actual enrollment patterns; provided further that upon renewal of a charter school approved prior to January 1, 2011, the board shall establish a timeline of not less than 5 years for the charter to comply with this requirement.

Nothing in this section shall be construed to require a charter school to unenroll any student currently in attendance at the time this act takes effect.

When a student stops attending a charter school for any reason, the charter school shall fill the vacancy with the next available student on the waitlist for the grade in which the vacancy occurs and shall continue through the waitlist until a student fills the vacant seat. If there is no waitlist, a charter school shall publicize an open seat to the students of the sending district or districts and make attempts to fill said vacant seat. Charter schools shall attempt to fill vacant seats up to February 15, provided, however, that charter schools may but are not required to fill vacant after February 15. If a vacancy occurs after February 15, such vacancy shall remain with the grade cohort and shall be filled in the following September if it has not previously been filled. A vacancy occurring after February 15 shall not be filled by adding a student to a lower grade level. Charter schools shall attempt to fill vacant seats up to February 15, excluding seats in the last half of the grades offered by the charter school, and grades 10, 11 and 12. Within 30 days of a vacancy being filled, the charter school shall send the name of the student filling such vacancy to the department for the purposes of the department updating its waitlist.

The names of students who entered the lottery but did not gain admission shall be maintained on a waitlist, which shall be forwarded to the department not later than June 1 in the year in which the lottery is held. In addition to the names of students, the school shall supply to the department each student’s home address, telephone number, grade level and other information the department deems necessary. The department shall maintain a consolidated waitlist for each municipality in order to

determine the number of individual students in each municipality seeking admission to charter schools.
(o) Each charter school shall annually, not later than April 1, notify each public school district in writing of the number and grade levels of students who will be attending the charter school from that district the following September as well as the number of new students who will be transferring from that district to the charter school in the following September. Tuition for charter school students shall only be paid for the number of students for whom notification has been reported by April 1. Tuition for charter school students shall be paid only for students actually enrolled in the school.
(p) A student may withdraw from a charter school at any time and enroll in another public school where the student resides.
A student may be expelled from a charter school based on criteria determined by the board of trustees, and approved by the board, with the advice of the principal and teachers; provided, however, that charter school policies shall be consistent with sections 37H and 37H½.
(q) A charter school may be located in part of an existing public school building, in space provided on a private work site, in a public building or any other suitable location; provided, however, that no school building assistance funds authorized under chapter 70B shall be awarded to a commonwealth charter school for the purpose of constructing, reconstructing or improving a commonwealth charter school.
(r) The school committee of each district where a Horace Mann charter school is located shall develop a plan to disseminate innovative practices of the charter school to other public schools within the district subject to the provisions of any contract between the Horace Mann charter school and any third party provider.
The commissioner shall facilitate the dissemination of successful innovation programs of charter schools and provide technical assistance for other school districts to replicate such programs. Each charter school shall collaborate with its sending district on the sharing of innovative practices.
(s) A charter school shall operate in accordance with its charter and the provisions of law regulating other public schools; provided, however, that sections 41 and 42 shall not apply to employees of commonwealth charter schools. Charter schools shall comply with the chapters 71A and 71B; provided, however, that the fiscal responsibility of a special needs student currently enrolled in or determined to require a private day or residential school shall remain with the school district where the student resides. If a charter school expects that a special needs student currently enrolled in the charter school may be in need of the services of a private day or residential school, it shall convene an individual education plan team meeting for the student. Notice of the team meeting shall be provided to the special education department of the school district in which the child resides at least 5 days in advance. Personnel from the school district in which the child resides shall be allowed to participate in the team meeting concerning future placement of the child.
(t) Horace Mann charter schools shall be exempt from local collective bargaining agreements to the extent provided by the terms of its charter; provided, however, that employees of the Horace Mann charter school shall continue to be members of the local collective bargaining unit and shall accrue seniority and shall receive, at a minimum, the salary and benefits established in the contract of the

local collective bargaining unit where the Horace Mann charter school is located. Employees of Horace Mann charter schools shall be exempt from all union and school committee work rules to the extent provided by the school's charter. Employees in Horace Mann charter schools shall be required to work the full work day and work year to the extent provided by the terms of the school's charter.
(u) Notwithstanding this section or any other general or special law to the contrary, for the purposes of chapter 268A: (i) a charter school shall be deemed to be a state agency; and (ii) the appointing official of a member of the board of trustees of a charter school shall be deemed to be the commissioner. Members of boards of trustees of charter schools operating under the this section shall file a disclosure annually with the state ethics commission, the department and the city or town clerk wherein such charter school is located. The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A. The form of the disclosure shall be prescribed by the ethics commission and shall be signed under penalty of perjury. Such form shall be limited to a statement in which members of the board of trustees shall disclose any financial interest that they or a member of their immediate families, as defined in section 1 of said chapter 268A, have in any charter school located in the commonwealth or in another state or with a person doing business with a charter school.
Each member of a board of trustees of a charter school shall file such disclosure for the preceding calendar year with the commission within 30 days of becoming a member of the board of trustees, by September 1 of each year thereafter that the person is a member of the board and by September 1 of the year after the person ceases to be a member of the board; provided, however, that no member of a board of trustees shall be required to file a disclosure for the year in which he ceases to be a member of the board if he served less than 30 days in that year.
(v) Students in charter schools shall be required to meet the same performance standards, testing and portfolio requirements set by the board for students in other public schools.
(w) The board of trustees, in consultation with the teachers, shall determine the school's curriculum and develop the school's annual budget. The board of trustees of each Horace Mann charter school shall annually submit to the superintendent and school committee of the district in which the school is located a budget request for the following fiscal year. The school committee shall act on the budget request in conjunction with its actions on the district's overall budget. Each Horace Mann charter school shall receive in response to the budget request not less than it would have under the district's budgetary allocation rules. The board of trustees may appeal any disproportionate budgetary allocation to the commissioner, who shall determine an equitable funding level for the school and shall require the school committee to provide the funding.
Following the appropriation of the district's operating budget for the fiscal year, the amount approved by the local appropriating authority for the operation of each Horace Mann charter school shall be available for expenditure by the board of trustees of the school for any lawful purpose without further approval by the superintendent or the school committee. A Horace Mann charter school shall not expend or incur obligations in excess of its budget request; provided, however, that a Horace Mann charter school may spend federal and state grants and other funds received independent of the school district not accounted for in the charter school's budget request without prior approval from the

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superintendent or the school committee.
(x) Upon approval of a Horace Mann charter school by the board, the superintendent where the Horace Mann charter school is to be located shall reassign, to the extent provided by the terms of its charter, any faculty member who wishes to be reassigned to another school located within the district.
(y) Employees of charter schools shall be considered public employees for purposes of tort liability under chapter 258 and for collective bargaining purposes under chapter 150E. The board of trustees shall be considered the public employer for purposes of tort liability under said chapter 258 and for collective bargaining purposes under said chapter 150E; provided, however, that in the case of a Horace Mann charter school, the school committee of the school district in which the Horace Mann charter school is located shall remain the employer for collective bargaining purposes under said chapter 150E. Teachers employed by a charter school shall be subject to the state teacher retirement system under chapter 32 and service in a charter school shall be creditable service within the meaning thereof.
A charter school shall recognize an employee organization designated by the authorization cards of 50 per cent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining.
(z) Each local school district shall be required to grant a leave of absence to any teacher in the public schools system requesting such leave to teach in a commonwealth charter school. A teacher may request a leave of absence for up to 2 years.
At the end of the second year, the teacher may either return to his former teaching position or, if he chooses to continue teaching at the commonwealth charter school, resign from his school district position.
(aa) Notwithstanding section 59C, the internal form of governance of a charter school shall be determined by the school's charter.
(bb) A charter school shall comply with all applicable state and federal health and safety laws and regulations.
(cc) The students who reside in the school district in which the charter school is located shall be provided transportation to the charter school by the resident district's school committee on similar terms and conditions as transportation is provided to students attending local district schools if the transportation is requested by the charter school. In providing the transportation, the school committee shall accommodate the particular school day and school year of the charter school; provided, however, that in the event that a school committee limits transportation for district school students, the school district shall not be required to provide transportation to any commonwealth charter school beyond the limitations. A charter school and the sending district shall meet to plan bus routes and charter school starting and ending times in order to assist the district with cost effective means of transportation. Schools operating under a charter granted after January 1, 1997, and all charter schools operating during fiscal year 1999 and thereafter, shall not receive funds for transportation above the amount actually required by such charter school for the provision of transportation services to eligible students. If the sending district provides an alternative method of transportation for students enrolled in the sending district's public schools, it shall not be assessed for transportation costs which exceed the per pupil cost of said alternative. Costs for transportation shall be included only if

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transportation is provided for students in the same program and grade level as those in the charter school. Students who do not reside in the district in which the charter school is located shall be eligible for transportation in accordance with section 12B of chapter 76. A regional charter school as designated by the board, and whose charter provides for transportation of all students from charter municipalities shall also be reimbursed by the commonwealth under section 16C of chapter 71 for transportation provided to pupils residing outside the municipality where the charter school is located, but no reimbursement for transportation between the charter school and home shall be made on account of any pupil who resides less than 1.5 miles from the charter school, measured by a commonly traveled route. If a charter school provides its own transportation, the school shall coordinate and collaborate with the sending district to provide cost effective means of transportation. All such transportation shall be determined in advance of the approval of the district's final budget for a fiscal year; provided, however, that a commonwealth charter school shall be required to determine such transportation in the first year of its operation as soon as practicable.
(dd) A charter granted by the board shall be for 5 years. The board shall develop procedures and guidelines for revocation and renewal of a school's charter; provided, however, that a charter for a Horace Mann charter school shall not be renewed by the board without a majority vote of the school committee and local collective bargaining unit in the district where said charter school is located; provided, however, that a commonwealth charter shall not be renewed unless the board of trustees of the charter school has documented in a manner approved by the board that said commonwealth charter school has provided models for replication and best practices to the commissioner and to other public schools in the district where the charter school is located.
When deciding on charter renewal, the board shall consider progress made in student academic achievement, whether the school has met its obligations and commitments under the charter, the extent to which the school has followed its recruitment and retention plan by using deliberate, specific strategies towards recruiting and retaining the categories of students enumerated in paragraph (3) of subsection (i) and the extent to which the school has enhanced its plan as necessary. The board may impose conditions on the charter school upon renewal if it fails to adhere to and enhance its recruitment and retention plan as required. When deciding on charter renewal, the board shall take into account the annual attrition of students. The board shall also consider innovations that have been successfully implemented by the charter school and the evidence that supports the effectiveness of these practices. Upon renewal of its charter, a school shall update and enhance its recruitment and retention plan as necessary to account for changes in enrollment.
(ee) The board may revoke a school's charter if the school has not fulfilled any conditions imposed by the board in connection with the grant of the charter or the school has violated any provision of its charter. The board may place conditions on a charter or may place a charter school on a probationary status to allow the implementation of a remedial plan after which, if said plan is unsuccessful, the charter may be summarily revoked.
(ff) Commonwealth charter schools shall be funded as follows: the commonwealth shall pay a tuition amount to the charter school, which shall be the sum of the tuition amounts calculated separately for each district sending students to the charter school. Tuition amounts for each sending district shall be

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calculated by the department using the formula set forth herein, to reflect, as much as practicable, the actual per pupil spending amount that would be expended in the district if the students attended the district schools. The tuition amount shall be calculated separately for each district sending students to a charter school, and for each charter school to which a district sends students. Each district's per pupil tuition amount for each charter school to which it sends students shall include a per pupil foundation budget component, adjusted to reflect the actual net school spending in the sending district.

In calculating the per pupil foundation budget component, the department shall calculate a foundation budget for the students from each sending district attending the charter school in the previous fiscal year, pursuant to the provisions of section 2 of chapter 70; provided, that the department shall not include in said calculation the assumed tuitioned-out special education enrollment, nor any amounts generated by said assumed enrollment, as defined by said section 2. The per pupil foundation budget component shall be the district's foundation budget for the charter school, as so calculated, divided by the number of students attending the charter school from the sending district in the previous fiscal year. The per pupil foundation budget component shall be calculated separately for each charter school to which a district sends students. The foundation budget for a charter school shall be the sum of the foundation budgets for the charter school for each district sending students to the charter school.

In adjusting the per pupil foundation budget component, the department shall calculate for each sending district an above foundation spending percentage, which shall be the percentage by which the district's actual net school spending exceeds the foundation budget for the district, as calculated pursuant to the provisions of chapter 70. The department shall further calculate the percentage of actual net school spending reported by the sending district associated with tuition costs for tuitioned-out special education students, including education that occurs in educational collaboratives, and with spending on health care costs for retired employees, for any district for which such costs are included in net school spending, and shall reduce the district's above foundation spending percentage proportionately. The per pupil foundation budget component for each charter school to which the sending district sends students shall be increased by said adjusted above foundation spending percentage.

The total tuition amount owed by a sending district to a charter school shall be the per pupil tuition amount as defined above, multiplied by the total number of students attending the charter school from that district in the current fiscal year. The sending district's total charter school tuition amount for purposes of the following paragraphs shall be the sum of the district's tuition amounts for each charter school to which the district sends students, calculated using the provisions of this section. The receiving charter school's total charter school tuition amount shall be the sum of the tuition amounts calculated for the charter school for each district sending students to the charter school.

If a charter school student previously attended a private or parochial school or was home schooled, the commonwealth shall assume the first year cost for that student and shall not reduce the sending district's chapter 70 aid for that student's tuition in that fiscal year.

The state treasurer is hereby authorized and directed to deduct a district's total charter school tuition amount, as calculated herein, from the total state school aid, as defined in section 2 of said chapter

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70, of the district in which the student resides prior to the distribution of said aid. In the case of a child residing in a municipality which belongs to a regional school district, the charter school tuition amount shall be deducted from said chapter 70 education aid of the school district appropriate to the grade level of the child. If, in a single district, the total of all such deductions exceeds the total of said education aid, this excess amount shall be deducted from other aid appropriated to the city or town. If, in a single district, the total of all such deductions exceeds the total state aid appropriated, the commonwealth shall appropriate this excess amount; provided, however, that if said district has exempted itself from the provisions of said chapter 70 by accepting section 14 of said chapter 70, the commonwealth shall assess said district for said excess amount.
The state treasurer is hereby further authorized and directed to disburse to the charter school an amount equal to the charter school's total charter school tuition amount as defined above.
If more than 1 charter school is managed by a single network or board of trustees, funding shall not be transferred among individual schools within the network unless such schools are located in the same school district.
The department shall, subject to appropriation, provide funding to charter schools for a portion of the per pupil capital needs component included in the charter tuition amount and shall reimburse the sending school districts for said costs. In fiscal year 2011 and thereafter, such funding shall not be less than the per pupil amount provided in fiscal year 2010.
(gg) Any district whose total charter school tuition amount is greater than its total charter school tuition amount for the previous year shall be reimbursed by the commonwealth in accordance with this paragraph and subject to appropriation; provided, however, that no funds for said reimbursements shall be deducted from funds distributed pursuant to chapter 70. The reimbursement amount shall be equal to 100 per cent of the increase in the year in which the increase occurs and 25 per cent in the second, third, fourth, fifth and sixth years following.
(hh) If the unencumbered amount of cumulative surplus revenue from tuition held by a charter school at the end of a fiscal year, less (i) the amount of the fourth quarter tuition payment, (ii) the amount held in reserve for the purchase or renovation of an academic facility pursuant to a capital plan, and (iii) any reserve funds held as security for bank loans, exceeds 20 per cent of its operating budget and its budgeted capital costs for the succeeding fiscal year as is reported in a capital plan to be submitted in the school’s most recent annual report, the amount in excess of said 20 per cent shall be returned by the charter school to the sending district or districts and the state in proportion to their share of tuition paid during the fiscal year. At the end of each fiscal year, the commissioner shall certify the amounts described above and the amount, if any, by which it exceeds 20 per cent of the school’s operating budget and its budgeted capital costs for the succeeding fiscal year, and shall report such amount to the school committee of the sending district or districts and the applicable board of selectmen or city council by December 1 of each year. A charter school shall annually make any payment required by this subsection no later than December 31.
(ii) No teacher shall be hired by a commonwealth charter school who is not certified pursuant to section 38G unless the teacher has successfully passed the state teacher test as required in said section 38G.
(jj) Each charter school shall submit an annual report, no later than August 1, to the board, the local

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school committee, each parent or guardian of its enrolled students and each parent or guardian contemplating enrollment in that charter school. The annual report shall be in such form as may be prescribed by the board and shall include, but not be limited to: (i) discussion of progress made toward the achievement of the goals set forth in the charter; and (ii) a financial statement setting forth by appropriate categories the revenue and expenditures for the year just ended and a balance sheet setting forth the charter school's assets, liabilities and fund balances or equities.
The department shall promulgate regulations creating a reporting requirement for a charter school's net asset balance at the end of the fiscal year; provided, however, that said regulations shall require, without limitation, the following: the revenue and expenditures for the year just ended with a specific accounting of the uses of public and private dollars; how the capital needs component of the charter school's tuition was spent; compensation and benefits for teachers, staff, administrators, executives, and board of trustees; the amount of any and all funds transferred to a management company; the sources of any surplus funds, specifically whether they are private or public; how any surplus funds were used in the previous fiscal year; and the planned use of any surplus funds in the upcoming fiscal year on in future fiscal years.
Each charter school shall keep an accurate account of all its activities and all its receipts and expenditures and shall annually cause an independent audit to be made of its accounts. Such audit shall be filed annually on or before January 1 with the department and the state auditor and shall be in a form prescribed by the state auditor. The state auditor may investigate the budget and finances of charter schools and their financial dealings, transactions and relationships, and shall have the power to examine the records of charter schools and to prescribe methods of accounting and the rendering of periodic reports.
(kk) The commissioner shall collect data on the racial, ethnic and socio-economic make-up of the student enrollment of each charter school in the commonwealth. The commissioner shall also collect data on the number of students enrolled in each charter school who have individual education plans pursuant to chapter 71B and those requiring English language learners programs under chapter 71A. The commissioner shall file said data annually with the clerks of the house and senate and the joint committee on education not later than December 1.
(ll) Individuals or groups may complain to a charter school's board of trustees concerning any claimed violations of the provisions of this section by the school. If, after presenting their complaint to the trustees, the individuals or groups believe their complaint has not been adequately addressed, they may submit their complaint to the board which shall investigate such complaint and make a formal response.
(mm) The board shall promulgate regulations for implementation and enforcement of this section.

SECTION 8. Said chapter 71 is hereby further amended by adding the following section:-

Section 92. (a) An Innovation School shall be a public school, operating within a public school district, that is established for the purpose of improving school performance and student achievement through increased autonomy and flexibility. An Innovation School may be established as a new public school

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or as a conversion of an existing public school. A student who is enrolled in a school at the time it is established as an Innovation School shall retain the ability to remain enrolled in the school if the student chooses to do so.
(b) An Innovation School may establish an advisory board of trustees. An Innovation School shall have increased autonomy and flexibility in 1 or more of the following areas: (i) curriculum; (ii) budget; (iii) school schedule and calendar; (iv) staffing policies and procedures, including waivers from or modifications to, contracts or collective bargaining agreements; (v) school district policies and procedures; and (vi) professional development. An Innovation School shall receive each school year from the school committee the same per pupil allocation as any other district school receives. An Innovation School may retain any unused funds and use the funds in subsequent school years. An Innovation School may establish a non-profit organization that may, among other things, assist the school with fundraising. A district shall not reduce its funding to an Innovation School as a result of the school's fundraising activities.
(c) An Innovation School established under this section shall be authorized by the local school committee and shall operate according to an innovation plan, which shall articulate the areas of autonomy and flexibility under subsection (b). To the extent practicable, the innovation plan shall be based on student outcome data, including, but not limited to: (i) student achievement on the Massachusetts Comprehensive Assessment System; (ii) other measures of student achievement, approved by the commissioner, as appropriate; (iii) student promotion, graduation rates and dropout rates; (iv) achievement data for different subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education; and (v) student attendance, dismissal rates and exclusion rates.
An Innovation School shall operate in accordance with the law regulating other public schools, except as the law conflicts with this section or any innovation plans created thereunder.
(d) An Innovation School is a school in which: (i) faculty and leadership are primarily responsible for developing the innovation plan under which the school operates and leadership is responsible for meeting the terms of the innovation plan; or (ii) an external partner is primarily responsible for developing the innovation plan under which the school operates and the external partner is responsible for meeting the terms of the innovation plan.
(e) Nothing in this section shall be construed to prohibit: (i) the establishment of an Innovation School as an academy within an existing public school; (ii) the establishment of an Innovation School serving students from 2 or more school districts; provided, however, that all of the provisions of this section are met by each school district; (iii) the simultaneous establishment of 2 or more Innovation Schools as an Innovation Schools Zone within a school district; or (iv) the establishment of an Innovation School as a virtual public school that provides instruction to students through distance learning, including online learning programs and courses, subject to regulations adopted by the board of elementary and secondary education.
(f) The following shall be eligible applicants for the purposes of establishing an Innovation School: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii)

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non-profit education management organizations; (xii) educational collaboratives; (xiv) consortia of these groups; and (xv) non-profit entities authorized by the commissioner. Private and parochial schools shall not be eligible to operate an Innovation School.
(g) The local school committee, local teacher's union and superintendent of the district shall follow a process, consistent with this subsection and subsections (h) to (o), inclusive, for which an existing district school may be converted to an Innovation School or by which a new Innovation School may be established within the district. This process shall require that an eligible applicant proposing to establish an Innovation School prepare a prospectus regarding the proposed school. The prospectus shall include, but not be limited to, a description of: (i) whether the school will be a new school or a conversion of an existing school; (ii) if the school is a new school, the proposed location of the school; (iii) if the school is a conversion of an existing school, the school that is being proposed for conversion; (iv) the external partners, if any, that will be involved in the school; (v) the number of students the school is anticipated to serve and the number of staff expected to be employed at the school; (vi) the overall vision for the school, including improving school performance and student achievement; (vii) specific needs or challenges the school shall be designed to address; (viii) a preliminary assessment of the autonomy and flexibility under subsection (b) that the school will seek; (ix) why such flexibility is desirable to carry out the objectives of the school; (x) anticipated components of the school's innovation plan; (xi) a preliminary description of the process that shall be used to involve appropriate stakeholders in the development of the innovation plan; and (xii) a proposed timetable for development and establishment of the proposed school.
(h) Upon completion of the prospectus under subsection (g), an eligible applicant shall submit the prospectus to the superintendent, who shall within 30 days convene a screening committee consisting of the superintendent or a designee, a school committee member or a designee selected by the school committee and a representative from the leadership of the local teacher's union.
The screening committee shall review the prospectus for the purpose of determining whether the prospectus: (i) presents a sound and coherent plan for improving school performance and student achievement; (ii) supports or enhances existing educational efforts in the district; and (iii) reasonably can be expanded into a comprehensive innovation plan. In the case of a new school, the committee will prepare an impact statement describing how the new school will affect the children and faculty in the district. Within 30 days of receiving a prospectus, the screening committee shall decide, on the basis of a two-thirds vote, to accept or reject the prospectus, or return the prospectus to the eligible applicant for revisions. If a prospectus is rejected or returned, the screening committee shall submit a detailed explanation for the decision to the applicant. A prospectus that is rejected or returned may be revised and resubmitted for subsequent consideration.
(i) Upon the acceptance of a prospectus by the screening committee under subsection (h), the applicant shall form an innovation plan committee of not more than 11 individuals within 30 days. The purpose of the innovation plan committee shall be to: (i) develop the innovation plan described in subsection (c); (ii) assure that appropriate stakeholders are represented in the development of the proposed Innovation School; and (iii) provide meaningful opportunities for the stakeholders to contribute to the development of such school. The size and composition of the innovation plan committee shall be determined by the applicant; provided, however, that the committee shall include:

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(i) the applicant; (ii) the superintendent or a designee; (iii) a school committee member or a designee; (iv) a parent who has 1 or more children enrolled in the school, or in the case of a new school, from the district; (v) a principal employed by the district; and (vi) 2 teachers employed by the district. The applicant shall select the parent from among nominees submitted by parent-teacher organizations in the district. If the district does not contain a parent-teacher organization or if the organization does not submit nominees, the applicant shall select the parent from among volunteers in the area or community the proposed school is expected to serve. The applicant shall select the principal and 1 teacher from among volunteers in the district and 1 teacher from among nominees submitted by the local teacher's union.
(j) Upon the formation of the innovation plan committee in subsection (i), the committee shall develop the innovation plan for the proposed Innovation School. The purpose of the innovation plan shall be to comprehensively articulate the areas of autonomy and flexibility under subsection (b) that the proposed school will use. The innovation plan shall include, but not be limited to: (i) a curriculum plan, which shall include a detailed description of the curriculum and related programs for the proposed school and how the curriculum is expected to improve school performance and student achievement; (ii) a budget plan, which shall include a detailed description of how funds shall be used differently in the proposed school to support school performance and student achievement; (iii) a school schedule plan, which shall include a detailed description of the ways, if any, the program or calendar of the proposed school will be enhanced or expanded; (iv) a staffing plan, which shall include a detailed description of how the school principal, administrators, faculty and staff will be recruited, employed, evaluated and compensated in the proposed school and any proposed waivers or modifications of collective bargaining agreements; (v) a policy and procedures plan, which shall include a detailed description of the unique operational policies and procedures to be used by the proposed school and how the procedures shall support school performance and student achievement; and (vi) a professional development plan, which shall include a detailed description of how the school may provide high-quality professional development to its administrators, teachers and staff.
In order to assess the proposed school across multiple measures of school performance and student success, the innovation plan shall include measurable annual goals including, but not limited to, the following: (i) student attendance; (ii) student safety and discipline; (iii) student promotion and graduation and dropout rates; (iv) student achievement on the Massachusetts Comprehensive Assessment System; (v) progress in areas of academic underperformance; and (vi) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education; (7) reduction of achievement gaps among different groups of students.
A majority vote of the innovation plan committee shall be required for approval of the innovation plan.
(k) The provisions of the collective bargaining agreements applicable to the administrators, teachers and staff in the school shall be considered to be in operation at an Innovation School, except to the extent the provisions are waived or modified under the innovation plan and such waivers or modifications are approved under subsections (l) and (m).
(l) In the case of a school conversion, upon completion of the innovation plan in subsection (j), , the

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applicant shall submit the innovation plan to teachers in the school that is proposed for conversion for approval by secret ballot within 30 days. A two-thirds vote of the teachers shall be required to approve the plan. Upon approval of an innovation plan by the applicable union members the plan shall, within 7 days, be submitted to the schoolcommittee. If a two-thirds vote is not achieved, the innovation plan committee may revise the innovation plan as necessary and submit the revised plan to the teachers for a subsequent vote.
In the case of a new school, upon the completion of the innovation plan in subsection (j), the applicant, a local union and the superintendent shall negotiate waivers or modifications to the applicable collective bargaining agreement necessary for the school to implement the innovation plan. Upon the conclusion of the negotiations, the innovation plan shall be submitted immediately to the school committee. If the negotiations have not resulted in an agreement within 40 days, either party may petition the division of labor relations for the selection of an arbitrator. The division shall select an arbitrator within 3 days of the petition from a list submitted by the parties. The arbitrator shall conduct a hearing within 14 days of the arbitrator's selection. The arbitrator shall consider the parties' positions and the needs of the students in the district. The arbitrator's decision shall be consistent with the contents of the innovation plan developed by the applicant. The arbitrator shall, within 14 days of the close of the hearing, submit a decision which shall be final and binding on the parties.
(m) Upon receipt of an innovation plan regarding an Innovation School, a school committee shall hold at least 1 public hearing on the innovation plan. After the public hearing, but not later than 60 days after the receipt of the innovation plan, the school committee shall, on the basis of the quality of the plan and in consideration of comments submitted by the public, undertake a final vote to authorize the Innovation School for a period of not more than 5 years, subject to subsection (n). Approval of the majority of the school committee as fully constituted shall be required to authorize an Innovation School. If the approval is not obtained, an innovation plan committee may revise the innovation plan and: (i) in the case of a new school, submit the revised plan to the school committee for a subsequent vote; or (ii) in the case of a conversion, submit the revised plan to the teachers in the school that is proposed for conversion for a vote, pursuant to subsection (l); provided, however, that the plan meets the requirements for approval under subsection (l), submit the revised plan to the school committee for a subsequent vote. A school committee shall vote on a revised plan submitted pursuant to this subsection within 60 days of the receipt of such plan and contract.
(n) All Innovation Schools authorized under subsection (m) shall be evaluated by the superintendent at least annually. The superintendent shall transmit the evaluation to the school committee and the commissioner of elementary and secondary education. The purpose of the evaluation shall be to determine whether the school has met the annual goals in its innovation plan and assess the implementation of the innovation plan at the school. If the school committee determines, on the advice of the superintendent, that the school has not met 1 or more goals in the innovation plan and that the failure to meet the goals may be corrected through reasonable modification of the plan, the school committee may amend the innovation plan as necessary. After the superintendent assesses the implementation of the innovation plan at the school, the school committee may, on the advice of the superintendent, amend the plan if the school committee determines that the amendment is necessary in view of subsequent changes in the district that affect 1 or more components of the plan, including,

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but not limited to, changes to contracts, collective bargaining agreements or school district policies; provided, however, that an amendment involving a subsequent change to a teacher contract shall first be approved by teachers at the school under the procedures in subsection (l).
If the school committee determines, on the advice of the superintendent, that the school has substantially failed to meet multiple goals in the innovation plan, the school committee may: (i) limit 1 or more components of the innovation plan; (ii) suspend 1 or more components of the innovation plan; or (iii) terminate the authorization of the school; provided, however, that the limitation or suspension shall not take place before the completion of the second full year of the operation of the school and the termination shall not take place before the completion of the third full year of the operation of the school.
(o) At the end of the period of authorization of an Innovation School approved under subsection (m), the leadership of the school may petition the school committee to extend the authorization of the school for an additional period of not more than 5 years. Before submitting the petition, the leadership of the school shall convene a selection of school stakeholders, including, but not limited to, administrators, teachers, other school staff, parents and external partners, as applicable, to discuss whether the innovation plan at the school requires revision and to solicit recommendations as to the potential revisions. After considering the recommendations of the stakeholder group, the leadership of the school and the applicable superintendent shall jointly update the innovation plan as necessary; provided, however, that a proposal regarding a new waiver or exemption from the local teacher's union contract shall be approved by teachers at the school, under subsection (l). Approval of the majority of the school committee as fully constituted shall be required to extend the period of authorization of an Innovation School. If the approval is not obtained, the leadership of the school and superintendent may jointly revise the innovation plan and submit the revised plan to the school committee for a subsequent vote. If the school committee does not extend the authorization of the school, the leadership of the school may seek the authorization from the board of elementary and secondary education. The board shall vote on the requested extension within 60 days of its receipt for approval of such extension.
(p) The commissioner of elementary and secondary education shall, to the extent practicable, be responsible for the following: (i) the provision of planning and implementation grants to eligible applicants to establish Innovation Schools; (ii) provision of technical assistance and support to eligible applicants; (iii) the collection and publication of data and research related to the Innovation Schools initiative; (iv) the collection and publication of data and research related to successful programs serving limited English-proficient students attending Innovation Schools; and (v) the collection and dissemination of best practices in Innovation Schools that may be adopted by other public schools. The board of elementary and secondary education shall promulgate regulations necessary to carry out this section. Annually, the commissioner shall report to the joint committee on education, the house and senate committees on ways and means, the speaker of the house of representatives and the senate president on the implementation and fiscal impact of this section.

SECTION 9. For the school districts in which net school spending on charter school tuition does not exceed 18 per cent as set forth in subsection (i) of section 89 of chapter 71, the following shall apply:

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(1) in fiscal year 2011, a public school district's total charter school tuition payment to commonwealth charter schools shall be limited to 12 per cent of the district's net school spending; (2) in fiscal year 2012, a public school district's total charter school tuition payment to commonwealth charter schools shall be limited to 13 per cent of the district's net school spending; (3) in fiscal year 2013, a public school district's total charter school tuition payment to commonwealth charter schools shall be limited to 14 per cent of the district's net school spending; (4) in fiscal year 2014, a public school district's total charter school tuition payment to commonwealth charter schools shall be limited to 15 per cent of the district's net school spending; (5) in fiscal year 2015, a public school district's total charter school tuition payment to commonwealth charter schools shall be limited to 16 per cent of the district's net school spending; (6) in fiscal year 2016, a public school district's total charter tuition payment to commonwealth charter schools shall be limited to 17 per cent of the district's net school spending; and (7) in fiscal year 2017, a public school district's total charter tuition payment to commonwealth charter schools shall be limited to 18 per cent of the district's net school spending.

SECTION 10. Within 6 months of the receipt of any federal funding through Race to the Top program realized through the adoption of this act, the executive office of education shall report to the house and senate committees on ways and means and the joint committee on education a detailed plan providing for the use and potential future uses of the funding along with an accounting therein.

SECTION 11. Notwithstanding any general or special law to the contrary, the department of elementary and secondary education shall draft a model policy for school districts regarding the grade placement and eligibility for high school graduation of students leaving a commonwealth charter school and seeking to enroll in a district school. In drafting the model policy, the department shall confer with school districts and commonwealth charter schools. The model policy shall be made available not later than December 31, 2010. Until a school district adopts a policy regarding the grade placement or eligibility for high school graduation of students leaving a commonwealth charter school, when determining the appropriate grade placement or eligibility for high school graduation of a student leaving a commonwealth charter school and enrolling in a district school, a district shall examine the course of study and level of academic attainment of the student.

SECTION 12. Notwithstanding any general or special law to the contrary, a charter school whose charter was granted before January 1, 2010 shall have a recruitment and retention plan required under subsection (f) of section 89 of chapter 71 of the General Laws in effect for the 2011-2012 school year or at the time of its next charter renewal, whichever occurs first.

SECTION 13. Notwithstanding subsection (gg) of section 89 of chapter 71 of the General Laws, any district that incurred an increase in commonwealth charter tuition costs between July 1, 2008 and June 30, 2010 shall be reimbursed in an amount equal to 100 per cent of the increase in the year in which the increase occurs, 60 per cent of that amount in the first year following and 40 per cent of that amount in the second year following.

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SECTION 14. Notwithstanding any special or general law to the contrary, the department of elementary and secondary education shall study the possibility of allowing students living outside of the commonwealth who are eligible to attend public schools operating in the same geographic area as a charter school or a regional charter school to be eligible to attend the charter or regional charter school. The department shall examine the rules and regulations necessary to implement this change which shall include, but not be limited to, collection of out-of-state tuition from students living outside of the commonwealth and attending a commonwealth charter school, collection of tuition from foreign exchange students attending a commonwealth charter school and reimbursement of commonwealth charter schools for services rendered to foreign exchange students and students living outside of the commonwealth. The department shall issue its report and its recommendations, if any, together with drafts of legislation necessary to carry those recommendations into effect to the joint committee on education not later than August 15, 2010.

SECTION 15. Notwithstanding any general or special law to the contrary, regional school transportation payments made by the state in any fiscal year through the general appropriations act shall not be lowered by a greater percentage than any reduction made to state chapter 70 payments in that fiscal year.

SECTION 16. Notwithstanding any general or special law to the contrary, the department of elementary and secondary education shall prepare a report on the current status of the public education financing system in the commonwealth as it currently exists. The report shall include, but shall not be limited to, the following: (1) the source of and potential remedies for any existing discrepancies between the fiscal demands placed upon and the fiscal assistance provided to municipalities and school districts with similar fiscal capacity and educational responsibilities, including those placed and provided pursuant to chapter 70; (2) a consideration and evaluation of all the financial resources made available to schools and districts, from all sources, and how they relate to student learning and educational opportunity; and (3) a review of successful educational programs in schools and school districts that achieve their success at relatively lower per pupil costs when compared with schools and districts serving student populations with similar academic and socio-economic characteristics and an assessment of the possibility of replicating such programs in other schools and school districts. In compiling the report, the department shall consult with various education personnel, advocacy organizations, and economic experts. The department shall file said report not later than December 31, 2011 to the joint committee on education.

SECTION 17. By January 1, 2011, the commissioner of elementary and secondary education shall make a report to the house and senate chairs of the joint committee on education on the department's plan to implement the inclusion of improvement in student academic achievement data, as required under sections 1J and1K of chapter 69 of the General Laws.

Approved, January 19, 2010.

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Print

Acts 2008

CHAPTER 258 AN ACT PROVIDING FOR THE PUBLIC HIGHER EDUCATION CAPITAL IMPROVEMENT NEEDS OF THE COMMONWEALTH.

Whereas, The deferred operation of this act would tend to defeat its purpose, which is to provide forthwith for the public higher education capital improvement needs of the commonwealth, therefore it is hereby declared to be an emergency law, necessary for the immediate preservation of the public convenience.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:

SECTION 1. To provide for a program of capital improvements to public higher education institutions to provide support for these institutions in carrying out their educational missions and to enhance regional economic development through their educational initiatives, the sums set forth in section 2, for the several purposes and subject to the conditions specified in this act, are hereby made available, subject to the laws regulating the disbursement of public funds, which sums shall be in addition to any other amounts previously appropriated for these purposes.

SECTION 2.

EXECUTIVE OFFICE FOR ADMINISTRATION AND FINANCE

Division of Capital Asset Management and Maintenance

7066-8000.. For costs associated with planning and studies, dispositions, acquisition of land and buildings and interests therein by purchase or by eminent domain under chapter 79 of the General Laws and for the preparation of plans and specifications, repairs, construction, renovations, improvements, maintenance and repair, asset management and demolition at state and community college campus facilities and grounds; provided, that all projects approved for design and construction by the division of capital asset management and maintenance shall be consistent in priority and need with regional capital master plans developed by the division of capital asset management and maintenance, in consultation with the presidents of the state and community colleges and approved by the board of higher education; provided further, that all maintenance and repair work funded by this item shall be included in the capital asset management information system administered by the division of capital asset management and maintenance; provided further, that not less than $1,000,000 shall be expended for the sealing of building envelopes at Berkshire Community College; provided further, that not less than $23,000,000 shall be expended for the renovation of Hawthorne and Melville Halls and the renovation and modernization of academic classrooms at Berkshire Community College; provided further, that not less than $46,525,548 shall be expended for a new

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technology learning center and the modernization of Science Building “E” for the modernization of the Siegel Health Technologies Building “C” and for the development of new academic space at Bristol Community College; provided further, that not less than $4,500,000 shall be expended for the renovation of Building 2 of the former Texas Instruments campus in the city of Attleboro for the Bristol Community College campus in said city of Attleboro; provided further, that not less than $20,000,000 shall be expended for the acquisition, construction, renovation, design, and development of a full service consolidated campus, which shall be comprised of no less than 40,000 square feet; provided further than such a consolidated campus shall be located in downtown New Bedford; and provided further that such a campus shall incorporate education, workforce development and training and community development in downtown New Bedford at Bristol Community College; provided further, that not less than $29,152,560 shall be expended for a new learning and resource center at Bunker Hill Community College, including Building “B” renovations and a new campus entrance; provided further, that not less than $14,120,342 shall be expended for the campus connections and high priority major renovation and modernization projects, including Buildings “D” and “E”, and completing the original campus design at Bunker Hill Community College; provided further, that not less than $300,000 shall be expended for an accessibility, traffic and parking study at Cape Cod Community College; provided further, that not less than $36,000,000 shall be expended for a new science building and renovation to the existing Science Center, and modernization and renovation of existing facilities at Cape Cod Community College; provided further, that not less than $31,000,000 shall be expended for the renovation and modernization of the Campus Core Building, construction of a new maintenance building and renovation and modernization of existing capacity in the East Building at Greenfield Community College; provided further, that not less than $4,750,000 shall be expended for renovation of existing academic and student support spaces at Holyoke Community College; provided further, that not less than $20,300,000 shall be expended for the renovation of Building “G” and academic addition at Holyoke Community College; provided further, that not less than $22,100,000 shall be expended for a new allied health academic facility at Massachusetts Bay Community College; provided further, that not less than $27,399,907 shall be expended for improvements to the campus including, but not limited to, a new allied health and sciences building at Massasoit Community College; provided further, that not less than $10,124,335 shall be expended for new general academic buildings and renovations of existing facilities at Middlesex Community College in the city of Lowell; provided further, that not less than $11,017,100 shall be expended for a new performing arts center at Middlesex Community College in the city of Lowell; provided further that not less than $24,000,000 shall be expended for new general academic buildings and renovations of existing facilities at Middlesex Community College in the city of Bedford; provided further, that not less than $37,900,000 shall be expended for a new auto tech garage facility and receiving area, for the modernization of the Haley Academic Center and campus modernizations at Mount Wachusett Community College; provided further, that not less than $31,936,120 shall be expended for a new allied health building, backfill and renovations to Ferncroft at North Shore Community College in the town of Danvers; provided further, that not less than $20,715,600 shall be expended for the expansion of the North Shore Community College in the city of Lynn; provided further, that not less than $31,718,123 shall be expended for a new allied health building at Northern Essex Community College in the city of

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Lawrence and for the renovation of the Spurk Building at Northern Essex Community College in the city of Haverhill; provided further, that not less than $23,106,943 shall be expended for a new academic, science and technology building at Quinsigamond Community College; provided further, that not less than $2,341,324 shall be expended for a new maintenance and receiving facility at Quinsigamond Community College; provided further, that not less than $15,931,331 shall be expended for additional classroom space at Quinsigamond Community College; provided further, that not less than $5,500,000 shall be expended for reconstruction and improvements to parking lots at Mount Wachusett Community College; provided further, that not less than $20,742,970 shall be expended for major renovation and modernization projects at Roxbury Community College including, but not limited to, the renovation and modernization of existing classroom space and improvements to the Academic Building and the Media Arts Building; provided further, that not less than $303,920 shall be expended for the sealing of building envelopes and study of the building systems and repairs at Springfield Technical Community College; provided further, that not less than $33,200,000 shall be expended for the stabilization and renovation of Building 19 at Springfield Technical Community College; provided further, that not less than $98,696,000 shall be expended for the Conant Science Center modernization and addition at Bridgewater State College; provided further, that not less than $57,001,848 shall be expended for a new science center and renovations of existing facilities at Fitchburg State College; provided further, that not less than $9,300,000 shall be expended for the Christa McAuliffe Center for Education and Teaching Excellence at Framingham State College; provided further, that not less than $51,389,263 shall be expended for the expansion, modernization and improvement of Hemenway Hall Science Center at Framingham State College; provided further, that not less than $30,000,000 shall be expended for the modernization of existing facilities and the Center for Design Innovation at Massachusetts College of Art and Design; provided further, that $54,500,000 shall be expended for renovation and expansion for a new Center for Sciences and Innovation at Massachusetts College of Liberal Arts and renovations and modernizations to existing academic facilities; provided further, that not less than $23,000,000 shall be expended for the modernization of the library at the Massachusetts Maritime Academy; provided further, that not less than $106,433,169 shall be expended for the library and learning commons renovation or replacement and for renovations and specialized space addition to Meier Hall at Salem State College which may be combined with the library and learning commons renovation or replacement to provide a science and learning commons; provided further, that not less than $33,000,000 shall be expended for a new academic building at Westfield State College; provided further, that $2,800,000 shall be expended for safety and accessibility renovations at the Dever Auditorium building at Westfield State College; provided further, that not less than $25,500,000 shall be expended for the modernization and improvement of the health science and athletic center at Worcester State College; provided further, that costs payable from this item shall include, but not be limited to, the costs of engineering and other services essential to these projects rendered by division of capital asset management and maintenance employees or by consultants; provided further, that amounts expended for division employees may include the salary and salary-related expenses of these employees to the extent that they work on or in support of these projects; provided further, that any new capital projects funded through this item, unless they are consistent with approved regional capital master plans, shall be

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recommended by the board of higher education and approved by the secretary of education; and provided further, that the expenditure of any funds provided in this item not previously earmarked shall be recommended by the board of higher education and approved by the secretary of education and the secretary of administration and finance..... $1,189,055,630

7100-1000.. For costs associated with planning and studies, dispositions, acquisition of land and buildings and interests therein by purchase or by eminent domain under chapter 79 of the General Laws, for the preparation of plans and specifications, repairs, construction, renovations, improvements, maintenance and repair, asset management and demolition at the University of Massachusetts campus facilities and grounds; provided, that all projects approved for design and construction by the division of capital asset management and maintenance shall be consistent in priority and need with a capital master plan approved by the president of the University of Massachusetts and the board of trustees of the University of Massachusetts; provided further, that all maintenance and repair work funded by this item shall be included in the capital asset management information system administered by the division of capital asset management and maintenance; provided further, that not less than $85,000,000 shall be expended for a new academic classroom building at the Amherst campus; provided further, that not less than $100,000,000 shall be expended for a new laboratory science building at the Amherst campus; provided further, that not less than $12,600,000 shall be expended for repairs to Machmer Hall at the Amherst campus; provided further, that not less than $41,250,000 shall be expended for repairs and renovations to Lederle Research Center at the Amherst campus; provided further, that not less than $51,300,000 shall be expended for repairs and renovations to Morrill Science Center at the Amherst campus; provided further, that not less than $25,000,000 shall be expended for the stabilization of the campus substructure and alternate parking improvements at the Boston campus; provided further, that not less than $100,000,000 shall be expended for the construction of a new academic building at the Boston campus; provided further, that not less than $8,000,000 shall be expended for renovations and infrastructure repairs to the library at the Dartmouth campus; provided further, that not less than $11,000,000 shall be expended for building and retrofitting of vacated spaces at the Dartmouth campus; provided further, that not less than $250,000 shall be expended on planning and design services, including obtaining cost estimates, revenue estimates, construction drawings and specifications, feasibility studies, surveys and site analyses to determine the feasibility, approximate size, scope, location, and economic development of graduate student dormitories and artist loft dormitories for the University of Massachusetts, Dartmouth; provided further, that not less than $6,000,000 shall be expended for classroom space upgrades at the Dartmouth campus; provided further, that not less than $2,100,000 shall be expended for air conditioning improvements to facilities at the Dartmouth campus; provided further, that not less than $70,000,000 shall be expended for projects at the University of Massachusetts at Dartmouth campus; provided further, that of said $70,000,000, funds shall be expended for major infrastructure repair projects, for a new addition to the Charlton College of Business at the University of Massachusetts at Dartmouth, and for a marine science facility for the School of Marine Science and Technology at the University of Massachusetts at Dartmouth; provided further, that the marine science facility shall be located on an appropriate waterfront site in the city of New Bedford which may include, but shall not

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be limited to, the state pier, land located in the inner harbor of the port of New Bedford, or land adjacent to Fort Taber park; provided further, that not less than $1,000,000 shall be expended for the Portuguese-American Archives at the University of Massachusetts at Dartmouth; provided further, that $500,000 shall be expended for the expansion, retrofitting, or renovation of the Center for Portuguese Studies at the University of Massachusetts at Dartmouth; provided further, that not less than $26,000,000 shall be expended for a new south academic building at the Lowell campus; provided further, that not less than $10,000,000 shall be expended for the north quad modernization at the Lowell campus; provided further, that not less than $10,000,000 shall be expended for civic and athletic facilities at the Lowell campus; provided further, that not less than $1,500,000 shall be expended for storm water management at the Lowell campus; provided further, that not less than $2,500,000 shall be expended for renovations to Olney Hall at the Lowell campus; provided further, that not less that $4,000,000 shall be expended for capital expense related to Massachusetts Medical Device Development Center at the Lowell campus; provided further, that $5,000,000 shall be expended for deferred maintenance needs at the Lowell campus; provided further, that not less than $43,500,000 shall be expended for repairs, renovations and improvements to buildings, systems and other facilities at the Medical School in the city of Worcester; provided further, that not less than $8,500,000 shall be expended for improvements to the Medical School's Shriver Center facility in the city of Waltham; provided further, that not less than $3,682,500 shall be expended for expansion of the Medical School in the city of Worcester; provided further, that costs payable from this item shall include, but not be limited to, the costs of engineering and other services essential to these projects rendered by division of capital asset management and maintenance employees or by consultants; provided further, that amounts expended for division employees may include the salary and salary-related expenses of these employees to the extent that they work on or in support of these projects; provided further that any new capital projects funded through this item, unless they are consistent with the approved university capital master plan, shall be recommended by the board of trustees of the university and approved by the secretary of education; and provided further, that the expenditure of any funds provided in this item not previously earmarked shall be recommended by the board of trustees of the university and approved by the secretary of education and the secretary of administration and finance $1,001,500,000

SECTION 3. To meet the expenditures necessary in carrying out section 2, the state treasurer shall, upon request of the governor, issue and sell bonds of the commonwealth in an amount to be specified by the governor from time to time but not exceeding, in the aggregate, $2,190,555,630. All bonds issued by the commonwealth as aforesaid shall be designated on their face, Public Higher Education Capital Expenditure Act of 2008, and shall be issued for a maximum term of years, not exceeding 30 years, as the governor may recommend to the general court under section 3 of Article LXII of the Amendments to the Constitution. The bonds shall be payable not later than June 30, 2048. All interest and payments on account of principal on these obligations shall be payable from the General Fund. Bonds and interest on bonds issued under this section shall, notwithstanding any other provision of this act, be general obligations of the commonwealth.

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SECTION 4. Section 1 of chapter 703 of the acts of 1963 is hereby amended by striking out paragraph (b), as appearing in section 1 of chapter 290 of the acts of 1998, and inserting in place thereof the following paragraph:-

(b) “Trustees”, the board of higher education established in section 4 of chapter 15A of the General Laws or, if that board shall be abolished, the board, body or commission succeeding to the principal functions of that board or to which the powers given by said chapter 15A with respect to public institutions of higher education shall be given by law.

SECTION 5. Paragraph (e) of said section 1 of said chapter 703, as appearing in section 2 of chapter 800 of the acts of 1985, is hereby amended by inserting after the words “structures”, in line 17, the following words:- , including buildings or structures owned by the commonwealth,.

SECTION 6. The second paragraph of section 2 of said chapter 703, as appearing in section 4 of said chapter 800, is hereby amended by striking out the seventh and eighth sentences.

SECTION 7. Said section 2 of said chapter 703 is hereby further amended by striking out the last paragraph and inserting in place thereof the following paragraph:-

Chapter 268A of the General Laws shall apply to all members, officers and employees of the Authority.

SECTION 8. The first paragraph of section 7 of said chapter 703, as appearing in section 3 of chapter 290 of the acts of 1998, is hereby amended by striking out, in lines 14 to 19, inclusive, the words “; and provided further, that the Authority shall not issue bonds and notes other than those guaranteed by the commonwealth under said section 10, the principal amount of which, when added to the principal amount of bonds and notes other than those guaranteed by the commonwealth under said section 10 theretofore issued and then outstanding hereunder, excluding bonds and notes previously refunded or being or to be refunded thereby, shall exceed in the aggregate the amount of $500,000,000”.

SECTION 9. The fourth paragraph of said section 7 of said chapter 703, as appearing in section 10 of chapter 800 of the acts of 1985, is hereby amended by striking out, in line 4, the words “but not”.

SECTION 10. The first paragraph of section 18A of said chapter 703, inserted by section 5 of chapter 290 of the acts of 1998, is hereby amended by striking out the first 3 sentences and inserting in place thereof the following 2 sentences:- To provide for the expenses of the Authority and for the payment of indebtedness incurred by it in carrying out this act, the trustees may, in the name and on behalf of the commonwealth, in connection with any financing or refunding provided by the Authority or in connection with any transfer to the Authority of buildings or other property under section 5, transfer or pledge that they will periodically transfer to the Authority or any other state college affiliate under terms permitting further transfer or pledge to the Authority: (i) all or any part of any nonappropriated funds or

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revenue legally available to a state college including, without limitation, tuition, fees and other charges; and (ii) all or any part of any funds made available for expenditure by or on behalf of a state college under an appropriation made by the general court or otherwise available for expenditure by the trustees, but if amounts described in clause (i) have been pledged as security for a financing, those amounts shall be exhausted before amounts described in clause (ii) shall be available for this purpose, and amounts described in clause (ii) shall be used only to prevent a default by the Authority in connection with indebtedness incurred by the Authority on behalf of the applicable state college. The trustees may contract with the Authority or any other state college affiliate to permit further transfer or pledge of such amounts by the Authority to a trustee under a trust agreement entered into by the Authority but, in the case of any funds expected to be available for expenditure by the trustees under subsequent appropriation or other spending authorization by the general court, the trustees shall only pledge that they will transfer these funds subject to that subsequent appropriation or other spending authorization.

SECTION 10A. Section 29A of chapter 193 of the acts of 2004 is hereby repealed.

SECTION 11. Notwithstanding any general or special law to the contrary, the unexpended and unencumbered balances of the bond-funded authorizations in the following accounts shall cease to be available for expenditure: 1102-0890, 1102-0961, 1102-0964, 1102-9897, 2000-1962, 7100-0001, 7109-0961, 7109-0962, 7109-7893, 7110-0960, 7112-0960, 7112-0961, 7113-0960, 7114-0960, 7114-0961, 7115-0960, 7115-0961, 7116-0960, 7117-0960, 7118-0960, 7118-0961, 7118-7962, 7220-0960, 7220-0961, 7220-7893, 7310-0960, 7410-7960, 7452-7960, 7452-7961, 7452-7963, 7452-7964, 7452-7965, 7502-0960, 7503-7960, 7503-7892, 7504-7960, 7504-7961, 7505-7960, 7506-7961, 7506-7962, 7507-7960, 7508-0960, 7509-7960, 7510-7960, 7510-7961, 7511-7960, 7512-7960, 7512-7961, 7514-7960, 7514-7961, 7516-7960.

SECTION 12. Notwithstanding any general or special law to the contrary, any structure that is built, renovated, rehabilitated or repainted in any manner as a result of the funds contained in this act shall be required to employ a photo luminescent system to clearly delineate egress routes leading to all exits, including traditional, emergency, and evacuation routes. In all instances the photo luminescent technologies shall be situated at floor level, which shall mean on the floor or within the first 12 inches from the floor on the wall. The installation of this technology on these routes shall not require the use of electrical power, but shall require performance standards of the photo luminescent technology, post loss of power, to achieve a minimum of 150 mcd/m2 at 10 minutes, 30 mcd/m2 at 60 minutes and 15 mcd/m 2 after 90 minutes. These route systems shall meet state building code and fire code standards for heat resistance to be a viable safety path in extreme fire and smoke and other calamitous events.

SECTION 13. The secretary of administration and finance shall submit a report on the progress and all expenditures related to the projects specified in this act and any other projects funded through the authorizations in this act to the secretary of education, the board of higher education, the clerks of the

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senate and house of representatives, the chairs of the senate and house committees on ways and means, the senate and house chairs of the joint committee on higher education and the chairs of the joint committee on Bonding, Capital Expenditures and State Assets. The report shall include, but not be limited to: the total amount appropriated for each project; the total estimated cost of each project; the amount expended for the planning and design of each project up to the time the report is filed; the amount expended on construction of each project up to the time the report is filed; the total amount currently expended on each project; the estimated lifetime maintenance schedule and cost of each project; the original estimated completion date of each project; and the current anticipated completion date of each project and, if the project has been de-authorized, the reason for and date of de-authorization. The report shall be submitted on June 30 and December 31 of each year for a period of 10 years from the effective date of this act.

SECTION 13A. Notwithstanding any general or special law to the contrary, a private entity engaged in a construction, development, renovation, remodeling, reconstruction, rehabilitation or redevelopment project receiving funds pursuant to this act shall properly classify individuals employed on the project and shall comply with all laws concerning workers' compensation insurance coverage, unemployment insurance, social security taxes and income taxes with respect to all such employees. All construction contractors engaged by an entity on any such project shall furnish documentation to the appointing authority showing that all employees employed on the project have hospitalization and medical benefits that meet the minimum requirements of the connector board established in chapter 176Q of the General Laws.

SECTION 14. Section 11 shall take effect 90 days after the effective date of this act.

Approved August 6, 2008

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Print

Acts 2008

CHAPTER 27 AN ACT REORGANIZING CERTAIN EDUCATION AGENCIES.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:

SECTION 1. Section 17A of chapter 6 of the General Laws, as appearing in section 1 of chapter 19 of the acts of 2007, is hereby amended by inserting after the word “finance,”, in the second sentence, the following words:- the secretary of education,.

SECTION 2. Section 2 of chapter 6A of the General Laws, as appearing in section 3 of chapter 19 of the acts of 2007, is hereby amended by inserting after the word “finance,”, in the first sentence, the following word:- education,.

SECTION 3. Chapter 6A of the General Laws, as appearing in the 2006 Official Edition, is hereby amended by inserting after section 14 [Repealed] the following section:-

§ 14A. Executive office of education

Section 14A. (a) There shall be an executive office of education, which shall include the departments of early education and care, elementary and secondary education, and higher education.

(b) The executive office of education shall be under the supervision and control of a secretary of education, in this section called the secretary. The secretary shall be appointed by and serve at the pleasure of the governor, shall receive such salary as the governor determines, and shall devote full time to the duties of her office.

(c) The secretary shall have the following duties and powers: (1) analyze the present and future goals, needs, and requirements of public education in the commonwealth; (2) pursuant to chapters 15A, 15D, 69, and 75, review and approve mission statements and 5-year master plans encompassing each sector of the public education system, including early education and care, elementary and secondary education, and public higher education. These mission statements and master plans shall take into account the secretary’s analysis of goals, needs, and requirements and shall be designed to achieve a well coordinated system of education from early childhood through the university level and beyond; (3) approve the appointments of the commissioners of early education and care, elementary and secondary education, and higher education; (4) make recommendations to the secretary of administration and finance and the governor concerning the funding of education in the commonwealth and assist in preparing budget proposals to be put before the legislature on behalf of

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the boards and departments of early education and care, elementary and secondary education, and higher education; (5) serve as the governor's advisor on educational issues and represent the interests of education in the governor's cabinet; and (6) serve as an ex officio voting member of the boards of early education and care, elementary and secondary education, and higher education and the board of trustees of the University of Massachusetts, and facilitate coordination and communication between and among those boards.

(d) The secretary may, subject to appropriation, appoint such other employees as she deems necessary to carry out her duties and responsibilities, shall be provided with adequate offices, and may expend sums for other necessary expenses of the executive office.

(e) Nothing in this section shall be construed as conferring any powers upon the secretary with respect to the boards or departments of early education and care, elementary and secondary education, and higher education except as set forth in this section or as otherwise expressly provided by law.

SECTION 4. The title of chapter 15 of the General Laws, as appearing in the 2006 Official Edition, is hereby amended by inserting after the word "OF" the following words:- ELEMENTARY AND SECONDARY.

SECTION 5. Chapter 15, as so appearing, is hereby amended by striking out section 1 and inserting in place thereof the following section:-
Section 1. There shall be within the executive office of education a department of elementary and secondary education, in this chapter called the department, which shall be under the supervision and management of the commissioner of elementary and secondary education, in this chapter called the commissioner.

SECTION 6. Section 1E of chapter 15, as so appearing, is hereby amended by striking out the first two sentences and inserting in place thereof the following sentences:- There shall be in the department a board of elementary and secondary education, in this chapter called the board, which shall consist of the chairman of the student advisory council established under this section, the secretary of education, in this chapter called the secretary, or her designee, and 9 members appointed by the governor. The 9 members appointed by the governor shall consist of 1 representative of a labor organization selected by the governor from a list of 3 nominees provided by the Massachusetts State Labor Council, AFL-CIO; 1 representative of business or industry selected by the governor with a demonstrated commitment to education; 1 representative of parents of school children selected by the governor from a list of 3 nominees provided by the Massachusetts Parent Teachers Association; and 6 additional members.

SECTION 7. Section 1E of chapter 15, as so appearing, is hereby amended by striking out the fourth and fifth sentences and inserting in place thereof the following sentences:- Not more than two members of said board shall be employed on a full-time basis by any agency of the commonwealth. Of

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the 9 members appointed by the governor, 1 shall be appointed for a term that is coterminous with that of the governor. Each of the remaining 8 members shall be appointed for a term of 5 years. Vacancies shall be filled consistent with the requirements of section 10 of chapter 30.

SECTION 8. Section 1E of chapter 15, as so appearing, is hereby amended by inserting after the first sentence in the third paragraph the following sentence:- Members of the board who are employed on a full-time basis by the commonwealth shall be ineligible to serve as chairperson.

SECTION 9. Chapter 15, as so appearing, is hereby amended by striking out section 1F and inserting in place thereof the following section:-

Section 1F. Commissioner of elementary and secondary education; appointment; duties; salary

Section 1F. Whenever a vacancy occurs in the position of commissioner, the board shall by a two-thirds vote of all its members submit to the secretary, for the secretary's approval, a recommended candidate to fill that vacancy. The secretary may appoint the recommended candidate as commissioner. If the secretary declines to appoint the candidate, the board shall submit a new candidate for consideration. The secretary may appoint the commissioner only from candidates submitted to the secretary by the board.

The board may in its discretion by majority vote of all its members remove the commissioner. The commissioner shall be the secretary to the board, its chief executive officer and the chief state school officer for elementary and secondary education. The commissioner shall receive a salary to be determined by the board.

The board may delegate its authority or any portion thereof to the commissioner whenever in its judgment such delegation may be necessary or desirable. The commissioner shall exercise such delegated powers and duties with the full authority of the board.

SECTION 10. Section 1 of chapter 15A of the General Laws, as appearing in the 2006 Official Edition, is hereby amended by inserting after the third sentence in the fourth paragraph, at line 32, the following sentence:- All mission statements shall be subject to review and approval by the secretary of education, in this chapter called the secretary.

SECTION 11. Section 2 of chapter 15A is hereby repealed.

SECTION 12. Section 3A of chapter 15A, as so appearing, is hereby amended by inserting after the words "in consultation with", in line 25, the following words:- the secretary and.

SECTION 13. Subsection (a) of section 4 of chapter 15A, as so appearing, is hereby amended by

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striking out the first sentence and inserting in place thereof the following sentence:-

The board of higher education, hereinafter referred to in this chapter as the council or the board, shall be composed of 13 voting members, consisting of the secretary of education, ex officio, or her designee, 9 members appointed by the governor reflecting regional geographic representation, and 3 members chosen to represent public institutions of higher education.

SECTION 14. Subsection (a) of section 4 of chapter 15A, as so appearing, is hereby amended by striking out, in line 20, the words “selected by the chair of” and inserting in place thereof the following words:- as voted by.

SECTION 15. Subsection (a) of section 4 of chapter 15A, as so appearing, is hereby amended by inserting after the word “Art”, in line 26, the following words:- and Design.

SECTION 16. Subsection (a) of section 4 of chapter 15A, as so appearing, is hereby amended by striking out the last sentence.

SECTION 17. Subsection (b) of section 4 of chapter 15A, as so appearing, is hereby amended by striking out, in line 30, the word “Members” and inserting in place thereof the following words:- Three of the board members appointed by the governor shall be appointed for terms that are coterminous with that of the governor. The secretary shall serve on the board while she holds the position of secretary. The remaining members.

SECTION 18. Subsection (b) of section 4 of chapter 15A, as so appearing, is hereby amended by inserting after the word “consecutive”, in line 46, the following word:- full.

SECTION 19. Subsection (b) of section 4 of chapter 15A, as so appearing, is hereby amended by inserting after the sixth sentence, in line 47, the following sentence:- Service for a term of less than 3 years, resulting from an initial appointment or an appointment for the remainder of an unexpired term, shall not be counted as a full term.

SECTION 20. Subsection (b) of section 4 of chapter 15A, as so appearing, is hereby amended by inserting after the eighth sentence, in line 53, the following sentence:- Vacancies shall be filled consistent with the requirements of section 10 of chapter 30.

SECTION 21. Subsection (d) of section 4 of chapter 15A, as so appearing, is hereby amended by inserting after the second sentence, in line 63, the following sentence:- Members of the board who are employed on a full-time basis by the commonwealth shall be ineligible to serve as chairperson.

SECTION 22. Subsection (d) of section 4 of chapter 15A, as so appearing, is hereby amended by

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striking out, in the third sentence, the words “5 regularly scheduled meetings during a calendar year” and inserting in place thereof the following words:- 4 regularly scheduled meetings during an academic year.

SECTION 23. Subsection (g) of section 4 of chapter 15A, as so appearing, is hereby amended by striking out, in line 79, the word “Six” and inserting in place thereof the following word:- Seven; and by striking out, in line 80, the number “6” and inserting in place thereof the following number:- 7.

SECTION 24. Chapter 15A is further amended by striking out section 6 and inserting in place thereof the following section:-

§ 6. Department of higher education; Commissioner; other employees; appointments; salaries; powers and duties

Section 6. There shall be within the executive office of education a department of higher education, in this chapter called the department.

The council shall, whenever a vacancy may occur, by a two-thirds vote of all its voting members, submit to the secretary, for the secretary’s approval, a recommended candidate to serve as the commissioner of higher education, in this chapter called the commissioner. The secretary may appoint the recommended candidate as commissioner. If the secretary declines to appoint the candidate, the council shall submit a new candidate for consideration. The secretary may appoint the commissioner only from candidates submitted to the secretary by the council.

The commissioner shall be the executive and administrative head of the department. The commissioner shall serve at the pleasure of the council and may be removed by a majority vote of all its members. The commissioner shall not be subject to chapter 31 or to section 9A of chapter 30.

The commissioner shall be the secretary to the council and its chief executive officer and the chief school officer for higher education. The commissioner shall be responsible for carrying out the policies established by the council. The council may delegate its authority or any portion thereof to the commissioner whenever in its judgment such delegation may be necessary or desirable. The commissioner shall exercise any such powers or duties delegated with the full authority of the council in any matter concerning the system of public institutions of higher education subject to the direction and approval of the council.

The commissioner shall devote her full time during business hours to the duties of her office and shall, subject to appropriation, receive such salary as the council may determine. The commissioner may, subject to appropriation, appoint such other employees as she deems necessary to carry out her duties and responsibilities, shall be provided with adequate offices, and may expend sums for other necessary expenses of the department.

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SECTION 25. Section 7 of chapter 15A, as so appearing, is hereby amended by striking out, in the first sentence, the words “adopt mission statements” and inserting in place thereof the following words:- submit mission statements for review and approval by the secretary.

SECTION 26. Section 7 of chapter 15A, as so appearing, is hereby amended by inserting before the word “council”, in lines 10 and 12, the following words:- secretary and the.

SECTION 27. Section 7 of chapter 15A, as so appearing, is hereby amended by striking out, in the second paragraph, the third sentence and inserting in place thereof the following sentence:- All institutional mission statements, as developed and submitted by boards of trustees, shall be subject to approval by the secretary, in consultation with the council.

SECTION 28. Section 7 of chapter 15A, as so appearing, is hereby amended by striking out, in the third paragraph, the second sentence and inserting in place thereof the following sentence:- The secretary, in consultation with the council, may, as she deems necessary, undertake or cause to be undertaken revisions of said statements.

SECTION 29. Section 7 of chapter 15A, as so appearing, is hereby amended by striking out, in lines 23 and 24, the words “board of higher education, for its approval,” and inserting in place thereof the following words:- secretary and the board of higher education.

SECTION 30. Section 7 of chapter 15A, as so appearing, is hereby amended by striking out, in the fourth paragraph, the third, fourth, fifth, and sixth sentences and inserting in place thereof the following sentences:- Said proposal, upon its receipt, shall be transmitted to the secretary of administration and finance, the chairs of the house and senate committees on ways and means, and the house and senate chairs of the joint committee on higher education. The secretary, in consultation with the council, shall have the authority to approve, reject, or propose amendments to said plan. Proposed amendments shall be returned to the institution’s board of trustees.

SECTION 31. Subsection (a) of section 7A of chapter 15A, as so appearing, is hereby amended by inserting after the word “institutions”, in line 6, the following words:- and the secretary.

SECTION 32. Subsection (b) of section 7A of chapter 15A, as so appearing, is hereby amended by striking out, in line 23, the word “kindergarten” and inserting in place thereof the following words:- early childhood.

SECTION 33. Subsection (e) of section 7A of chapter 15A, as so appearing, is hereby amended by inserting after the word “institutions”, in line 42, the following words:- and the secretary.

SECTION 34. Subsection (e) of section 7A of chapter 15A, as so appearing, is hereby amended by

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striking out, in line 47, the words “education, arts and humanities” and inserting in place thereof the following words:- higher education.

SECTION 35. Subsection (f) of section 7A of chapter 15A, as so appearing, is hereby amended by striking out, in the third sentence, the words “joint committee on education, arts and humanities” and inserting in place thereof the following words:- joint committee on higher education.

SECTION 36. Subsection (g) of section 7A of chapter 15A, as so appearing, is hereby amended by striking out the word “chancellor” and inserting in place thereof the following word:- commissioner.

SECTION 37. Subsection (h) of section 7A of chapter 15A, as so appearing, is hereby amended by striking out the words “board shall structure its” and inserting in place thereof the following words:- commissioner shall structure her.

SECTION 38. Subsection (i) of section 7A of chapter 15A, as so appearing, is hereby amended by inserting after the words “in consultation with”, in the first sentence, the following words:- the secretary and.

SECTION 39. Subsection (i) of section 7A of chapter 15A, as so appearing, is hereby amended by striking out, in lines 78 and 79, the word “kindergarten” and inserting in place thereof the following words:- early childhood.

SECTION 40. Subsection (i) of section 7A of chapter 15A, as so appearing, is hereby amended by striking out, in the last sentence, the word “may” and inserting in place thereof the following word:- shall.

SECTION 41. Subsection (j) of section 7A of chapter 15A, as so appearing, is hereby amended by striking out, in the first sentence, the words “The university shall” and inserting in place thereof the following words:- The university, in consultation with the secretary, shall.

SECTION 42. Subsection (j) of section 7A of chapter 15A, as so appearing, is hereby amended by inserting after the words “annually to the”, in the second sentence, the following words:- secretary, the.

SECTION 43. Clause (b) of section 9 of chapter 15A, as so appearing, is hereby amended by striking out the third, fourth, fifth, and sixth sentences and inserting in place thereof the following sentences:- The council may, after a public hearing and submission of a written report to the clerks of the house of representatives and the senate, by a two-thirds vote of the full membership of the council, recommend to the secretary to consolidate, discontinue, or transfer divisions, schools, stations, branches or institutions as the council deems advisable. If, in the opinion of the council, a college campus should be closed or consolidated, the council shall make that recommendation to the secretary and the

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secretary, if she approves the closure recommendation, shall submit such proposal to the secretary of administration and finance, the house and senate chairs of the joint committee on higher education, and the chairs of the house and senate ways and means committees. The joint committee on higher education may, within 30 days of the receipt of a proposal, hold a public hearing on its merits. The council shall not close a college without the authorization of the secretary and the general court;.

SECTION 44. Clause (c) of section 9 of chapter 15A, as so appearing, is hereby amended by striking out, in lines 30 and 31, the words “secretary of economic development and his staff” and inserting in place thereof the following words:- secretary of labor and workforce development, the secretary of housing and economic development, and their respective staffs.

SECTION 45. Clause (d) of section 9 of chapter 15A, as so appearing, is hereby amended by striking out, in line 31, the words “and adopt”.

SECTION 46. Clause (e) of section 9 of chapter 15A, as so appearing, is hereby amended by striking out, in line 32, the word “approve” and inserting in place thereof the following word:- review.

SECTION 47. Clause (f) of section 9 of chapter 15A, as so appearing, is hereby amended by inserting before the word “prepare”, in line 33, the following words:- subject to the secretary’s approval,.

SECTION 48. Clause (f) of section 9 of chapter 15A, as so appearing, is hereby amended by inserting after the words “clause (c)”, in line 35, the following word:- and.

SECTION 49. Section 9 of chapter 15A, as so appearing, is hereby amended by striking out clause (l) and inserting in place thereof the following new clause:-

(l) require each institution in the system to submit to the council and the secretary a 5-year plan, which plan shall be updated annually and shall be subject to the secretary’s approval, in consultation with the council;

SECTION 50. Clause (n) of section 9 of chapter 15A, as so appearing, is hereby amended by striking out, in lines 90 and 91, the word “chancellor” and inserting in place thereof the following word:- commissioner.

SECTION 51. Clause (cc) of section 9 of chapter 15A, as so appearing, is hereby amended by inserting after the first sentence the following sentences:-Such assistance shall consist of full or partial loans to students in need of assistance. Repayment shall commence within six months of graduation or termination of studies; provided, that no repayment schedule shall exceed a term of ten years. Monies received in repayment shall be retained by the council to provide the no interest loans and to provide for the administration of the programs without further appropriation; provided, however, that not more than $775,000 of the monies shall be expended annually for the administration of the

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program. The Massachusetts state scholarship office shall establish guidelines to govern said program which shall include, but not be limited to, eligibility requirements for students, eligibility requirements for participating institutions, terms of payment, deferment options, provisions for default, and a maximum and minimum loan award as determined by an indexing system;

SECTION 52. Clause (ee) of section 9 of chapter 15A, as so appearing, is hereby amended by striking out, in line 204, the words “2 of this act” and inserting in place thereof the following words:- 22 of this chapter.

SECTION 53. Clause (ff) of section 9 of chapter 15A, as so appearing, is hereby amended by inserting after the words “to section”, in line 207, the following word:- 7.

SECTION 54. Clause (gg) of section 9 of chapter 15A, as so appearing, is hereby amended by striking out, in lines 211 through 224, the second, third, fourth, and fifth sentences.

SECTION 55. Section 9 of chapter 15A, as so appearing, is hereby amended by striking out, in line 244, the words “education, arts and humanities” and inserting in place thereof the following words:- higher education.

SECTION 56. Section 15 of chapter 15A, as so appearing, is hereby amended by striking out, in line 1, the words “The council shall” and inserting in place thereof the following words:- In accordance with the funding formulas referenced in section 15B of this chapter, the secretary, in consultation with the council and with the board of trustees for the university of Massachusetts, shall.

SECTION 57. Section 15 of chapter 15A, as so appearing, is hereby amended by striking out, in line 10, the words “The council shall” and inserting in place thereof the following words:- The secretary, in consultation with the council and with the board of trustees for the university of Massachusetts, shall.

SECTION 58. Section 15 of chapter 15A, as so appearing, is hereby amended by striking out, in line 14, the word “council” and inserting in place thereof the following word:- secretary.

SECTION 59. Section 15 of chapter 15A, as so appearing, is hereby amended by striking out, in line 16, the word “it” and inserting in place thereof the following word:- she.

SECTION 60. Section 15B of chapter 15A, as so appearing, is hereby amended by inserting before the word “council”, in lines 6, 10, 11, and 17, the following words:- secretary and the.

SECTION 61. Section 15B of chapter 15A, as so appearing, is hereby amended by inserting after the words “boards of trustees”, in line 23, the following words:- and the secretary.

SECTION 62. Section 15B of chapter 15A, as so appearing, is hereby amended by inserting after the

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words “board of higher education”, in line 25, the following words:- and the secretary.

SECTION 63. Section 15B of chapter 15A, as so appearing, is hereby amended by striking out the fifth paragraph and inserting in place thereof the following paragraph:-

The council shall review the institutional budget requests prepared by each board of trustees and shall submit comments and recommendations concerning those requests to the secretary. The secretary shall then prepare a comprehensive budget request for the public higher education system, with comments and recommendations, for use by the secretary of administration and finance, the house and senate committees on ways and means and the joint committee on higher education. In the case of the university, it shall be the responsibility of the trustees to submit comments and recommendations regarding the budget requests of individual campuses within the university system to the secretary and the board of higher education. In the case of any institution, or the university, having failed to submit data according to the schedule established under clause (s) of the first paragraph of section 9, the secretary may withhold transmittal of the budget request from that board of trustees to the secretary of administration and finance and committees. The comments and recommendations attached by the secretary and the board of higher education for each state and community college and by the board of trustees of the university for each university campus, shall be consistent with the funding formulas, statewide needs, performance measurement standards, as well as the mission statements and 5-year plans for individual campuses and the public higher education system as a whole. They shall also reflect analysis by the respective boards for each campus regarding progress made by the campuses in fulfilling strategic plans including, but not limited to, significant achievements and progress in addressing any previously identified deficiencies. The comments and recommendations shall be made available to the individual institutions and campuses before submission to the secretary of administration and finance and legislative committees with sufficient time allowed to provide opportunity for comment and response by those institutions and campuses. In reviewing the various estimates and requests, the secretary and the council may comment on the overall level of funding for the system of public higher education and may comment regarding funding priorities among segments of the system of public higher education and among the various institutions. The secretary shall submit her recommendations and comments to the secretary of administration and finance, the house and senate committees on ways and means and the joint committee on higher education. The secretary shall include in addition to the information provided by the boards of trustees all program costs which are to be borne by any other source other than the commonwealth, including such sources as federal financing or federal research, demonstration or training grants, community contributions and other grants, endowments or trusts.

SECTION 64. Section 21 of chapter 15A, as so appearing, is hereby amended by inserting before the word “board”, in line 1, the following word:- a.

SECTION 65. Section 21 of chapter 15A, as so appearing, is hereby amended by striking out, in line

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49, the word “calendar” and inserting in place thereof the following word:- academic.

SECTION 66. Section 21 of chapter 15A, as so appearing, is hereby amended by striking out, in lines 53 and 54, the words “higher education coordinating”.

SECTION 67. Clause (a) of section 22 of chapter 15A, as so appearing, is hereby amended by inserting before the word “council”, in line 6, the following words:- secretary and the.

SECTION 68. Section 22 of chapter 15A, as so appearing, is hereby amended by striking out clause (l) and inserting in place thereof the following new clause:- (l) submit a 5-year master plan to the secretary and the council, which plan shall be subject to the secretary’s approval, in consultation with the council, and shall be updated annually according to a schedule determined by the secretary and the board in consultation with the board of trustees;

SECTION 69. Section 22 of chapter 15A, as so appearing, is hereby amended by striking out clause (m) and inserting in place thereof the following new clause:-

(m) submit financial data and other data as required by the secretary and the board of higher education for the careful and responsible discharge of their purposes, functions, and duties. The data shall be reported annually to the secretary and the board of higher education according to a schedule determined by the secretary and the board of higher education in consultation with the board of trustees. The board of trustees shall also submit an annual institutional spending plan to the secretary and the council for review, comment, and transmittal to the secretary of administration and finance, the house and senate committees on ways and means and the joint committee on higher education. Spending plans shall be reported using a standardized format developed by the secretary, in consultation with the board of higher education and the institutional boards of trustees, in a manner to allow comparison of similar costs between the various institutions of the commonwealth. Said plan shall include an account of spending from all revenue sources including but not limited to, trust funds;

SECTION 70. Clause (n) of section 22 of chapter 15A, as so appearing, is hereby amended by striking out, in lines 60 and 61, the words “council for its approval” and inserting in place thereof the following words:- secretary and the council for approval.

SECTION 71. Section 22 of chapter 15A, as so appearing, is hereby amended by striking out clause (o) and inserting in place thereof the following new clause:- (o) submit an institutional self-assessment report to the secretary and the council, which the board of trustees shall make public and available at the institution. Said assessment report shall be used to foster improvement at the institution by the board of trustees and shall include information relative to the institution's progress in fulfilling its approved mission. Said report shall be submitted annually to the secretary and the board of higher education according to a schedule determined by the secretary and said board in consultation with the board of trustees.

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SECTION 72. Clause (p) of section 22 of chapter 15A, as so appearing, is hereby amended by striking out, in line 72, the words “board of higher education, for its approval” and inserting in place thereof the following words:- secretary and the board of higher education, for approval.

SECTION 73. Section 23 of chapter 15A, as so appearing, is hereby amended by inserting before the word “council”, in lines 2 and 5, the following words:- secretary and the.

SECTION 74. Section 2 of chapter 15D of the General Laws, as appearing in the 2006 Official Edition, is hereby amended by inserting after the word “be”, in the first sentence, the following words:- in the executive office of education.

SECTION 75. Section 2 of chapter 15D, as so appearing, is amended by striking out, in lines 13 and 14, the words “control of a board of early education and care” and inserting in place thereof the following words:- management of the commissioner of early education and care, in this chapter called the commissioner.

SECTION 76. Subsection (b) of section 3 of chapter 15D, as so appearing, is amended by striking out the first sentence and inserting in place thereof the following sentence:- The board shall consist of 11 members, and shall include: the secretary of education, ex-officio, in this chapter called the secretary, or her designee; the secretary of health and human services, ex-officio; and 9 members appointed by the governor.

SECTION 77. Subsection (b) of section 3 of chapter 15D, as so appearing, is amended by striking out, in line 33, the word “and”.

SECTION 78. Subsection (b) of section 3 of chapter 15D, as so appearing, is amended by inserting after the word “psychology”, in lines 34 and 35, the following words:- ; and 3 shall be additional members.

SECTION 79. Subsection (b) of section 3 of chapter 15D, as so appearing, is amended by striking out, in line 47, the word “Five” and inserting in place thereof the following word:- Six.

SECTION 80. Subsection (b) of section 3 of chapter 15D, as so appearing, is amended by striking out, in line 47, the number “5” and inserting in place thereof the following number:- 6.

SECTION 81. Subsection (b) of section 3 of chapter 15D, as so appearing, is amended by striking out, in the fourth paragraph, the first sentence and inserting in place thereof the following sentences:- Of the 9 members appointed by the governor, 1 shall be appointed for a term that is coterminous with that of the governor. Each of the remaining 8 members shall be appointed for a term of 5 years. Vacancies shall be filled consistent with the requirements of section 10 of chapter 30.

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SECTION 82. Subsection (b) of section 3 of chapter 15D, as so appearing, is amended by inserting after the word “terms.”, in line 50, the following sentence:- Service for a term of less than 3 years, resulting from an initial appointment or an appointment for the remainder of an unexpired term, shall not be counted as a full term.

SECTION 83. Subsection (b) of section 3 of chapter 15D, as so appearing, is amended by striking out, in the fifth paragraph, the third sentence and inserting in place thereof the following sentences:- Not more than 2 members of the board shall be employed on a full-time basis by any agency of the commonwealth. Members of the board who are employed on a full-time basis by the commonwealth shall be ineligible to serve as chairperson.

SECTION 84. Subsection (e) of section 3 of chapter 15D, as so appearing, is amended by striking out, in the first sentence, the words “arts and humanities,”.

SECTION 85. Section 4 of chapter 15D, as so appearing, is amended by striking out the first paragraph and inserting in place thereof the following paragraphs:-

Section 4. The board shall by a 2/3 vote of its members submit to the secretary, for the secretary’s approval, a recommended candidate to serve as the commissioner of early education and care, in this chapter called the commissioner. The secretary may appoint the recommended candidate as commissioner. If the secretary declines to appoint the candidate, the board shall submit a new candidate for consideration. The secretary may appoint the commissioner only from candidates submitted to the secretary by the board.

The board may in its discretion by majority vote of its members remove the commissioner. The commissioner shall be the secretary to the board and its chief executive officer and shall be the executive and administrative head of the department. The commissioner shall receive a salary to be determined by the boar d.

SECTION 86. Section 4 of chapter 15D, as so appearing, is amended by inserting after the second paragraph the following paragraphs:-

The commissioner shall propose a budget to the board; said budget shall reflect the goals and objectives of the board and the secretary. The board shall review and make recommendations regarding the budget to the secretary. The secretary shall then prepare and submit a budget request on behalf of the department to the house and senate committees on ways and means, the joint committee on education, and the secretary of administration and finance.

The commissioner shall analyze the present and future goals, needs and requirements of early childhood education and care in the commonwealth and recommend to the board comprehensive

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means to achieve a well-coordinated system of high achievement in early childhood education and care in the commonwealth. Following consultation with the board, the commissioner shall prepare and submit to the secretary, for the secretary's review and approval, a 5-year master plan for achieving such a coordinated system. The master plan along with an annual progress report shall reflect the goals and standards established by the board and the secretary.

The board may delegate its authority or any portion thereof to the commissioner whenever in its judgment such delegation may be necessary or desirable. The commissioner shall exercise such delegated powers and duties with the full authority of the board.

The commissioner may, subject to appropriation, appoint such other employees as she deems necessary to carry out her duties and responsibilities, shall be provided with adequate offices, and may expend sums for other necessary expenses of the department.

SECTION 87. The title of chapter 69 of the General Laws, as appearing in the 2006 Official Edition, is hereby amended by inserting after the words "DEPARTMENT OF" the following words:- ELEMENTARY AND SECONDARY.

SECTION 88. The title of section 1A of chapter 69, as so appearing, is hereby amended by inserting after the word "of" the following words:- elementary and secondary.

SECTION 89. Section 1A of chapter 69, as so appearing, is hereby amended by striking out the first paragraph and inserting in place thereof the following paragraph:-

Section 1A. There shall be within the executive office of education a department of elementary and secondary education, hereinafter called the department, which shall be under the supervision and management of a commissioner of elementary and secondary education, hereinafter called the commissioner. Said commissioner shall be appointed pursuant to section 1F of chapter 15 and shall devote full time to the duties of the office.

SECTION 90. Section 1A of chapter 69, as so appearing, is hereby amended by inserting after the words "board of", in line 6, the following words:- elementary and secondary.

SECTION 91. Section 1A of chapter 69, as so appearing, is hereby amended by striking out the third paragraph and inserting in place thereof the following paragraph:-

The commissioner shall propose a budget to the board; said budget shall reflect the goals and objectives of the board and the secretary of education, in this chapter called the secretary. The board shall review and make recommendations regarding the budget to the secretary. The secretary shall then prepare and submit a budget request on behalf of the department to the house and senate

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committees on ways and means, the joint committee on education, and the secretary of administration and finance.

SECTION 92. Section 1A of chapter 69, as so appearing, is hereby amended by striking out, in line 28, the words “shall prepare” and inserting in place thereof the following words:- shall, in consultation with the board, prepare and submit to the secretary for the secretary’s review and approval.

SECTION 93. Section 1A of chapter 69, as so appearing, is hereby amended by inserting after the word “board”, in line 37, the following words:- and the secretary.

SECTION 94. The title of section 1B of chapter 69, as so appearing, is hereby amended by inserting after the words “Board of” the following words:- elementary and secondary.

SECTION 95. Section 1B of chapter 69, as so appearing, is hereby amended by striking out, in line 139, the words “, arts, and humanities”.

SECTION 96. Section 1D of chapter 69, as so appearing, is hereby amended by striking out, in line 48, the words “, arts, and humanities”.

SECTION 97. Section 1 of chapter 75 of the General Laws, as appearing in the 2006 Official Edition, is hereby amended by inserting after the words “provided in”, in line 13, the following words:- section 14A of chapter 6A,.

SECTION 98. Section 1A of chapter 75, as so appearing, is hereby amended by striking out, in line 3, the words “and seventeen” and inserting in place thereof the following words:- 1 member shall be the secretary of education, ex officio, in this chapter called the secretary, or her designee, and 16.

SECTION 99. Section 1A of chapter 75, as so appearing, is hereby amended by striking out, in line 31, the word “Members” and inserting in place thereof the following words:- Appointive members.

SECTION 100. Section 1A of chapter 75 of the General Laws, as so appearing, is hereby amended by striking out, in line 37, the word “calendar” and inserting in place thereof the following word:- academic.

SECTION 101. Section 1A of chapter 75, as so appearing, is hereby amended by striking out, in the fourth paragraph, the sixth and seventh sentences and inserting in place thereof the following sentences:- The governor shall appoint the chair of the board of trustees, who shall serve at the governor’s pleasure. Members of the board who are employed on a full-time basis by the commonwealth shall be ineligible to serve as chair.

SECTION 102. Section 1A of chapter 75, as so appearing, is hereby amended by striking out, in line

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57, the words “board of higher education” and inserting in place thereof the following words:- secretary and to the board of higher education, in this chapter called the council,.

SECTION 103. Section 1A of chapter 75, as so appearing, is hereby amended by striking out, in lines 91 to 93, clause (l) and inserting in place thereof the following new clause:- (l) submit a 5-year master plan to the secretary and the council, which plan shall be subject to the secretary’s approval, in consultation with the council, and shall be updated annually on or before the first Wednesday of December in each year.

SECTION 104. Section 1A of chapter 75, as so appearing, is hereby amended by inserting before the word “council”, in line 94, the following words:- secretary and the.

SECTION 105. Section 1A of chapter 75, as so appearing, is hereby amended by inserting after the word “develop”, in line 96, the following words:- and submit to the secretary and the board of higher education, for approval,.

SECTION 106. Section 1A of chapter 75, as so appearing, is hereby amended by inserting before the word “board”, in line 99, the following words:- secretary and the.

SECTION 107. Section 1A of chapter 75, as so appearing, is hereby amended by striking out, in line 126, the words “council for its” and inserting in place thereof the following words:- secretary and the council for.

SECTION 108. Section 1A of chapter 75, as so appearing, is hereby amended by inserting before the word “council”, in line 128, the following words:- secretary and the.

SECTION 109. Section 1A of chapter 75, as so appearing, is hereby amended by striking out, in line 132, the word “council” and inserting in place thereof the following word:- secretary.

SECTION 110. Section 2 of chapter 75, as so appearing, is hereby amended by striking out, in line 15, the words “in the board of higher education” and inserting in place thereof the following words:- of the secretary and the board of higher education as set forth in this chapter, chapter 15A, and other applicable provisions of the General Laws.

SECTION 111. Section 7 of chapter 75, as so appearing, is hereby amended by inserting after the word “governor”, in line 2, the following word:- , secretary,

SECTION 112. Notwithstanding any general or special law to the contrary, any appointive member currently serving on the Board of Education upon passage of this act shall continue to serve in the following manner. Thomas Fortmann and Sandra Stotsky shall serve until June 30, 2010. S. Paul Reville and the member in the seat currently held by the parent representative shall serve until June

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30, 2009. The member in the seat currently held by the representative of a labor organization and the member in the seat currently held by the representative of business or industry shall serve until June 30, 2008. The Governor shall appoint 3 additional members; 2 shall serve until June 30, 2012 and 1 shall serve coterminously with the Governor. All board members shall be eligible for reappointment unless such reappointment is limited under the provisions of section 1E of chapter 15 of the General Laws.

SECTION 113. Notwithstanding any general or special law to the contrary, all appointive members currently serving on the Board of Early Education and Care upon passage of this act shall continue to serve for the remainder of their appointed terms. Of the three additional members to be appointed by the Governor, 1 shall serve until March 11, 2009; 1 shall serve until March 11, 2012 and 1 shall serve coterminously with the Governor. All board members shall be eligible for reappointment unless such reappointment is limited under the provisions of section 3(b) of chapter 15D of the General Laws.

SECTION 114. Notwithstanding any general or special law to the contrary, all appointive members currently serving on the Board of Higher Education upon passage of this act shall continue to serve for the remainder of their appointed terms. The three additional members to be appointed by the Governor shall be appointed for terms coterminous with that of the Governor. All board members shall be eligible for reappointment unless such reappointment is limited under the provisions of section 4(b) of chapter 15A of the General Laws.

SECTION 115. Notwithstanding section 98 of this act and any general or special law to the contrary, the secretary of education shall not become an ex officio voting member of the board of trustees for the University of Massachusetts until an opening next arises on that board due to the departure or the expiration of the term of a presently sitting board member.

SECTION 116. Whenever the following former names of boards, departments, or officers appear in any general or special law, regulation, contract or other document, they shall be taken to mean the following boards, departments and officers, respectively:

(a) the board of education, the board of elementary and secondary education;
(b) the department of education, the department of elementary and secondary education;
(c) the commissioner of education; the commissioner of elementary and secondary education;
(d) the chancellor of higher education, the commissioner of higher education.

SECTION 117. This act shall take effect as soon as it has the force of law under subsection (c) of section 2 of Article LXXXVII of the Amendments to the Constitution.

House of Representatives, February 6, 2008.

Approved (under the provisions of Article LXXXVII of the Amendments to the Constitution and Joint Rule 23A).

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Salvatore F. DiMasi, Speaker.

Steven T. James, Clerk.

Senate, February 7, 2008.

Approved (under the provisions of Article LXXXVII of the Amendments to the Constitution and Joint Rule 23A).

Therese Murray, President.

William F. Welch, Clerk.

Approved February 15 , 2008

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Print

Acts 2012

CHAPTER 287 AN ACT RELATIVE TO THIRD GRADE READING PROFICIENCY.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:

SECTION 1. (a) There shall be an early literacy expert panel to develop recommendations to have all students in the commonwealth reading proficiently by the end of third grade. The panel shall consist of 9 members: the secretary of education, who shall serve as co-chair, and 8 persons appointed by the secretary, in collaboration with the commissioners of early education and care, elementary and secondary education and higher education, who shall be experts on children's early language and literacy development; provided, however, that 4 shall be selected from a list provided to the secretary from the chairs of the joint committee on education and the chairs of the joint committee on higher education. Panel members shall each be appointed for a term of 4 years. The panel shall designate a co-chair every new term. No member, with the exception of the secretary, shall serve for more than 2 consecutive terms. The members of the panel shall serve without compensation but may be reimbursed for expenses necessarily and reasonably incurred in the performance of their duties. Panel members shall not be, by virtue of their membership, state employees under chapter 268A of the General Laws.

The panel shall meet not less than 4 times annually for the first 4 years. After the first 4 years, the panel co-chairs shall determine the time period in which the panel shall continue to meet.

(b) The panel shall advise the departments of early education and care, elementary and secondary education and higher education and the executive office of education on the refinement and implementation of plans for early literacy development including, but not limited to, the Massachusetts Striving Readers Comprehensive Literacy Plan, the Early Learning Challenge Plan and Race to the Top, including the activities and programs offered by the district and school assistance centers and readiness centers to support language and literacy acquisition for children from birth to third grade, inclusive. The panel shall make recommendations to the secretary and the commissioners of early education and care, elementary and secondary education and higher education on the alignment, coordination and implementation of, including, but not limited to, the following areas:

(1) strategies for evaluating the effectiveness of curricula on language and literacy development for children in early education and care programs and grades pre-kindergarten to third grade, inclusive, that (i) is anchored in rich content; (ii) uses a wide variety of types of text to support content under study; (iii) emphasizes the role of oral language and discussion in promoting early reading skills; and (iv) contains a balanced

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instructional design focused on developing both meaning-based skills, such as comprehension, conceptual knowledge, vocabulary and code-based skills, such as letter knowledge, letter sounds and word reading;

(2) effective instructional practices to promote children's language and literacy development in early education and care programs and grades pre-kindergarten to third grade, inclusive, including tiered instructional strategies and materials;

(3) pre-service and in-service professional development and training for educators on language and literacy development, the administration of screenings and assessments, and the analysis of data gained through screenings and assessments to make instructional decisions to improve language and literacy acquisition in young children;

(4) developmentally appropriate screening and assessment to monitor and report on children's progress toward achieving benchmarks in language and literacy development across educational levels prior to third grade and measuring school readiness and children's reading proficiency from pre-kindergarten to third grade;

(5) family partnership strategies for improving the quality, frequency and efficacy of home-school interactions to support children's literacy and language development, as well as, for building community capacity to support family literacy practices; and

(6) action steps to implement the research-based recommendations contained in reports written by experts in early language and literacy development.

The panel shall also advise on leveraging existing and new federal grant opportunities and private funding to support language and literacy acquisition for children from birth to third grade, inclusive. Subject to appropriation, the secretary and commissioners of early education and care, elementary and secondary education and higher education may appoint personnel necessary to coordinate the activities of the panel and provide administrative support as needed.

SECTION 2. The secretary of education, in coordination with the early literacy expert panel co-chair and the commissioners of early education and care, elementary and secondary education and higher education, shall prepare and submit an annual report on the activities of the early literacy expert panel in advising the departments. The report shall include information on the alignment and collaboration between the 3 commissioners, as overseen by the secretary, on early language and literacy development for children from birth to third grade, inclusive, and on teacher training and professional development on early language and literacy, and all subject areas covered in clauses (1) to (6), inclusive, of subsection (b) of section 1. The report shall also include a description of all state and federal funding related to early literacy and the programs such funding supports. The secretary shall submit the report not later than June 30 to the clerks of the senate and the house of representatives, who shall forward the report to the senate and house chairs of the joint committee on education and the senate and house chairs of the joint committee on higher education. The report shall also be made available on the websites of the departments of early education and care, elementary and secondary education and higher education and on the website of the executive office of education.

B-1080

SECTION 3. The early literacy expert panel shall conduct its first meeting not later than 60 days after the effective date of this act.

Approved, September 26, 2012.

B-1081

STEM

The Patrick-Murray Administration's Science, Technology, Engineering, and Math Jobs and Workforce Initiative

STEM Council Accomplishments

Massachusetts has been recognized by the National Governor's Association's Center for Best Practices, Change the Equation, and Innovate+Education as a top STEM state and we were rated number one by the U.S. Department of Education on the nationwide Race to the Top Competition. The @Scale initiative created by the STEM Council has been hailed as a breakthrough model for public/private funding to replicate and bring to scale transformative, system wide improvements in STEM education.

Together in three and a half years we have achieved so much:

1. Massachusetts statewide ***STEM initiative and STEM plan*** is recognized by the National Governor's Association and referenced by many state STEM leaders as a top example for convening government, education and private sector resources to govern and attain quantifiable outcome improvements for students, educators and the STEM workforce.
2. Massachusetts long-standing model system of ***Regional STEM Networks*** which convene K12 school districts, higher education, businesses, not-for-profit organizations and local government agencies, aligning core strategies of the statewide STEM plan to local education and economic needs, is recognized as "best practice" and is being adopted, nationally.
3. Massachusetts ***@Scale Initiative***, designed to identify and promote a portfolio of emerging "best practice" in-school and out-of-school projects spanning the STEM disciplines and grade levels from pre-K to college has been hailed as a breakthrough model for public/private funding to replicate and bring to scale transformative, system wide improvements in STEM education.
4. The ***Massachusetts Afterschool Partnership*** program was recently selected among a cohort of only four states nationally to infuse STEM into expanded learning, afterschool and summer programs and build systems-capacity in collaboration with our Regional STEM Networks to increase STEM opportunities in afterschool and out of school time, statewide.
5. Massachusetts ninth annual ***STEM Summit,*** the longest running in the nation, hosted 1,200 attendees at Gillette Stadium, home of the New England Patriots, in the fall of 2012 to promote awareness of the importance of STEM education for all children and engage a broad and diverse constituency of educators, business leaders, government officials, parents and students.
6. Massachusetts received 15 of 15 points, a 100% score on the STEM component on the ***Race to the Top*** application. The creation of the STEM council within the Executive Branch was recognized as a reason for the top score.

Governance - In the two years after the Commonwealth's first STEM Plan was released, the Lt. Governor's Office and the Executive Branch Agencies have moved quickly to establish and execute a governance system to implement the plan and have made progress in numerous key other areas to support the six overarching goals of the STEM Plan.

- The STEM Operations Board was created in February 2011 as an operational unit of the STEM Council to increase capacity for the Regional STEM Networks and review project proposals
- The Executive Committee of the Governors STEM Council was created in May 2011 to facilitate decisions on proposals and recommendations brought before the Council.
- The Fundraising Task Force was created in August 2011 to support the @Scale initiative.

Public Awareness Campaigns - Through the work of the Public Awareness Subcommittee we initiated and completed the selection of high profile STEM professionals to be promoted as role models through the WOW Campaign. Lt. Governor Murray unveiled this initiative at the 2011 STEM Summit. This work continues and a public awareness campaign is in the works to be launched in the fall of 2013.

Strengthen Data Collection and Analysis - Worked with our partners at the UMass-Donahue Institute to strengthen the data collection and analysis pieces and created a Data Dashboard to inform the design, evaluation and outcomes assessment of STEM projects, policies and strategies statewide

Creation of a Boston Regional STEM Network - Lt. Governor Murray announced the formation and $40,000 in seed funding for the Boston Regional STEM Network at the 2011 Summit. The Network has been effective and students in the Boston Public Schools have higher interest in STEM than the statewide average.

Launched the @Scale Initiative - At the June 2011 STEM Council Meeting, Lt. Governor Murray announced the STEM Council's first six Promising Practice Programs as part of the @Scale Initiative. $500,000 in funding for the @Scale projects was secured in October 2011 and required private sector or non-profit matches. Phase II grants went out successfully as well and Phases III and IV are in the works for 2013. @Scale Endorsements include projects that represent a strategic focus on specific promising programs to achieve quantitative gains defined in the STEM plan in student interest and readiness. This approach has been presented to and supported by representatives of the Massachusetts business community.

Promoted the Benefits of Vocational-Technical Schools - During his time in office, Lt. Governor Murray has visited all 64 vocational technical programs in Massachusetts representing more than 44,000 students. The Lt. Governor has promoted these programs as ones that offer hands-on learning in a number of innovative educational programs to support a range of career fields, especially growing sectors including advanced manufacturing, clean energy, and information technology.

Action Steps for 2013-2014

- Together with our new STEM Council Chairman Congressman Joseph P. Kennedy who is also the state's only member serving on the House Committee on Science, Space, and Technology, the secretaries of Education, Housing and Economic Development, Labor and Workforce Development, the President of UMass, and all of our other administration partners, we will continue to strive to promote Massachusetts' advantages and continue to drive forward our STEM, workforce development, and job creation strategies and will deepen the ownership of the STEM goals by state departments and agencies.

- Building off recommendations from the Executive Committee, we will work with our legislative partners on legislation to sustain the STEM initiative. We will combine the STEM Council's Executive Order with previous legislation on the Goddard Council to codify our governance system and practices and keep the level of leadership within the Executive Branch.

- We will continue to strive to the goals in our nationally recognized five year STEM Plan. This plan is referenced by many state STEM leaders as an exemplar for convening government, education and private sector resources to govern and attain quantifiable outcome improvements for students, educators and the STEM workforce. We must continue these efforts and will release Version 2.0 of the STEM Plan at this November's STEM Summit to outline what we must focus on to reach our goals.

- Complete our full menu of @Scale program's endorsements. @Scale has been hailed as a model for public/private funding to replicate and bring to scale transformative, system wide improvements in STEM education. To date, two rounds of @Scale projects have been granted approximately $900,000 of state funding leveraging $2.5 million of private sector funding and has reached at least 170 teachers and 8500 students across the state. We must use the completion of this project to breakthrough with private sector partners complementing public sector investment to achieve full-scale with "best practice" initiatives such as @Scale. Together the STEM Operations Board and Executive Committee will rigorously research, evaluate and assess outcomes of the @Scale portfolio to affirm this strategy, supported by evidence and quantified through data.

- Using lessons learned from the successful WOW Initiative, we will broadly implement the Public Awareness campaign and messaging to inform all communities (especially parents and employers) of the importance, value and excitement of STEM.

- Build broader communities of interest among the 1,000 points of light to foster even more widespread alignment to the goals of the STEM plan.

- Celebrate our success!

B-1084

COMMONWEALTH OF MASSACHUSETTS

Executive Office of Education

STRATEGIC PLAN
2013 – 2015

Matthew H. Malone
Secretary of Education

A MESSAGE FROM THE SECRETARY

E-1086

To the Citizens of the Commonwealth:

It is an incredibly exciting time for public education in Massachusetts.

With the leadership of Governor Patrick and the Legislature; the commitment and incredible service of our educators; the hard work of our students; and the support of parents and family members and also local, regional, and community partners, we are building a 21st century public education system in the Commonwealth, one that will meet each student where he or she is and provide the targeted support that each student needs to be truly successful.

Massachusetts is at the forefront of education reform and improvement efforts, and the state is implementing bold and innovative strategies in early education, elementary and secondary education, and higher education that are improving the quality of educational experiences for students across the state. In addition, many of our students continue to lead their peers on national and international measures of student achievement. We are extremely proud of our accomplishments, but there is much work that still needs to be done. In Massachusetts, doing well is simply not good enough.

The Executive Office of Education (EOE) is responsible for achieving Governor Patrick's vision for public education in Massachusetts, and we are working in collaboration with state, regional, and local partners to achieve two overarching goals of the Patrick-Murray Administration:

- Ensure that all students have access to high-quality educational opportunities from birth through postsecondary education; and
- Close persistent and unacceptable achievement and attainment gaps among different groups of students.

In order to achieve these goals, the EOE is implementing multiple strategies that will enable the Commonwealth to:

- Meet the learning needs of each student and provide the knowledge, encouragement, and skills that they need to meet our high expectations for student growth and achievement, and also provide comprehensive support services to address out-of-school factors;
- Ensure that every student in the state is taught by highly competent educators who continually receive the tools and professional support that they need;
- Prepare every student for postsecondary educational and career opportunities and also lifelong success; and
- Unleash innovation and change throughout the public education system.

Pursuant to Executive Order 540, our strategic plan represents a critical first step in implementing a performance management program that will help us to allocate different types of resources more effectively and achieve better outcomes for students and their families. Our strategic goals for the next two years are as follows:

- Increase levels of third grade reading proficiency for all Massachusetts children;
- Enhance the effectiveness of the educator workforce;
- Successfully turn around our lowest performing schools and districts; and
- Increase college and career readiness.

By executing this plan, the EOE will better ensure that all children and students across the state will have the knowledge, skills, and experiences that they need to be effective members of their families and communities, lifelong learners, and successful citizens. The EOE is eager to continue working with our educators at every level of the public education system, our parents and family members, local officials, members of the Legislature, our state education partners, and community partners to implement the Governor's comprehensive agenda for building a 21st century public education system in Massachusetts.

Sincerely yours,

Matthew H. Malone, Secretary of Education

Changing the way we do business

Never before has Massachusetts been under greater pressure to make government more effective and efficient. We must make even more informed decisions and respond to a public that is demanding greater accountability and transparency. The Executive Office of Administration and Finance (A&F) is leading the way in building a state government that thinks and acts more strategically.

Through the Office of Commonwealth Performance, Accountability and Transparency (CPAT), A&F is helping to drive strategic planning and performance management across state government to produce better results for the people of the Commonwealth.

The EOE is working in partnership with A&F and state education agencies to implement education policies and initiatives effectively and efficiently in order to maximize results for students, educators, families, and the Commonwealth as a whole.

BUDGET

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This document was prepared pursuant to Executive Order 540 and will be officially released alongside the Fiscal Year 2014 Governor's Budget Recommendation.

Please send feedback about this plan to saeyun.lee@state.ma.us and james.ditullio@state.ma.us.

MISSION, VISION, AND POLICY CONTEXT

OVERVIEW

Governor Patrick proposed the re-establishment of the EOE to create a more coherent, aligned, and comprehensive public education *system* in Massachusetts, one that would truly support children and students from birth all the way through postsecondary education.

In early 2008, the Legislature overwhelming approved the Governor's proposal. Governor Patrick appointed Paul Reville as the first Secretary of Education in March 2008, and the EOE began its operations on July 1, 2008. In December 2012, Dr. Matthew Malone was appointed as Secretary of Education, and he began his tenure on January 14, 2013.

The EOE is at the center of the Commonwealth's public education system that also includes the Department of Early Education and Care (EEC), the Department of Elementary and Secondary Education (ESE), the Department of Higher Education (DHE), and the University of Massachusetts system (UMass).

The EOE is responsible for coordinating the development and implementation of statewide education policies from birth through postsecondary education, and it also supports the creation of the organizational structures and mechanisms necessary to successfully implement and sustain such policies.

This governance system has increased policy coherence across the three education sectors, and is also creating more

MISSION AND VISION

The EOE is committed to creating a more ***aligned, comprehensive, and successful 21st century public education system*** that builds on our achievements so that we can better ensure that all Massachusetts students are prepared to be ***lifelong learners*** and ***succeed in the global economy***.

By investing in ***research-based strategies, raising standards and accountability, improving assessments, increasing the quality of teaching, promoting innovation, enhancing student supports and rewarding excellence***, Governor Patrick is ensuring that all Massachusetts students not only remain at the head of the class nationally, but are positioned to ***successfully compete internationally and to fully realize the American Dream***.

seamless educational pathways for students across the state. In partnership with the EEC, ESE, DHE, and UMass, the EOE is committed to advancing actions and initiatives that will provide children and youth with access to high-quality educational opportunities from birth through postsecondary education; improve achievement levels for all students and close persistent achievement and attainment gaps that disproportionately affect students from lower-income families, students who are English language learners, students of color, and students with disabilities; and create a 21st century public education system that prepares students for higher education, work, and life in a world economy and global society.

Our coherent policy agenda plus our governance structure that promotes more effective cross-sector collaboration are enabling the EOE to achieve our strategic goals for the next two years:

- Increase levels of third grade reading proficiency for all Massachusetts children;
- Enhance the effectiveness of the educator workforce;
- Successfully turn around our lowest performing schools and districts; and
- Increase college and career readiness.

PRIMARY ACHIEVEMENTS

The establishment of the EOE has had significant impact on the quality of educational services provided to children and students across the state as well as their access to educational opportunities. Our primary achievements to date are moving the Commonwealth closer to accomplishing the Governor's goals for our public education system.

DEVELOPMENT AND IMPLEMENTATION OF EDUCATION POLICY

An Act Relative to the Achievement Gap – Governor Patrick signed this landmark education legislation in January 2010, the most comprehensive and innovative bill since the passage of the Massachusetts Education Reform Act of 1993. This legislation established the first "smart" charter school cap lift in the nation as well as new requirements regarding the enrollment and retention of specific subgroups of students in charter schools; created new rules, tools, and supports to aggressively turn around our lowest-performing schools; and established the framework for Innovation Schools, in-district schools that operate with increased autonomy and flexibility with regard to curriculum, professional development, school schedule/calendar, staffing, budgeting, and district policies – all while keeping school funding within public school districts.

Twenty new charter schools are serving students in some of our neediest communities in Massachusetts, our lowest-performing schools have demonstrated notable gains in student achievement and closing achievement gaps, and there are now 44 Innovation Schools serving students in communities across the state.

Early Education and K-12 Race to the Top Initiatives – Massachusetts was one of only six states in the nation to be awarded both a Race to the Top – Early Learning Challenge (RTT-ELC) grant as well as a K-12 Race to the Top (RTTT) grant by the U.S. Department of Education; in fact, Massachusetts received the highest score in the nation for the RTTT competition, and we received the second highest score for the RTT-ELC competition.

With the four-year, $50 million RTT-ELC grant, EEC is strengthening our system of early education and care and providing a healthy start for all infants, toddlers, and pre-school children by enhancing the quality of early education programs with our Quality Rating and Improvement System, creating a robust kindergarten assessment system, enhancing the quality of the early education workforce, and increasing engagement with parents and family members. With the four-year, $250 million RTTT grant, ESE is dramatically increasing college and career readiness for all Massachusetts students and building school and district capacity by providing high-quality curricular and instructional resources to educators, enhancing the quality of the K-12 educator workforce, accelerating improvement in our lowest-performing schools, and creating a comprehensive system that will collect and analyze essential student and educator data.[1]

As a result of implementing our RTT-ELC plan, kindergarten teachers are using new tools to better assess students' developmental, social-emotional, and learning needs; we are creating stronger and more comprehensive birth to age five early learning and development standards; and we are implementing strategies to increase reading proficiency by grade 3. As a result of implementing our K-12 RTTT plan, Massachusetts has adopted new pre-K through grade 12 Curriculum Frameworks that include the Common Core State Standards (new curricular standards to increase students' levels of college and career readiness), we are implementing new educator evaluation strategies to continually enhance the quality of instructional services provided to students, we have created new curricular and instructional tools for educators, and our lowest-performing schools demonstrated notable increases in student achievement.[2]

Massachusetts is also leading a national effort across 23 states – the Partnership for Assessment of Readiness for College and Careers – to establish new K-12 student assessments that are aligned to the Common Core State Standards.

College and Career Readiness – The EOE and its state education partners are implementing an array of strategies to increase college and career readiness for all students across the state. In keeping with our mission of building a more comprehensive, integrated, and 21st century public education system, we are building more seamless and integrated pathways – starting in the earliest stages of a child's

[1] Additional information about Massachusetts' RTTT plan is available at http://www.doe.mass.edu/rttt/.

[2] In order to supplement our efforts to enhance the quality of our educator workforce, the EOE established an Educator Preparation Advisory Group to build a 21st century educator *preparation* system, one that will ensure that all educators who enter the early education or K-12 sectors are well prepared to successfully serve their children and students.

educational career – to postsecondary educational and career opportunities.

In addition to implementing new pre-K through grade 12 Curriculum Frameworks, using better assessments to provide differentiated support to students, and enhancing the quality of the educator workforce – we are redesigning some of our high schools to provide students with essential information about career opportunities earlier in their academic careers and give them access to work-based, experiential learning opportunities; we are redefining what it means to be college- and career-ready in Massachusetts and how the public education system must prepare students for postsecondary success; and we are creating career standards to better define what types of knowledge and skills students need to enter the workforce. In addition, we are implementing targeted strategies to ensure that more students stay in school.

Postsecondary Education – Massachusetts is implementing an array of strategies to ensure that students of different ages and educational experiences have affordable access to postsecondary educational opportunities and can successfully complete their degree and certificate programs once enrolled at our community colleges, state universities, and UMass campuses. Anchoring our work is the DHE Vision Project, a statewide effort to produce the best-educated citizenry and workforce in the nation and ensure that Massachusetts is a national leader with regard to research that drives economic development. The Vision Project uses data to continually assess the performance of our public campuses and the public higher education system as a whole, increase accountability with multiple stakeholders, and implement innovative and aggressive policies across the state.

Our community colleges, state universities, and UMass campuses are continuing to refine existing degree and certificate programs and add new programs to provide students with a diverse and exciting array of educational opportunities and reflect state workforce needs. Our public campuses are also implementing new strategies to better address the academic, social/emotional, and other needs of students to ensure that they can successfully complete their degree and certificate programs in a timely manner. They are also engaging in efforts to increase efficiency with regard to both academic and operational activities to ensure that students have access to high-quality and affordable postsecondary educational experiences.

The Patrick-Murray Administration has maintained strong levels of fiscal support for our 29 community colleges, state universities, and UMass campuses, and the EOE continues to work in partnership with DHE, UMass, and our campuses to ensure that students who are eligible for financial aid are applying for and receiving such aid and also to enhance the quality of academic and other services provided to students.

The Vision Project has prompted the development of different strategies to increase graduation and success rates, more accurately measure students' learning outcomes, and bridge

the gap between high school and college courses. The first annual Vision Project report was issued in September 2012.[3]

Workforce Development – In the fall of 2011, Governor Patrick asked the Secretaries of Education, Labor and Workforce Development, and Housing and Economic Development to develop a plan and shared goals for creating a more robust and comprehensive workforce development system, one that is much more responsive to the needs of both employees and employers. In particular, the Governor emphasized his goal of aligning the public higher education system – and specifically community colleges – with the workforce and economic development systems to create seamless pathways to employment, increase the number of jobs in Massachusetts, and improve our state's competitive position in the global economy.

In early 2012, these Secretaries hired a Director of Workforce and Education who is developing career pathways and implementing strategies in four high-demand industries – health care, life sciences, advanced manufacturing, and information technology. These efforts are complementing community college reform initiatives that will increase integration and coherence across the 15 campuses (the Governor proposed community college reform initiatives in his FY 2013 state budget request, and the final FY 2013 state budget includes specific strategies to reform governance and funding structures). The community college system also received a $20 million grant from the U.S. Department of Labor to develop workforce training programs in targeted industries, and Massachusetts is part of a national initiative, "Pathways to Prosperity", that will result in the establishment of six-year pathways to employment.

Achievement in Science, Technology, Engineering, and Mathematics (STEM) – Massachusetts is a state rich with STEM resources and opportunities, and the Patrick-Murray Administration is implementing a plan to increase student engagement and achievement in STEM fields of study as well as coordinate initiatives across the state.

In October 2009, Governor Patrick established the STEM Advisory Council and appointed Lieutenant Governor Timothy Murray as the Chairman. The Council serves as a vehicle for the EOE and state education agencies, the Executive Office of Housing and Economic Development, the Executive Office of Labor and Workforce Development, state legislators, and public and private STEM advocates to work together to implement exciting initiatives in STEM-related fields. Since its inception, the Council has supported the implementation of a comprehensive plan that was first released in September 2010, the results of which have included the creation of a new governance system to coordinate STEM initiatives and strategically allocate resources, increased funding for education programs and educator professional development opportunities through the STEM Pipeline Fund, enhanced local and regional partnerships through the Regional STEM

[3] *Time to Lead: The Need for Excellence in Public Higher Education* is available at http://www.mass.edu/visionproject/TimeToLead.pdf.

Networks, and increased public awareness about the importance of STEM achievement and career opportunities. [4]

Comprehensive Services to Students and Families – Providing comprehensive health and social services to children and families is a central component of our theory of action to improve student achievement and close persistent achievement and attainment gaps. For too many of our students, out-of-school factors including poverty, health issues, and family or community concerns are obstacles to school attendance, engagement, and achievement. By addressing these factors, we can better ensure that students will have a healthy platform for learning.

In October 2008, Governor Patrick established the Child & Youth Readiness Cabinet to promote coordination and collaboration across state agencies that provide support services to children and families. The Cabinet is co-chaired by the Secretaries of Education and Health and Human Services, and its members (including other Secretaries and Commissioners whose agencies serve children, youth, and families) work with local, regional, and state entities to ensure that children and families receive the services that they need.[5]

One of the Cabinet's priorities is to support the coordination and alignment of comprehensive services to students who attend our lowest-performing schools and their families. As such, the work of the Cabinet is closely aligned with ESE initiatives to support underperforming schools, including Wraparound Zones, clusters of schools that are increasing access to support services with funding from our K-12 RTTT grant award.

Gateway Cities Education Agenda – In November 2011, Governor Patrick announced the launch of this agenda, which includes targeted strategies to improve early literacy, providing comprehensive support services to students and families, provide targeted instruction to English language learners, and increase the career readiness of high school students in the Commonwealth's 24 Gateway Cities.[6] The goals of this *Agenda* are to close persistent achievement and attainment gaps among different groups of students and also promote the creation of a 21st century public education system in Massachusetts by engaging local and state stakeholders in new and important discussions about how to best support our students.

The final state FY 2013 budget includes $500,000 in funding for the *Career Academies Planning Grant Program, which supports the establishment of Career Academies* that will provide new career-focused learning and work opportunities for high school students. The state budget also includes $3 million for the *English Language Learners Enrichment*

[4] Additional information about the STEM Advisory Council is available at http://www.mass.gov/governor/administration/ltgov/lgcommittee/stem/.

[5] Additional information about the Child & Youth Readiness Cabinet is available at http://www.mass.gov/edu/child-youth-readiness-cabinet.html.

[6] The 24 Gateway Cities are as follows: Barnstable, Brockton, Chelsea, Chicopee, Everett, Fall River, Fitchburg, Haverhill, Holyoke, Lawrence, Leominster, Lowell, Lynn, Malden, Methuen, New Bedford, Pittsfield, Quincy, Revere, Salem, Springfield, Taunton, Westfield, and Worcester.

Academies Grant Program, which will support spring and summer enrichment programs that will provide accelerated and intensive English learning opportunities for middle and high school students.[7]

In January 2012, the EOE awarded $3.5 million in grants to eligible recipients in the 24 Gateway Cities, and it will support local efforts to establish Career Academies and provide intensive English language enrichment programs for students.[8]

NEW ARCHITECTURE FOR PUBLIC EDUCATION

In order to achieve our goal of creating a more coherent, aligned, and comprehensive 21st century public education system, the EOE has been building a new architecture for public education in Massachusetts. This architecture includes new organizational structures and mechanisms necessary to successfully implement policies from early education through postsecondary education, but it also includes new strategies for increasing collaboration with local, regional, and state partners outside of the education sector.

Integration Within the Education Sector – The EOE has created a more unified public education governance system by integrating strategic planning and operational efforts of EEC, ESE, DHE, and UMass. The Secretary of Education serves on the Boards of EEC, ESE, DHE, and the UMass Board of Trustees, and the EOE and its partners are working together to develop and implement a comprehensive array of policies in early education, K-12, and postsecondary education.

This governance system has resulted in the development and implementation of policies that are creating more seamless educational pathways for students. For example, the EOE and its state education partners have created the policy framework for increasing kindergarten readiness and third grade reading proficiency, increasing college and career readiness, and building a more effective educator preparation system. These initiatives and others are creating a more integrated and holistic public system education that will better our students in the short- and longer-term.

The EOE established six regional Readiness Centers in October 2009 to further promote greater coordination among the early education, K-12, and higher education sectors. These Centers are managed by regional teams that include our public institutions of higher education (including all of our state universities and the four undergraduate UMass campuses), independent institutions of higher education, K-12 school districts, early education and out-of-school-time programs, educational collaboratives, non-profit organizations, and business and community partners. These regional consortia provide and coordinate high-quality professional development for educators; provide important information about statewide initiatives, effective models, and best practices; and convene educators to address common priorities and also leverage resources and expertise. The Centers are contributing to the

[7] Additional information about the *Gateway Cities Education Agenda* is available at http://www.mass.gov/edu/gateway-cities-education-agenda.html.

[8] Additional information about the grant recipients is available at http://www.mass.gov/edu/gateway-cities-education-agenda.html.

implementation of core initiatives from the RTT-ELC and K-12 RTTT plans, including the implementation of our new Curriculum Frameworks and the kindergarten assessment system. The Centers are critical partners in advancing our education goals, as they are creating essential opportunities for cross-sector collaboration about our education priorities.

The EOE has also consolidated all information technology services across the education sector, which is resulting in the creation of streamlined websites for all state education agencies as well as the establishment of new data systems for collecting, analyzing, and disseminating student and educator data.

Collaboration with Other Sectors – A 21st century public education system will require support not just from the EOE but from other valued state partners outside of the education sector. By increasing collaboration with other sectors, the Commonwealth is developing and implementing more comprehensive and aligned strategies as well as modeling the types of partnerships that should be established at the regional and local levels.

As described on page 5, the EOE is working in collaboration with EOLWD and EOHED to create a more robust workforce development system in the Commonwealth, one that utilizes the expertise and resources among multiple sectors to best address the needs of our employees and employers.

In addition, as described on page 6, the EOE is working in collaboration with the Executive Office of Health and Human Services to provide comprehensive services to children and families across the state.

STRATEGIC ALLOCATION OF RESOURCES

Despite the impact of the economic downturn, the Patrick-Murray Administration has protected and even increased state funding for our public education system. The EOE and its partners have strategically allocated this funding as well as funding from other resources, including most notably almost $1 billion in federal funding through the 2009 *American Recovery and Reinvestment Act* plus federal grant funding through the Race to the Top program and other programs to support students from lower-income families, students with disabilities, students who are English language learners, and initiatives to turn around our lowest-performing schools.

Taken together, the development and implementation of our integrated and comprehensive policy initiatives plus the creation of a new architecture for our public education system have enabled the EOE to make important progress toward achieving the overarching education goals of the Patrick-Murray Administration. For the next two years, the continuation of our efforts plus the implementation of new and expanded strategies will enable the EOE and its partners to achieve our four strategic goals of improving reading proficiency by grade 3, enhancing the effectiveness of the educator workforce, turning around our lowest-performing schools, and increasing college and career readiness.

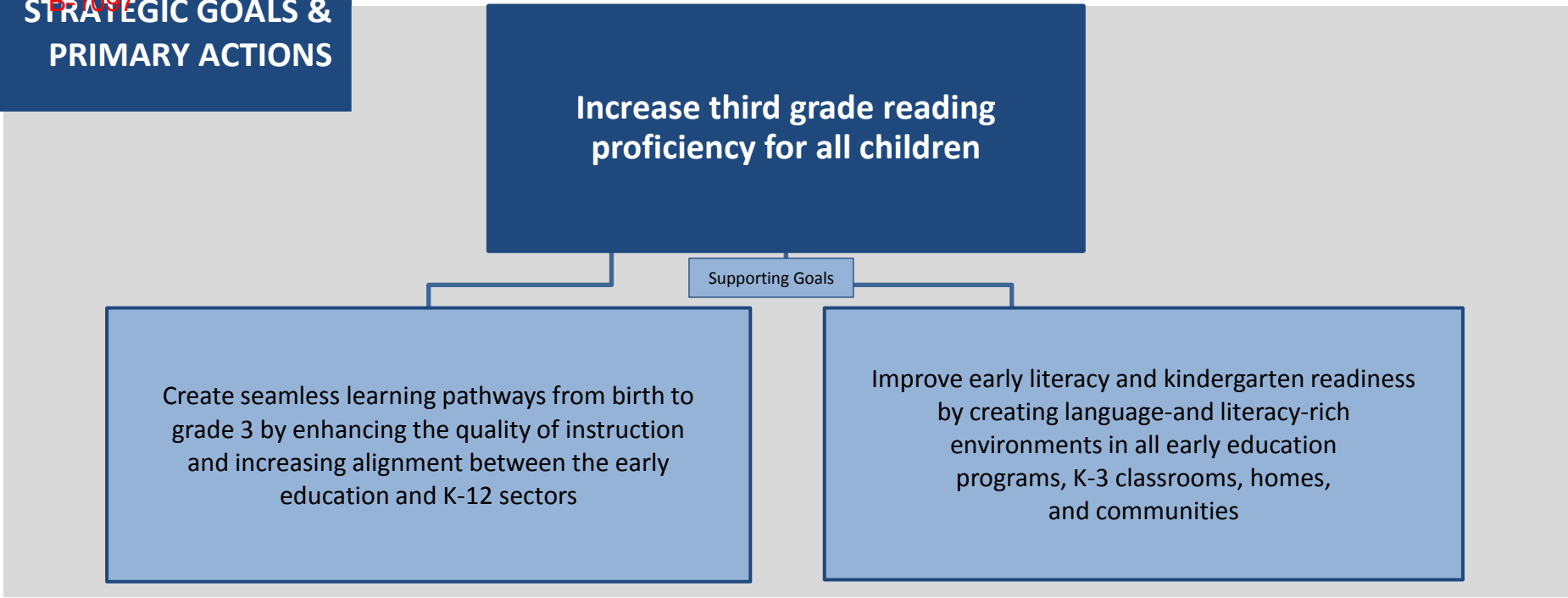
CHALLENGES

One of our most pressing changes is to effectively support the implementation of multiple strategies and the development of new initiatives while grappling with continued fiscal issues at the local, state, and national levels. The Patrick-Murray Administration has protected and even increased public education funding despite the recent economic downturn, but the EOE must continue to work effectively with its education partners and other partners in state government to make sure that state dollars are being spent strategically and wisely to provide students with access to high-quality educational opportunities from cradle to career.

The EOE and its education partners must continue to develop and implement *differentiated* strategies to better support students throughout every stage of their learning and academic careers. The creation of a 21st century public education system is a deliberate transition away from a one-size-fits-all approach to educating students, and the EOE must continue to meet the changing demands of a changing population of students as well as educators.

Lastly, the EOE must continue to implement a comprehensive approach to education improvement and reform, one that includes the expertise, resources, and contributions of our partners both inside and outside of the education sector.

STRATEGIC GOALS & PRIMARY ACTIONS



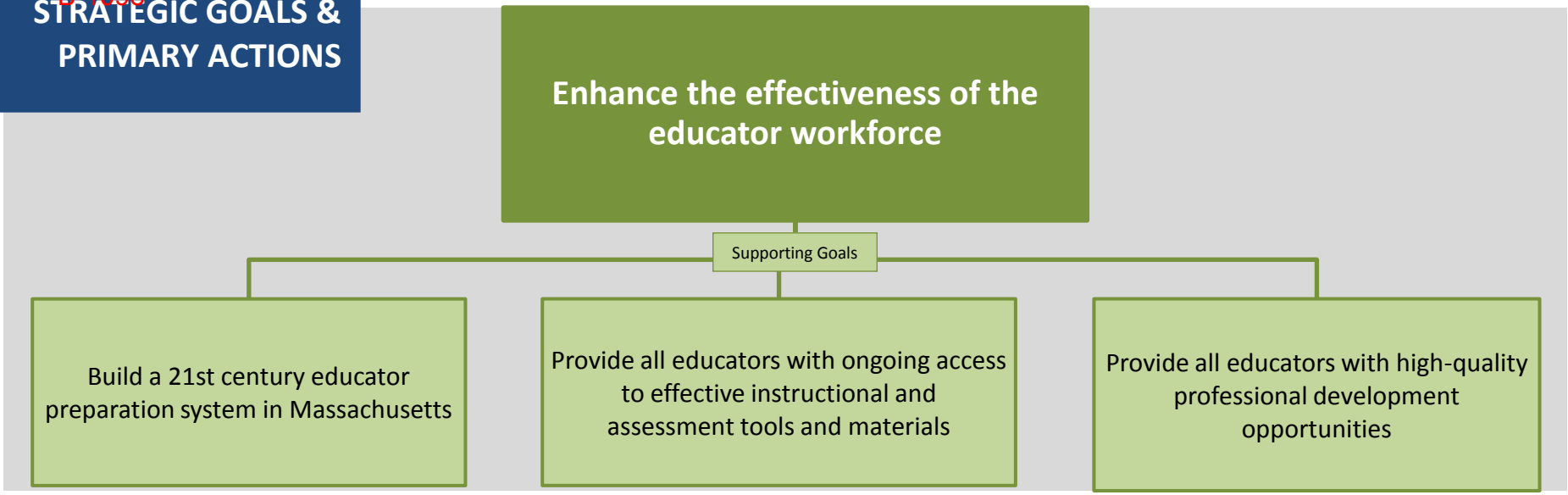
In order to achieve this goal, the EOE and its state education partners are:

- Using **new curricular and evidence-based assessment materials** for early educators and K-3 educators to ensure that they have the tools and resources needed to successfully address the developmental, educational, and other needs of infants and young children through age 8;

- Operating the **Quality Rating and Improvement System**, a criterion-based system of evaluating early education and out-of-school-time programs, to **continually enhance the quality of services provided to infants and children** and also increase accountability to multiple stakeholders;

- Developing and implementing **a kindergarten assessment system to provide more differentiated services to children** based on their developmental and educational needs; and

- Developing and implementing **powerful strategies for engaging parents, family members, and communities** so that multiple partners can work together to create stimulating and interactive learning environments for infants and children.



In order to achieve this goal, the EOE and its state education partners are:

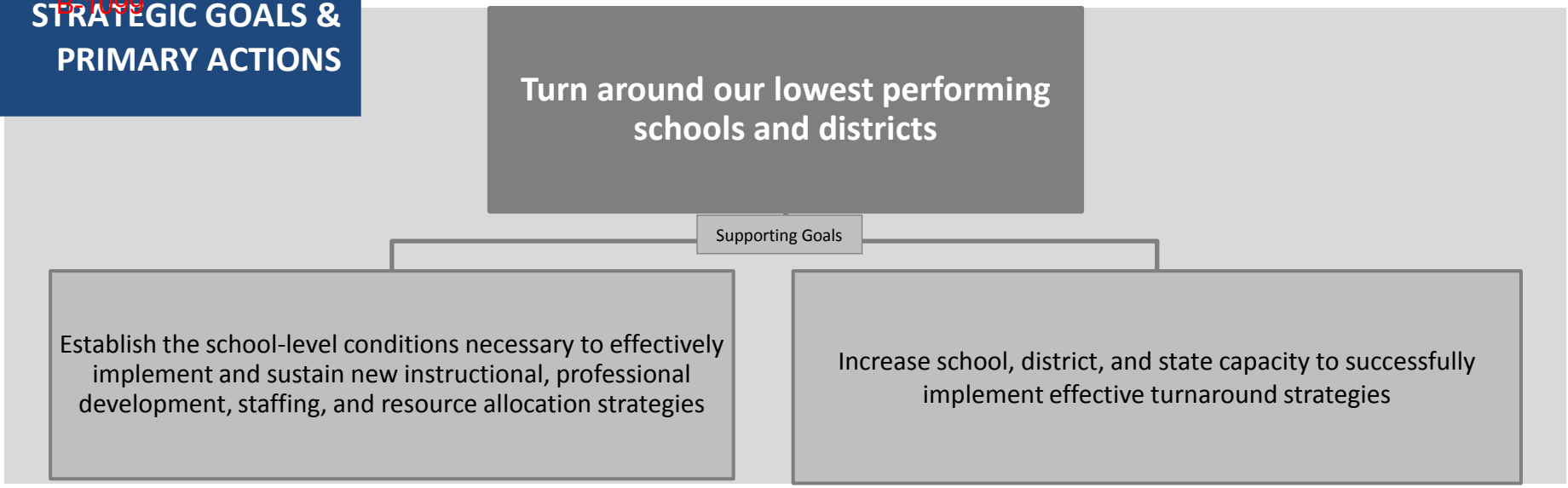
- Developing policy recommendations focused on **educator induction, the content and structure of educator preparation programs, and our licensure and regulatory framework** to better ensure that all teachers and administrators who are entering the profession are well prepared to meet the needs of an increasingly diverse student population, successfully implement our reform and improvement strategies, and embrace new professional opportunities;

- Working with educators to develop **new curricular materials and strategies for monitoring student growth and achievement** and also providing them with better access to **different types of student data**;

- Implementing more nuanced, effective, and comprehensive **educator evaluation strategies** in school districts across the state to give educators the information and tools to continually improve as professionals; and

- Working with educators to develop **robust and continuous professional development opportunities** that are directly related to their responsibilities and accurately reflect the evolution of teaching and leadership, and improving the delivery systems through which these opportunities are provided.

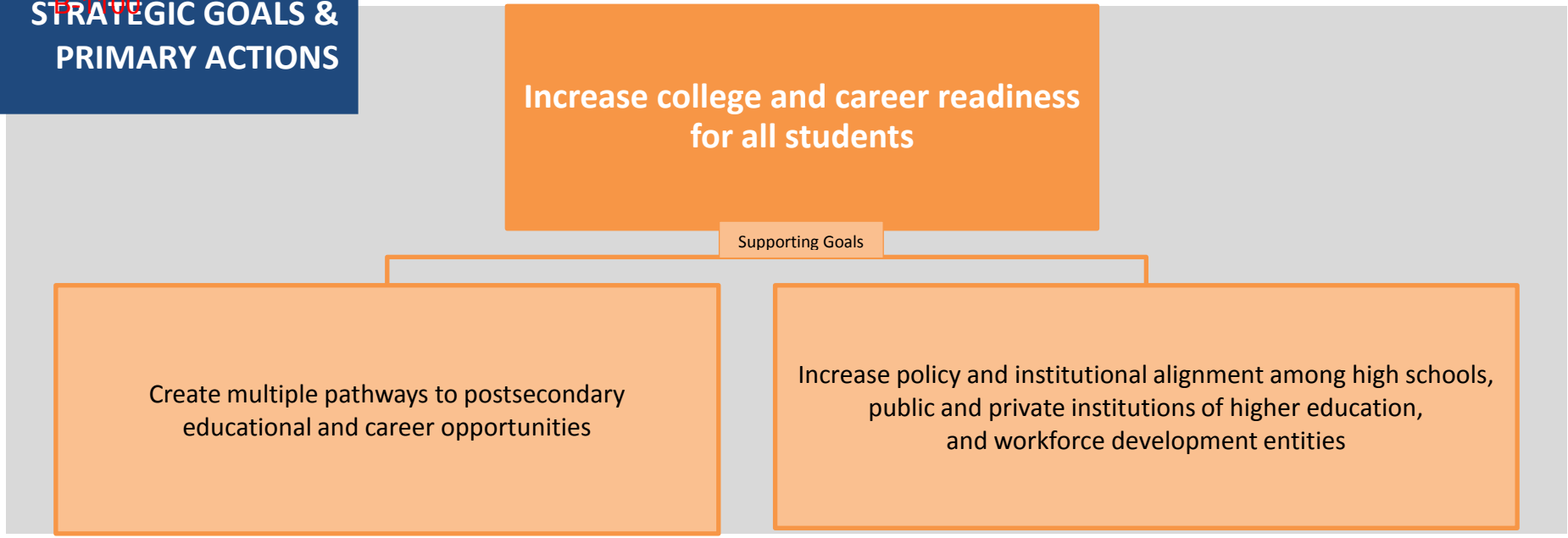
STRATEGIC GOALS & PRIMARY ACTIONS



In order to achieve this goal, the EOE and its state education partners are:

- Supporting the implementation of **locally-developed school improvement plans** by providing **direct assistance, guidance, and fiscal resources** to our lowest performing schools and districts;
- Implementing strategies to **recruit highly effective educators** to teach in and lead our lowest performing schools and also provide **targeted professional development opportunities** to these educators and their colleagues;
- Implementing strategies to create **positive and safe school environments** so that all members of the school community can be successful;
- Promoting and sustaining **strong partnerships among schools, districts, early education providers, and community partners** (including social service agencies, non-profit organizations, cultural organizations, and institutions of higher education) to provide comprehensive support services to students and their families; and
- Promoting and sustaining **strong partnerships among schools, districts, and EEC and ESE** to align local and state strategies, maximize expertise, and strategically allocate resources to accelerate the improvement of our lowest-performing schools.

B-1199



In order to achieve this goal, the EOE and its state education partners are:

- **Implementing more rigorous curriculum** standards from pre-K through grade 12 and creating **career readiness standards** for all Massachusetts students;
- Redefining **what it means to be college and career ready** in Massachusetts, and using this definition to **implement innovative new strategies** to ensure that all students have the **knowledge, skills, and habits of mind necessary for postsecondary success**;
- Creating **more seamless and robust career pathways** so that students have access to information about career opportunities earlier in their academic careers, access to work-based learning opportunities such as internships, and valuable guidance about how to make smart choices;
- **Aligning high school and college-level curricula and assessments** to ensure that students can successfully transition to and succeed in college; and
- Creating **strong partnerships among the education, workforce development, and industry sectors** at multiple levels so that these partners can leverage expertise and resources and collaboratively increase college and career readiness.

B-1101 MEASURES

The EOE and its state education partners collect and analyze multiples types of data on an ongoing basis. For the purposes of measuring our progress with regard to achieving our strategic goals, we will utilize the primary measures identified on the following pages. The EOE will continue to assess the validity of these measures and make adjustments and additions as necessary.

Note: where applicable, disaggregated data will be collected and analyzed to assess our progress with regard to closing persistent achievement and attainment gaps among different groups of students.

GOAL	MEASURE	DATA SOURCE	FREQUENCY
Increase third grade reading proficiency for all children	The level of reading proficiency of third graders as assessed by the Massachusetts Comprehensive Assessment System (MCAS), the statewide system for measuring student performance	ESE	Annual
	Number and percentage of early education programs participating in the tiered Quality Rating and Improvement System (QRIS), a system for evaluating the quality of early education and out-of-school-time programs	EEC	Ongoing
	Number and percentage of high ratings for early education programs participating in the tiered QRIS	EEC	Annual
	Number and percentage of children assessed as a result of administering evidence-based kindergarten assessments in early adopter districts	EEC and ESE	Annual[9]

[9] During the 2012 – 2013 school year, approximately 20 school districts across the state are using new assessments to better assess the educational and developmental needs of kindergarten students, and additional districts will begin using these assessments in subsequent years.

GOAL	MEASURE	DATA SOURCE	FREQUENCY
Enhance the effectiveness of the educator workforce	Increased student growth and achievement in schools and districts as assessed by the MCAS and other measures	ESE	Annual
	Number and percentage of K-12 courses and subjects taught by highly effective teachers	ESE	Annual
	Number and percentage of K-12 educators (both teachers and administrators) who receive Exemplary and Proficient ratings in districts that are implementing new educator evaluation frameworks	ESE	Annual
	Number and percentage of K-12 teachers who have completed all required courses of professional development in Sheltered English Instruction	ESE	Ongoing[10]

[10] ESE is coordinating the provision of these professional development programs for K-12 teachers, and information about the numbers of participants will be available in the coming months.

GOAL	MEASURE	DATA SOURCE	FREQUENCY
Turn around our lowest performing schools and districts	Increased student growth and achievement in Level 3 and 4 schools and districts as assessed by the MCAS and other measures (all schools and districts in Massachusetts receive a rating of Level 1 through 5 based on student achievement data and other measures of performance and educational attainment)	ESE	Annual
	Number and percentage of Level 3 and 4 schools collaborating with ESE-approved turnaround partners (these partners are working collaboratively with our lowest performing schools to develop and implement effective improvement strategies, increase student achievement, and close persistent achievement gaps among different groups of students)	ESE	Ongoing
	Number and percentage of Level 3 and 4 schools participating in the state's Race to the Top Wraparound Zones initiative	ESE	Annual

GOAL	MEASURE	DATA SOURCE	FREQUENCY
Increase college and career readiness for all students	Levels of student proficiency in English Language Arts and Mathematics as measured by the MCAS	ESE	Annual
	Statewide high school graduation rate	ESE	Annual
	Statewide dropout rate	ESE	Annual
	Numbers and percentages of high school graduates who are required to enroll in developmental education courses at the community colleges, state universities, and UMass campuses	DHE, UMass, and the U.S. Department of Education	Annual
	Overall six-year graduation rates for the community colleges, state universities, and UMass campuses	DHE, UMass, and the U.S. Department of Education	Annual
	Percent of students who transfer from our community colleges and complete degrees at our state universities and UMass campuses[11]	DHE	Ongoing

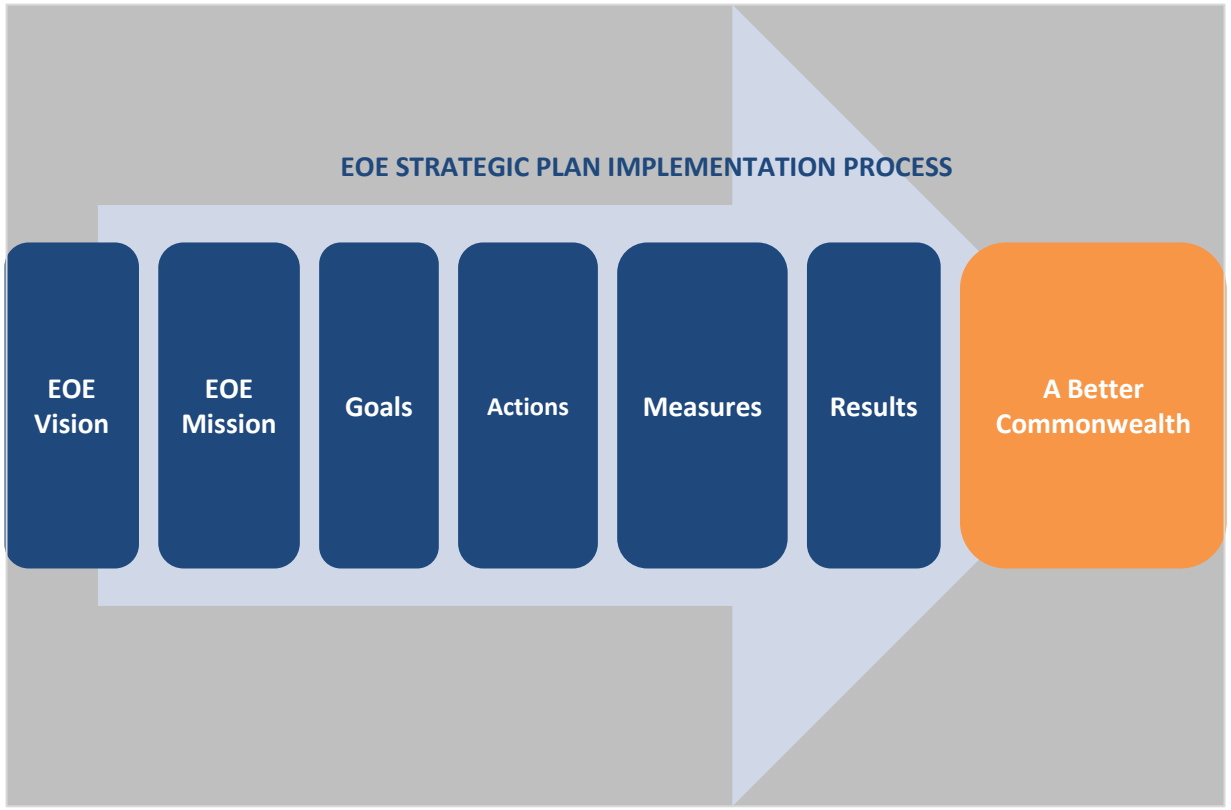
[11] This percentage will be calculated based on six-year degree completion rates at our state universities or UMass campuses.

B-1106

ACHIEVING RESULTS

The EOE Strategic Plan is our roadmap for our work during the next two years. Secretary Malone and EOE staff members will regularly convene meetings with state education leaders to closely track our progress in achieving the goals we have set forth. We will utilize the primary performance measures defined on pages 15 - 18 as a means of evaluating our success. Pursuant to Executive Order 540, we will publish a public performance report in January 2014 formally reporting on the results we have achieved.

The development and implementation of the EOE Strategic Plan is a critical first step in instituting performance management. With well-defined goals and related measures in place, we know what we want to achieve and how we plan to get there.



APPENDIX: STATE EDUCATION PARTNERS

Department and Board of Early Education and Care (EEC)

EEC is responsible for developing and implementing policies related to the operation of early education and out-of-school-time programs in Massachusetts. The mission of the Board of Early Education and Care is to provide the foundation that supports all children in their development as lifelong learners and contributing members of their communities, and also supports families in their essential work as parents and caregivers.

Department and Board of Elementary and Secondary Education (ESE)

ESE is responsible for developing and implementing policies related to the operation and management of K-12 schools and districts in Massachusetts. The mission of the Board of Elementary and Secondary Education is to strengthen the Commonwealth's public education system so that every student is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens, and in so doing, to close all proficiency gaps.

Department and Board of Higher Education (DHE)

DHE is responsible for developing and implementing policies related to the operation of the community colleges and state universities in Massachusetts. The mission of the Board of Higher Education is to ensure that all Massachusetts residents have the opportunity to benefit from a higher education that enriches their lives and advances their contributions to the civic life, economic development, and social progress of the Commonwealth. To that end, the programs and services of Massachusetts higher education must meet standards of quality commensurate with the benefits it promises and must be truly accessible to the people of the Commonwealth in all their diversity.

University of Massachusetts and Board of Trustees (UMass)

UMass includes five campuses – Amherst, Boston, Dartmouth, Lowell, and Worcester – and the mission of the campuses and Board of Trustees is to provide an affordable and accessible education of high quality and to conduct programs of research and public service that advance knowledge and improve the lives of the people of the Commonwealth, the nation, and the world.

B-1108

The Gateway Cities Education Agenda

Massachusetts' overall record of educational achievement is second to none and a model for the nation. Our students consistently score at the top of the charts on national measures such as the National Assessment of Education Progress and the SAT, and even on international assessments in science and mathematics. We also have a long history of enacting bold reform legislation; the passage of the 1993 Education Reform Act established the foundation for standards-based reform and high expectations for all students, and the passage of the 2010 Achievement Gap Act has given local educators and state education agencies new rules, tools, and supports to significantly increase student achievement.

Massachusetts has much to celebrate, but we have persistent achievement and attainment gaps across the public education system. These gaps clearly illustrate that doing well is simply not good enough; we have an educational, economic, and moral obligation to ensure that all students, regardless of zip code, will have the opportunity to reach their potential and enjoy lifelong academic, career, and personal success.

Governor Patrick's *Gateway Cities Education Agenda*

Closing achievement and attainment gaps is the top education priority of the Patrick-Murray Administration. The primary purpose of the *Gateway Cities Education Agenda* is to close these gaps that disproportionately affect students living in poverty, students of color, students with disabilities, and students who are English language learners in our Gateway Cities. This *Agenda* will support the development and implementation of local strategies that will provide targeted assistance to students and result in the creation of a stronger and more nimble 21st century public education system.

The FY 13 state budget includes $3.5 million in new funding to support the implementation of the *Gateway Cities Education Agenda*, and in particular, strategies focused on supporting English language learners and increasing career readiness for high school students.

English Language Learners Enrichment Academies – Despite high levels of overall student performance in the Commonwealth, wide achievement and attainment gaps between English language learners and their peers persist; in fact, the achievement gap for this population is the largest among all student subgroups in the state. For example, 3rd grade MCAS data reveal that there is a 22 point gap between the achievement of English language learners and the statewide average, and their 4-year graduation rate is 57% versus the statewide average of 82%. At the same time, the characteristics of the English language learner population in the state have changed significantly. There are nearly 68,000 English language learners in the Commonwealth, a 51% increase since 2000, and the number of districts that enroll these students has nearly doubled since 2000.

- The FY 13 budget includes $3,000,000 in competitive grant funding to operate English Language Learners Enrichment Academies. Grant applicants will submit proposals to operate Summer English Learning Academies during the summer of 2013 that will provide middle and high school English language learners in their communities with high-intensity and differentiated learning opportunities. Applicants may also submit proposals to operate a Summer English Learning Academy as well as complementary enrichment programs during the spring of 2013, including after-school academies, Saturday sessions, or academies during the April school vacation week. The intended outcomes of these grants include measurable increases in students' English language fluency and comprehension, longer-term improvements as measured by achievement in academic courses and on standardized assessments, and higher retention and graduation rates, especially for high school students. Grant recipients will be awarded up to $350,000.

Career Academies – Students in the Gateway Cities have an average four-year graduation rate of 63%, and in some of these cities, as few as 15% of incoming 9th graders will complete high school on time and enroll in a four-year college or university. Only 21% of Gateway Cities residents who are 25 years of age or older have attained a bachelor's degree, compared with the state average of 39%. In addition, as of May 2012, residents in the Gateway Cities had an average unemployment rate of 7.3% compared to the statewide average of 6%. In order to sustain its economic improvement and produce employees who can compete in a global economy, the Commonwealth must ensure that all students are well prepared to successfully pursue postsecondary educational and career opportunities.

- The FY 13 budget includes $500,000 in competitive grant funding to establish Career Academies and Education and Industry Coordinating Councils (EICCs). Grant applicants will submit proposals to engage in planning activities during the 2012 – 2013 school year that will culminate in the operation of Career Academies by September 2013. Applicants will also commit to establishing EICCs that are co-chaired by the public school district superintendent and the chair of the local Workforce Investment Board and include representatives from district high schools and charter schools, public and private institutions of higher education, industry partners, and local/regional employers. The intended outcomes of these grants include greater opportunities for students to explore career pathways earlier in their academic careers, more motivating learning opportunities both inside and outside of the classroom, and the creation of multiple and seamless pathways to postsecondary educational and employment opportunities. Grant recipients will be awarded up to $75,000.

Grant Information

The Executive Office of Education (EOE) will announce the grant awards in November 2012. Statements of Interest signed by the mayor (or the equivalent head of municipal government) and the public school district superintendent on behalf of the eligible applicants in a Gateway City must be submitted to the EOE by Friday, August 31, 2012. Grant proposals must be submitted to the EOE by Friday, November 2, 2012.

The Requests for Proposals and guidance documents are available at the following websites: http://finance1.doe.mass.edu/grants/grants13/rfp/375.html; and http://finance1.doe.mass.edu/grants/grants13/rfp/376.html.

Additional information about the *Gateway Cities Education Agenda* is also available at http://www.mass.gov/edu/gateway-cities-education-agenda.html.

Eligible applicants must be located in or primarily serving a Gateway City, a municipality defined in the Massachusetts General Laws, Chapter 23A, Section 3A. The 24 Gateway Cities are as follows: Barnstable, Brockton, Chelsea, Chicopee, Everett, Fall River, Fitchburg, Haverhill, Holyoke, Lawrence, Leominster, Lowell, Lynn, Malden, Methuen, New Bedford, Pittsfield, Quincy, Revere, Salem, Springfield, Taunton, Westfield, and Worcester. Eligible applicants are as follows: public school districts; charter schools; non-profit education management organizations; local Workforce Investment Boards; local industries, businesses, and employers; educational collaboratives; public and private institutions of higher education; non-profit community-based organizations or business and corporate entities; other non-profit entities; and consortia of these groups.

The *Gateway Cities Education Agenda* is a targeted and aggressive plan to close achievement gaps and build a 21st century public education system for students in our Gateway Cities. By implementing this *Agenda*, Massachusetts will continue its pioneering leadership in educational achievement and reform, and will dramatically accelerate the pace by which we increase levels of educational achievement and attainment for all students.

For additional information about the *Gateway Cities Education Agenda*, please contact Saeyun Lee (saeyun.lee@state.ma.us, 617.979.8351) or Jill Norton (jill.s.norton@massmail.state.ma.us, 617.979.8340) at the EOE.

B-1110

TIME TO LEAD

The Need for Excellence in Public Higher Education

A Report to the People of Massachusetts
From the Massachusetts Department of Higher Education
September 2012

the Vision Project

B-1111

> There is a knowledge explosion in the global economy, so we need all of Massachusetts educational assets to be firing on all cylinders.
>
> —THE HONORABLE DEVAL L. PATRICK, GOVERNOR, COMMONWEALTH OF MASSACHUSETTS

the Vision Project

Time to Lead

Today, more than ever, Massachusetts' knowledge economy depends on a highly educated workforce and on research that drives innovation.

Excellence at the Commonwealth's 29 public colleges and universities is essential to meeting these needs—and to maintaining our overall quality of life.

Through the Vision Project, public higher education has united to achieve the national leadership that our importance to the state demands.

Progress has been made, but in too many areas we are not yet national leaders.

This first Vision Project Report offers a full accounting of where public higher education stands in comparison with other states and describes a statewide strategy for reaching our goal.

B-1112

WHAT'S INSIDE THIS REPORT

I. THE NEED FOR EXCELLENCE ■ 2

Why does Massachusetts need to achieve national leadership in public higher education? Find out why it is *Time to Lead* and read an executive summary of this report.

II. THE BASELINE ■ 14

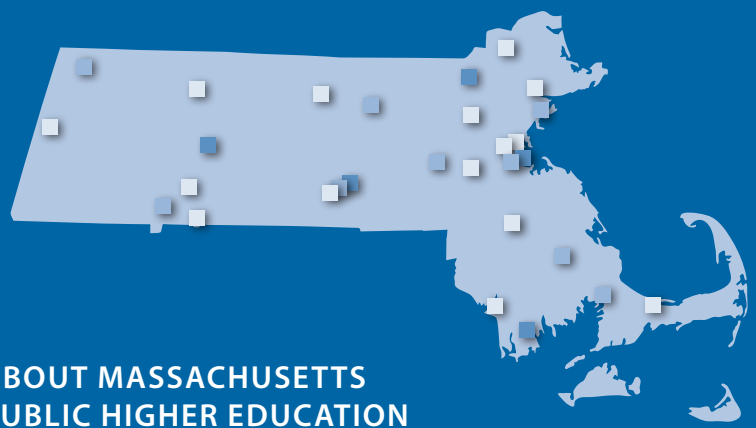
How do Massachusetts' public campuses compare with the rest of the nation? Dig into the data.

III. GOALS AND STRATEGIES ■ 40

What work is underway to achieve the goal of national leadership? Explore the array of state and campus initiatives.

IV. PARTNERSHIPS AND PUBLIC SUPPORT ■ 70

We can't do it alone. Public higher education needs help from key partners in the public, private and nonprofit sectors.



ABOUT MASSACHUSETTS PUBLIC HIGHER EDUCATION

- **29 CAMPUSES**
  - 15 COMMUNITY COLLEGES
  - 9 STATE UNIVERSITIES
  - 5 UNIVERSITY OF MASSACHUSETTS CAMPUSES
- **290,000 STUDENTS**
- **39,000 FACULTY AND STAFF**
- **$590 MILLION IN ANNUAL RESEARCH EXPENDITURES**

I. THE NEED FOR EXCELLENCE

And Our Strategy to Achieve It—An Executive Summary

B-1114

The world has changed.

1973

28%

of U.S. jobs[1] required some college education.

2018

63%

of U.S. jobs[1] will require some college education.

And in this new world, Massachusetts will lead the nation with

70%

of jobs[1] requiring some college education.

- Growth of high-wage jobs in Massachusetts comes mostly from a short list of knowledge-dependent sectors:

Health Care

Finance

Technology

Education

Life Sciences

- The national unemployment rate for recent high school graduates is more than triple that for recent baccalaureate graduates—24% vs. 7%.[1]

- If the Commonwealth is to compete effectively for jobs, investment and talent—and sustain our rich civic life and cultural landscape—

Massachusetts needs the best-educated citizenry and workforce in the nation, and we must be leaders in research that drives economic development.

Massachusetts doesn't make many ships or shoes anymore. Massachusetts makes brains.

—ADMIRAL RICHARD GURNON, PRESIDENT, MASSACHUSETTS MARITIME ACADEMY

B-1115

The role of Massachusetts public higher education has also changed.

1967

30%

of all undergraduate students in Massachusetts attended Massachusetts public colleges and universities.[2]

Today

52%

of all undergraduate students in Massachusetts are attending Massachusetts public colleges and universities.[3]

Among Massachusetts high school graduates

67%

of those who attend college in-state enroll at one of our public campuses.[3]

We're educating more students than ever before, and they come to us with bigger dreams and greater needs. I'm proud of the job we're doing and the strides we've made.

—WILLIAM MESSNER, PRESIDENT, HOLYOKE COMMUNITY COLLEGE

- Massachusetts public colleges and universities also educate:

59% of Massachusetts African-American and Latino undergraduates.[3]

72% of Massachusetts adult undergraduates age 25 and older.[3]

- Public campus enrollments have grown at more than twice the rate of independent colleges and universities over the past five years.[3]

B-1116

The Commonwealth depends on our graduates and research.

One year after graduation

9 OUT OF 10

Massachusetts public higher education graduates remain in the state, working or pursuing further education.[4]

Since 2005

68%

growth in the University of Massachusetts' research expenditures, an increase of $240 million, has advanced research and innovation.[5]

- **50% of undergraduate education degrees** awarded in Massachusetts are from our public colleges and universities.[6]
- **33% of the undergraduate health care and science, technology, engineering and math (STEM) degrees** are from our public colleges and universities.[6]
- **And 75% of the state's young working adults with associate's degrees** earned them at Massachusetts' community colleges.[6]

Sources:

[1] Georgetown University Center for Education and the Workforce

[2] U.S. Department of Higher Education (IPEDS/HEGIS), Fall 1967

[3] U.S. Department of Higher Education (IPEDS), Fall 2010

[4] Massachusetts Department of Higher Education, Executive Office of Labor and Workforce Development

[5] National Science Foundation

[6] Massachusetts Department of Higher Education

B-1117

The Vision Project is Massachusetts' plan to achieve national leadership in public higher education.

the VisionProject

In 2010, in recognition of the heightened role of the state's public colleges and universities, the Massachusetts Board of Higher Education endorsed an ambitious strategic plan called the Vision Project. Since then, **the community colleges, state universities and University of Massachusetts have united with the Massachusetts Department of Higher Education in an effort to strengthen our performance** in both educational achievement and research—while also pledging to hold ourselves accountable to the public for results.

B-1118

To focus our activities and track our progress, we have identified **seven key outcomes** in which Massachusetts needs to be a leader among state systems of higher education:

KEY OUTCOME

1 COLLEGE PARTICIPATION

Raising the percentage of high school graduates **going to college**—and the **readiness of these students** for college-level work.

KEY OUTCOME

2 COLLEGE COMPLETION

Increasing the percentage of students who complete **degree and certificate programs.**

KEY OUTCOME

3 STUDENT LEARNING

Achieving **higher levels of student learning** through better assessment and more extensive use of assessment results.

KEY OUTCOME

4 WORKFORCE ALIGNMENT

Aligning **occupationally oriented degree and certificate programs** with the needs of statewide, regional and local employers.

KEY OUTCOME

5 PREPARING CITIZENS

Providing students with the knowledge, skills and dispositions to be **active, informed citizens.**

KEY OUTCOME

6 CLOSING ACHIEVEMENT GAPS

Closing achievement gaps among **students from different ethnic, racial and income groups** in all areas of educational progress.

KEY OUTCOME

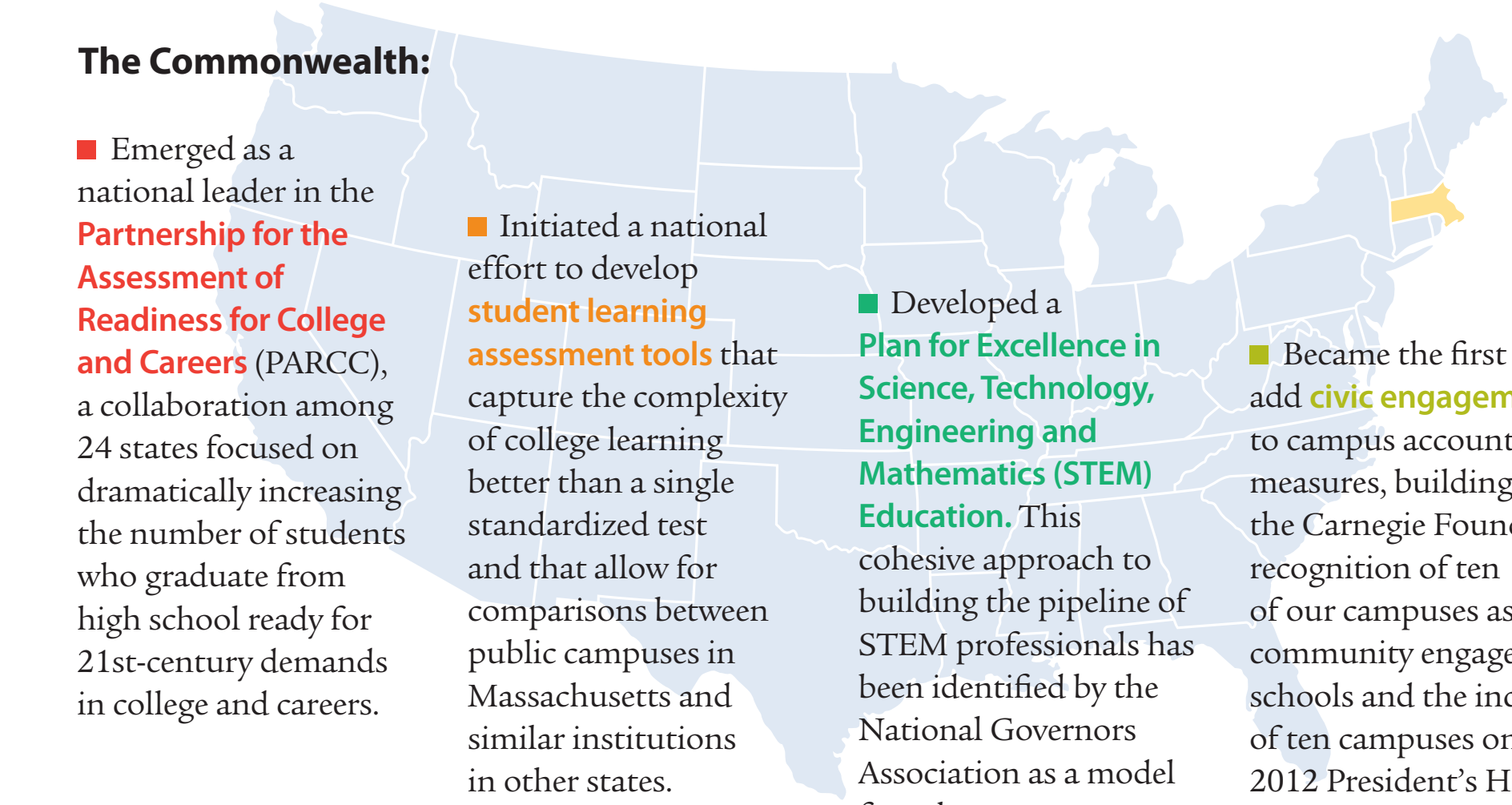
7 RESEARCH

Conducting research that drives **economic development.**

The Board vote to adopt the Vision Project agenda was historic. It marked a turning point, the first time that the Commonwealth has launched such a bid to reach the highest possible bar of academic achievement in public higher education.

—CHARLES F. DESMOND, CHAIRMAN, MASSACHUSETTS BOARD OF HIGHER EDUCATION

Massachusetts' new vision for public higher education has drawn national notice…



The Commonwealth:

- Emerged as a national leader in the **Partnership for the Assessment of Readiness for College and Careers** (PARCC), a collaboration among 24 states focused on dramatically increasing the number of students who graduate from high school ready for 21st-century demands in college and careers.

- Initiated a national effort to develop **student learning assessment tools** that capture the complexity of college learning better than a single standardized test and that allow for comparisons between public campuses in Massachusetts and similar institutions in other states.

- Developed a **Plan for Excellence in Science, Technology, Engineering and Mathematics (STEM) Education.** This cohesive approach to building the pipeline of STEM professionals has been identified by the National Governors Association as a model for other states.

- Became the first state to add **civic engagement** to campus accountability measures, building on the Carnegie Foundation's recognition of ten of our campuses as community engagement schools and the inclusion of ten campuses on the 2012 President's Higher Education Community Service Honor Roll.

… And, here at home, this comprehensive strategy has resulted in concrete actions.

Highlights include:

- The Massachusetts Board of Higher Education raised **math and science standards** for admission to our state universities and the University of Massachusetts.
- Campus collaboration continued to ease the process for **student transfer** among Massachusetts' public colleges and universities.
- Campuses developed **new initiatives to support the Vision Project key outcomes**, funded in part by the Legislature's competitive Vision Project Performance Incentive Fund.
- Faculty and staff from every campus have come together through regular meetings and quarterly conferences to learn from one another's best practices in **student learning assessment.**
- Agencies across state government increased **collaboration in educational programming to meet workforce needs.**
- Eleven campuses have joined with the Department of Higher Education to launch a **pilot financial aid program** to increase college completion rates for low-income and first-generation college students.
- With the Medical School at the helm, the University of Massachusetts joined a national initiative to expedite the translation of **laboratory discoveries** into practical use.

Seeing the public campuses working together, sharing strategies—that's what impresses me most about the Vision Project.

—THE HONORABLE MICHAEL O. MOORE, SENATE CHAIR, JOINT COMMITTEE ON HIGHER EDUCATION

We're striving for excellence. Part of that is making sure no student is left behind.

—THE HONORABLE TOM SANNICANDRO, HOUSE CHAIR, JOINT COMMITTEE ON HIGHER EDUCATION

Yet critical challenges remain…

- One-third of the students who enroll in Massachusetts public colleges and universities are not prepared for **college-level work.**
- Massachusetts lags behind other states, such as Virginia and Texas, in its college and university **graduation rates and measures of student success.**
- Student pass rates on **national licensure exams** in health care, accounting, social work, and engineering fields trail leading states by seven to 15 percentage points, while mean scores on **entrance exams** for medical, law, pharmacy, and graduate school trail national leaders by five points.
- Massachusetts needs to pick up the pace of **degree attainment** to remain on track to meet national graduation rate goals and workforce needs.
- Across all these indicators of educational success, large **disparities and achievement gaps** based on student race, gender, and economic status remain entrenched.

The Vision Project has set a clear leadership goal for Massachusetts. We are doing well already, but doing well isn't good enough. Our aim is to be the best, and the benchmarks set forth in the Vision Project give us a clear path leading there.

—PAUL REVILLE,
SECRETARY OF EDUCATION,
COMMONWEALTH OF
MASSACHUSETTS

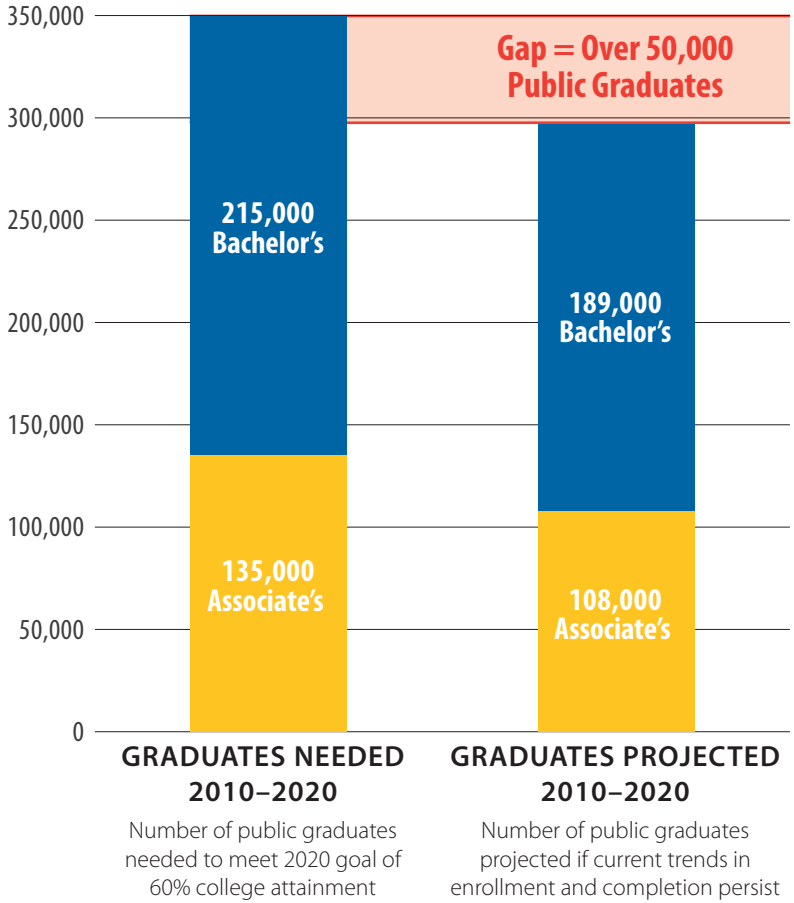
… And Massachusetts public higher education needs to grow more rapidly than projected to meet 2020 goals.

This analysis is based on the goal of having 60 percent of Massachusetts 25–34-year-olds hold a college degree by 2020. This goal aligns with both the national goal of restoring the U.S. to global leadership in educational attainment, and projections of future workforce needs in Massachusetts.

This chart highlights the number of associate's and bachelor's degree-holders our public campuses need to graduate for Massachusetts to reach this target.

Source: MDHE analysis based on data from NCHEMS, USDOE, and Georgetown CEW.

New Graduates from Massachusetts Public Higher Education: 2010–2020



Quoting President Kennedy last year at my inaugural, I said: "Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource." Providing access to a quality education ensures for our students a path to achievement, and for the Commonwealth a dynamic future.

—ROBERT L. CARET, PRESIDENT, UNIVERSITY OF MASSACHUSETTS

Our public system is on the move to national leadership… but we can't get there alone.

BUSINESS AND EMPLOYER COMMUNITY PARTNERS

The business and employer community has provided critical support, funding science, technology, engineering and math (STEM) projects, launching internship programs like the **Massachusetts Competitive Partnership**'s "Learn and Earn" program, and supporting campus research endeavors.

EDUCATIONAL PARTNERS

Colleagues in **early childhood, elementary and secondary education** have worked with higher education policymakers to increase student readiness for college-level work, create data systems that follow students from pre-school through postsecondary education, and improve teacher preparation programs.

And through regional campus consortia and projects such as the Nursing and Allied Health Initiative, **independent colleges and universities** have worked collaboratively with state campuses to grow opportunities for students.

PHILANTHROPIC PARTNERS

Over the past two years, the Department of Higher Education has raised more than $2.5 million from private foundations—including the **Boston, Nellie Mae Education, Davis Educational, Hewlett, Lumina, Balfour, and Gates Foundations** and the **National Governors Association**—to support Vision Project initiatives.

NATIONAL ASSOCIATION AND ORGANIZATION PARTNERS

National non-profits such as the **State Higher Education Executive Officers** (SHEEO) and the **American Association of Colleges and Universities** (AAC&U) have provided expertise, insight, and support to key areas of the Vision Project.

FEDERAL PARTNERS

Federal support of higher education targets two areas: financial aid grants and research. In 2011 Massachusetts public higher education received $655 million in federal grants for these two areas, with 40% going to financial aid and 60% to research. In addition, programmatic support from the federal government in the past two years has totaled $29 million, including a $20 million **U.S. Department of Labor** grant won through a joint effort by all 15 community colleges.

STATE GOVERNMENT PARTNERS

The **Patrick-Murray Administration** and the **Legislature** have worked hard despite challenging fiscal circumstances to protect funding of public higher education. A 2008 bond bill made possible critical investments in campus infrastructure. The Vision Project Performance Incentive Fund grants represent the first performance-based funding awarded to public colleges and universities in recent decades, and received $7.5 million in new funding in the FY13 budget.

But Massachusetts still ranks in the middle tier of states in appropriations per full-time student. Our persistently low standing reflects a history of complacency about public higher education in a state with many prestigious private institutions. More recently, explosive enrollment growth that has outpaced funding has exacerbated this pattern.

- Massachusetts public higher education enrollment grew 21 percent from 2006 to 2011.

- In 2011, Massachusetts ranked 30th among states in higher education funding per student, behind such states as California, Connecticut, Florida, Illinois, Kentucky, Louisiana, Maine, Maryland, Mississippi, New Jersey, New York, North Carolina, Texas, Washington, and Wisconsin.

As funding has declined, the cost of attendance has increased, creating a major burden on those least able to pay.

- The MASSGrant, the Commonwealth's major financial aid grant program for low-income students, covers only 8 percent of tuition and fees for a public college or university in the Commonwealth. In 1988, the MASSGrant covered 80 percent of student charges.

As a technology leader, our greatest asset is our world-class people. To consistently innovate, it is critical for businesses like ours to strengthen partnerships with the Commonwealth's public universities and community colleges, so that the students of today can attain the skills they need to excel in the jobs of tomorrow.

—WILLIAM H. SWANSON, CHAIRMAN AND CEO, RAYTHEON COMPANY

In the years ahead, all of these critical partnerships and sources of support need to be strengthened if we are to attain national leadership.

B-1125

II. THE BASELINE

How do Massachusetts public campuses compare with the rest of the nation?

B-1126

This section presents the **baseline data that we will use to track our progress** in the Vision Project key outcome areas in the years to come. As the goal of the Vision Project is to achieve national leadership in each of these areas, we compare Massachusetts against the Leading States as well as the National Average on each metric.

KEY OUTCOME 1 COLLEGE PARTICIPATION 16

KEY OUTCOME 2 COLLEGE COMPLETION 22

KEY OUTCOME 3 STUDENT LEARNING 26

KEY OUTCOME 4 WORKFORCE ALIGNMENT 28

KEY OUTCOME 5 PREPARING CITIZENS
Metrics will be developed in the coming year; analysis will appear in future reports

KEY OUTCOME 6 CLOSING ACHIEVEMENT GAPS 34

KEY OUTCOME 7 RESEARCH 38

APPENDICES

DATA SOURCE ACRONYM GLOSSARY 80
INDEX OF LEADING STATES 80

SEE ALSO

WWW.MASS.EDU/VPREPORT
for additional data

B-1127

KEY OUTCOME

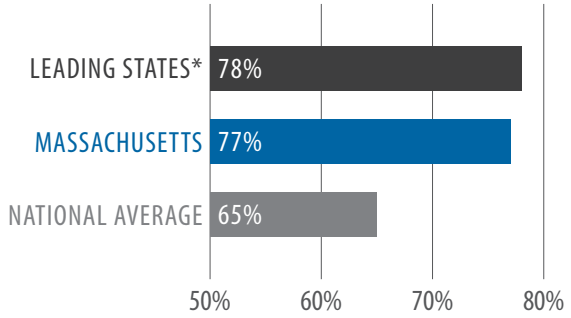
1 COLLEGE PARTICIPATION

Massachusetts is a national leader in the percentage of high school graduates who go to college and who are ready for college-level work. But challenges remain—even as national leaders, too many of our students are not college-ready, and large disparities persist in readiness and participation by race, ethnicity and socioeconomic status.

KEY METRIC

Is Massachusetts a national leader in the college-going rates of recent high school graduates? *Yes.*

College Enrollment Rates of Recent High School Graduates



Cohort: Recent high school graduates (graduated within past year) enrolled anywhere (public or private, in state or out of state) as first-time, degree-seeking students in fall 2010.

Source: USDOE/IPEDS, WICHE**

* Leading states defined as average of top five states for each outcome, unless noted otherwise. Index of Leading States is available on page 80.

** See the Data Source Acronym Glossary on page 80 for the full names of these organizations.

B-1128

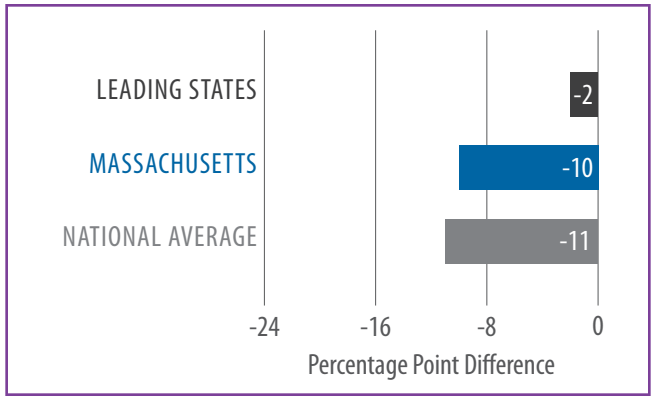
Understanding College Participation Measures

No single data source provides information on all aspects of college participation and college readiness, so this section uses four different data sources to create a complete picture. As a result, the populations of students studied shift somewhat for each metric, and are noted accordingly. College Readiness measures, shown on pages 18–21, are the most challenging. In addition to academic preparation, college readiness encompasses a range of skills and attitudes such as persistence, time management, the ability to work independently, an understanding of the performance levels expected in college, and facility in interacting with college professors and peers. Most college readiness measures however, including those used here, assess only academic preparation in specific fields.

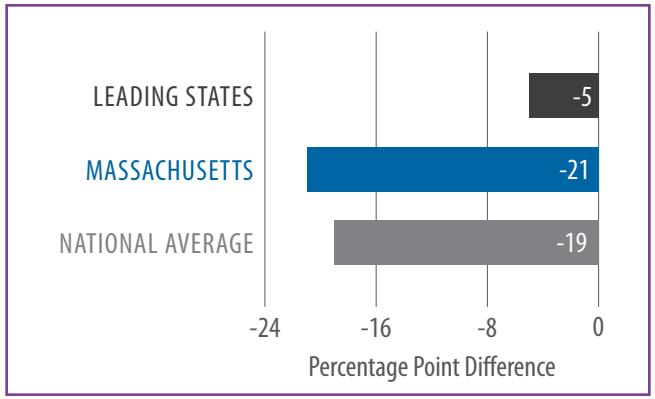
KEY METRIC

Is Massachusetts a national leader in reducing disparities in the college-going rates of young adults? *No.*

African-American/White Gap in College Enrollment Rates of 18- to 24-Year-Olds



Latino/White Gap in College Enrollment Rates of 18- to 24-Year-Olds



Cohort: 18- to 24-year-olds enrolled in college, at public or private institutions, in 2007–2009.

Source: US Census Bureau, 2007–09 American Community Survey

Note shift in population studied from recent high school graduates to 18- to 24-year-olds. National achievement gap data are not available for recent high school graduates. National comparison data on gaps by gender or income are not currently available for either group.

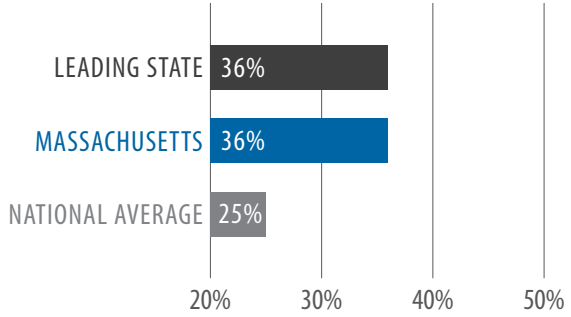
On all achievement gap charts, unlike the other charts in this report, smaller bars indicate better performance.

B-1129

ADD'L METRIC

Is Massachusetts a national leader in preparing high school students for college-level work? ***Yes.*** *But even here, in the leading state, the majority of students do not achieve proficiency on the 12th grade NAEP math and reading exams.*

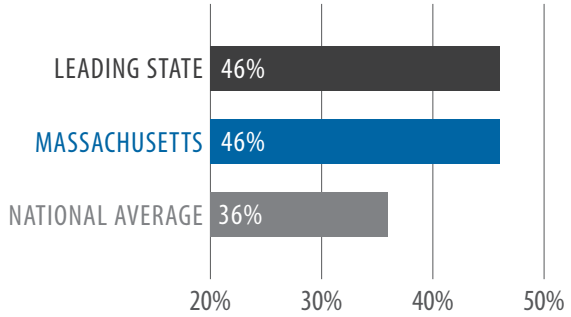
Academic Proficiency of Public High School Seniors—Math



Cohort: Public high school seniors in 2009 (most recent year available).

Source: 12th Grade National Assessment of Education Progress (NAEP), USDOE/NCES

Academic Proficiency of Public High School Seniors—Reading



Cohort: Public high school seniors in 2009 (most recent year available).

Source: 12th Grade National Assessment of Education Progress (NAEP), USDOE/NCES

The results on the National Assessment of Educational Progress (NAEP) shown above indicate the percentage of students scoring Proficient or higher on the 12th grade NAEP exam. This level correlates with a score of 500 on the SAT Reading and Math exams. While the national average is based on students in all states, leading state data comes from a NAEP pilot study of 11 states: AR, CT, FL, ID, IL, IA, MA, NH, NJ, SD and WV. Massachusetts is the leading state within this study in both Math and Reading.

B-1130

ADD'L METRIC

What percentage of Massachusetts public high school students enter our public higher education system underprepared for college-level work?

This page presents Massachusetts data only. Because policies for placement into remedial education vary significantly by state, no meaningful national comparison is possible.

Readers who compare remedial education enrollment with the NAEP proficiency results shown on page 18 may notice that the percentage of students who place out of remedial education is more, and in the case of the four-year institutions considerably more, than the percentage who achieve proficiency on the NAEP exam. The primary explanation for this difference lies in the different populations of students examined. The NAEP exam tests high school seniors, including those who never go on to higher education, whereas the remedial education percentages reflect only students who have made it to college.

Cohort: First-time, full-time, degree-seeking students who are recent Massachusetts public high school graduates and who enrolled in remedial courses in fall 2011.

Source: MDHE/HEIRS

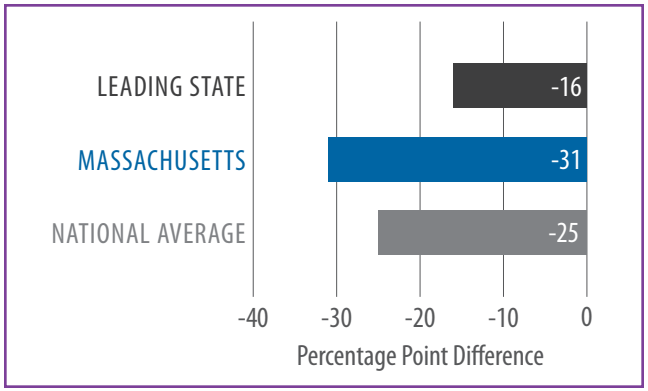
B-1131

ADD'L METRIC

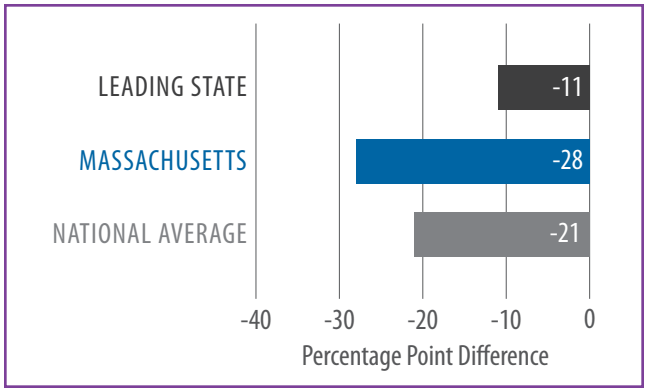
Is Massachusetts a national leader in closing achievement gaps in college preparedness? *No.*

While Massachusetts' achievement gaps exceed the national average, we are at or above the national average in the proficiency of our students when compared with that of students of the same race, ethnicity, or income.

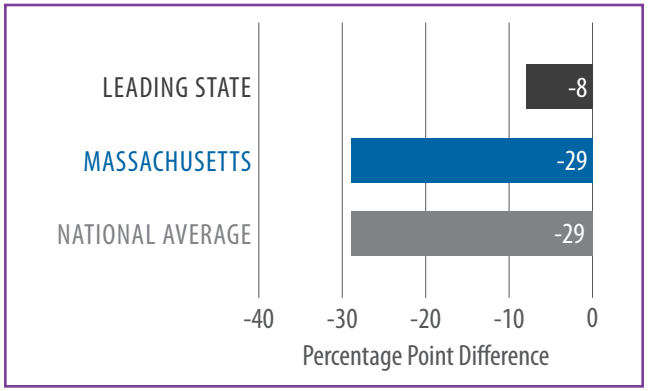
African-American/White Gap in Academic Proficiency of High School Seniors—Math



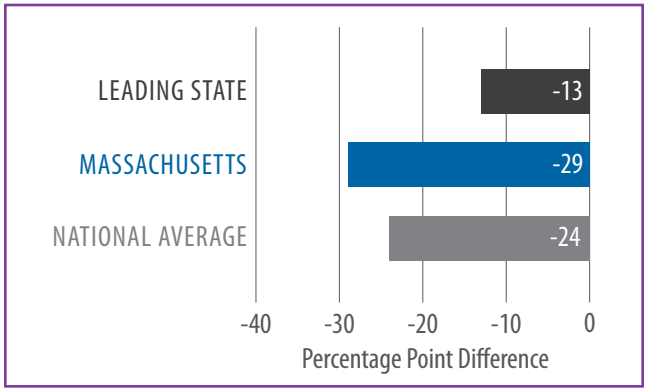
Latino/White Gap in Academic Proficiency of High School Seniors—Math



African-American/White Gap in Academic Proficiency of High School Seniors—Reading

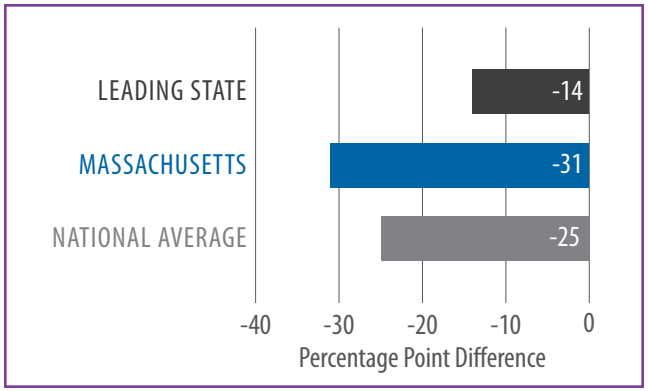


Latino/White Gap in Academic Proficiency of High School Seniors—Reading

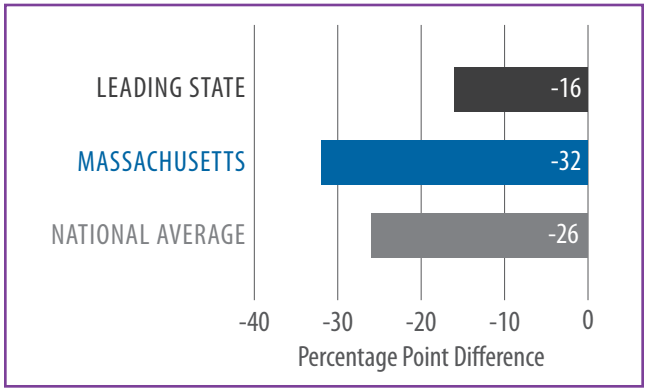


B-1132

Parental Education Gap in Academic Proficiency of High School Seniors—Math



Parental Education Gap in Academic Proficiency of High School Seniors—Reading



Parental Education gaps are a widely used measure of socioeconomic status. In these charts, the gaps show the difference in outcomes between those students whose parents hold only high school diplomas or less, and those students with at least one parent holding a college degree.

Cohort for both rows: Public high school seniors in 2009 (most recent year available).

Source: 12th Grade National Assessment of Education Progress (NAEP), USDOE/NCES

Why are income gaps not reported in the Vision Project?

Many researchers believe that family income is the strongest predictor of academic success—stronger than race/ethnicity and gender. In recognition of this, the Board of Higher Education voted to include income gaps in the metrics used to measure progress in Closing Achievement Gaps.

In the area of College Participation, we know that in Massachusetts the college enrollment rates of recent high school graduates from low-income families is 23 percentage points below those of their peers. But a national comparison is not currently available.

Likewise, in College Completion and other outcome areas, income data is sparsely available in Massachusetts and even less available in national data sets. Congress recently began to require higher education institutions to submit the graduation rates of students eligible for Pell Grants. As data of this kind becomes publicly available, greater income analysis will appear in Vision Project reports.

B-1133

KEY OUTCOME

2 COLLEGE COMPLETION

College completion increases an individual's employment prospects and is the strongest indicator of future civic participation. Students who graduate are also better able to pay back college loans. In this area, Massachusetts trails national leaders by 6 to 13 percentage points and has achievement gaps by race, ethnicity, income, and gender.

KEY METRICS

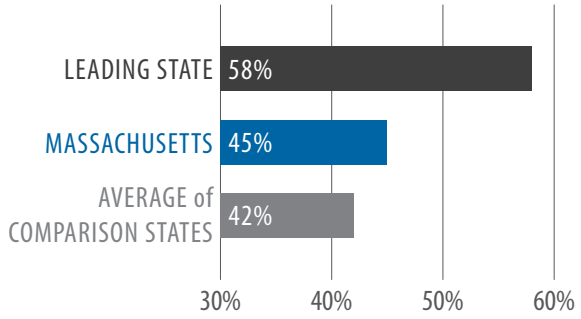
Is Massachusetts a national leader in the college completion rates of its public higher education students? *No.*

The "Achieving the Dream" indicator recognizes the complex multiple missions of the Community College segment by including both full- and part-time students and capturing students who, within six years of initial enrollment, earn an associate's degree or certificate, transfer to a four-year institution, or are still enrolled with at least 30 credits earned.

Data is only available for nine states—Connecticut, Florida, Massachusetts, North Carolina, Ohio, Oklahoma, Texas, Virginia, Washington. *Because of the small comparison group, national leadership is equated with the performance of the top state, rather than the top 5 states.*

COMMUNITY COLLEGES

"Achieving the Dream" Six-Year Success Rate



Cohort: First-time, degree-seeking students entering in fall 2003; measure examines their rate of success by September 2009.

Source: MDHE/HEIRS, NSC, Jobs for the Future

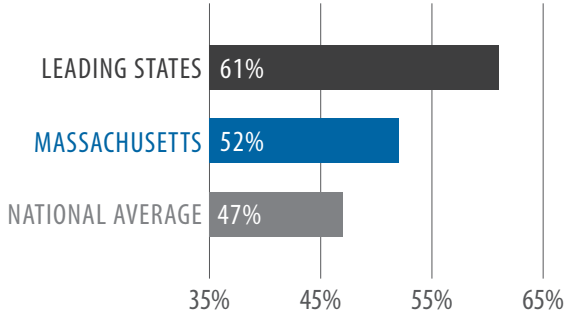
B-1134

Understanding College Completion Measures

In recent years, graduation rates have engendered considerable national debate, particularly in relation to community college students. The graduation rates tracked by the National Center for Education Statistics—the sole source of national comparison data—ignore the considerable percentage of community college students who transfer or attend part time. Moreover, NCES data only counts students as graduating if they graduate from the same college at which they began. Students who transfer and then graduate elsewhere count as failures under this approach. For this reason we use an alternative measure of community college success, but in doing so sacrifice the ability to compare against a broad range of states. National comparisons using the NCES data are available on the Vision Project report website at www.mass.edu/vpreport.

STATE UNIVERSITIES

Six-Year Graduation Rate

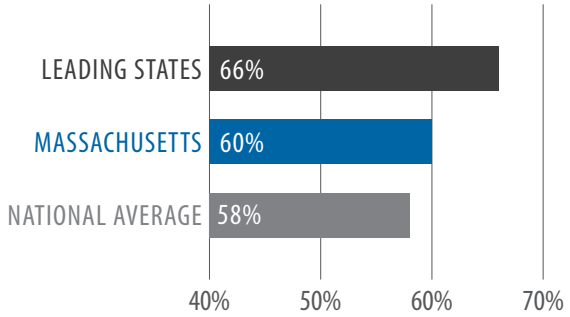


Cohort: First-time, full-time, degree-seeking students entering in fall 2004; measure examines their rate of graduation by August 2010.

Source: USDOE/IPEDS

UMASS

Six-Year Graduation Rate



Cohort: First-time, full-time, degree-seeking students entering in fall 2004; measure examines their rate of graduation by August 2010.

Source: USDOE/IPEDS

As noted above, transfer students, who compose roughly a third of all new students enrolling in public bachelor degree programs, are not included in the Six-Year Graduation Rate metrics. Their graduation rate is 60% in the State University segment and 60% in the UMass segment.

In addition, many students transfer from UMass or their state university and successfully complete their studies at a different institution. Including those students raises the graduation rate by 12 percentage points in the State University segment and 14 percentage points in the UMass segment. No national comparisons are available for graduation rates of students who transfer into or out of four-year colleges.

B-1135

KEY METRIC

Is Massachusetts a national leader in closing achievement gaps in college completion rates of its public higher education students? *No.*

African-American/White Gap in Public Higher Ed Graduation Rates

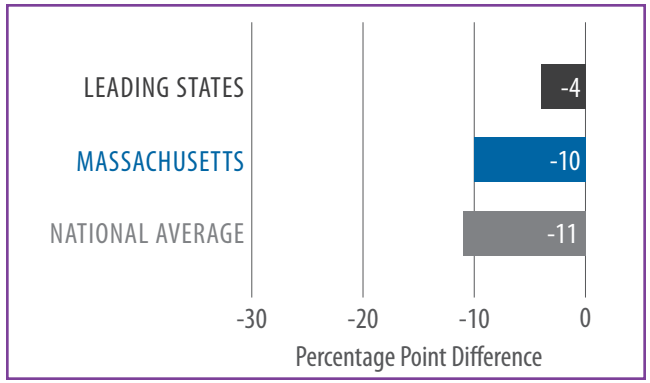
Latino/White Gap in Public Higher Ed Graduation Rates

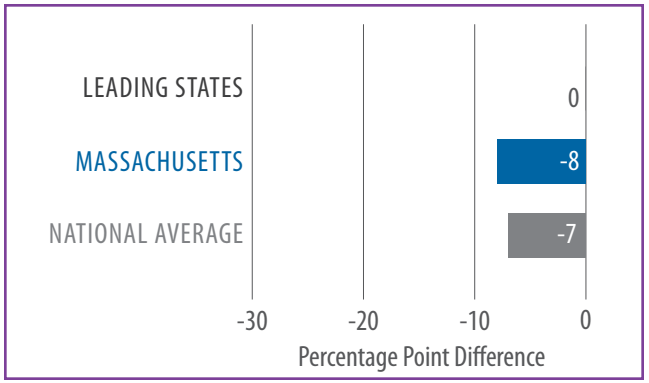
COMMUNITY COLLEGES

Three-Year Graduation Rate

Cohort: First-time, degree-seeking students entering in fall 2007; measure examines their rate of graduation by August 2010.

Source: USDOE/IPEDS



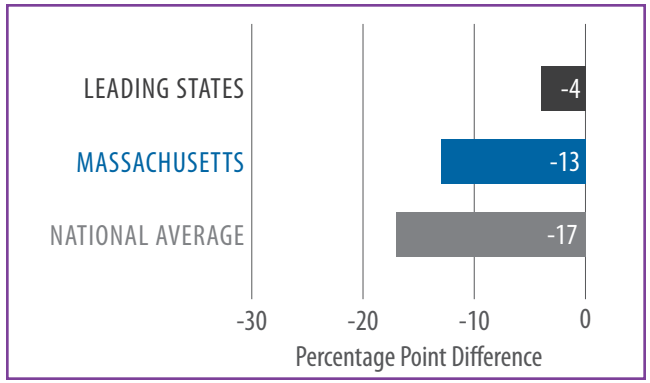


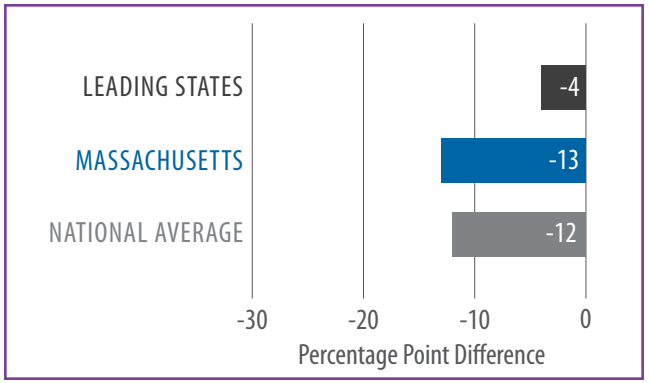
STATE UNIVERSITIES

Six-Year Graduation Rate

Cohort: First-time, full-time, degree-seeking students entering in fall 2004; measure examines their rate of graduation by August 2010.

Source: USDOE/IPEDS



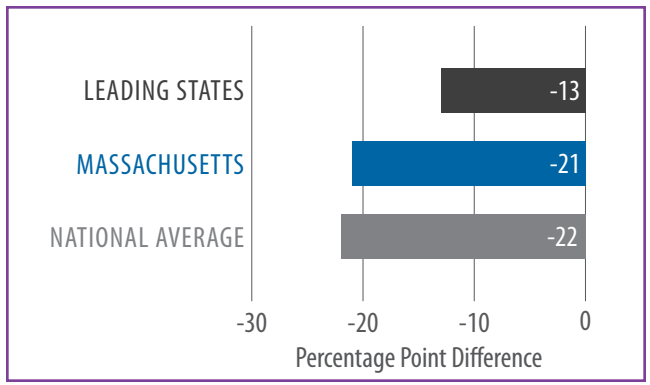


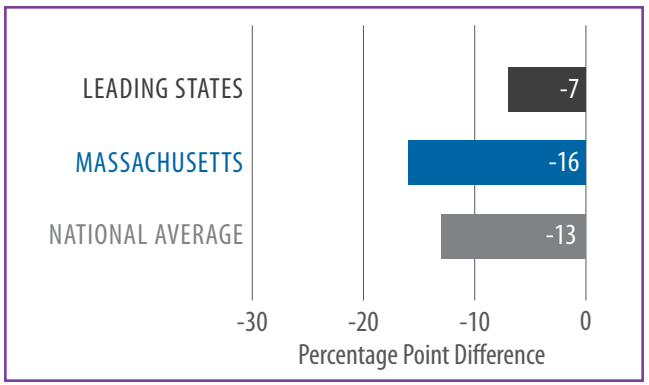
UMASS

Six-Year Graduation Rate

Cohort: First-time, full-time, degree-seeking students entering in fall 2004; measure examines their rate of graduation by August 2010.

Source: USDOE/IPEDS





Note the change to Three-Year Graduation Rate as the focus of our analysis of Community College achievement gaps in this section. The Achieving the Dream Success Rate Indicator (Key Metric on page 22) lacks the data from other states needed to do achievement gap analyses.

Why are gender gaps not reported in the Vision Project?

On average, gender-based achievement gaps are the smallest of those examined in the Vision Project, with several outcomes showing no gaps at all. In some areas, however, gender gaps are significant. Gender-based gaps are unusual in that females trail males in some measures, while males lag behind females in others.

Female students at Massachusetts' public campuses lag behind males by 21 percentage points in the achievement of competitive scores on the MCAT entrance exam to medical school, and by 8 to 17 percentage points in participation in Science, Technology, Engineering or Math (STEM) majors. Male high school students trail females by 9 to 10 percentage points in college enrollment rates and college preparedness in reading. Male students also trail females by 6 to 22 percentage points on nursing licensure exam pass rates.

Additional analysis of gender-based gaps is available on the Vision Project Report website at **www.mass.edu/vpreport.**

B-1137

KEY OUTCOME

3 STUDENT LEARNING

Because college completion rates do not indicate actual levels of academic achievement, the Vision Project also tracks measures of what public college graduates know and are able to do. The best available data that allows cross-institutional comparisons comes from results on national licensure and graduate entrance exams; on these tests Massachusetts is 5 to 15 percentage points from national leadership.

Licensure and graduate entrance exams capture only a portion of students and student work. See page 58 for an overview of our work to develop new Student Learning measures.

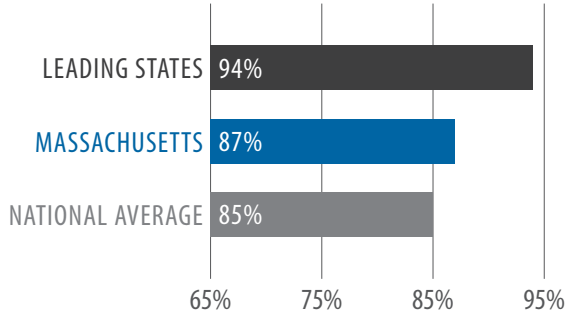
KEY METRICS

Is Massachusetts a national leader in pass rates of public higher education students on national licensure exams? *No.*

National achievement gap data is not available for licensure exams or the workforce metrics used in the following section. See pages 34–37 for Massachusetts-only data on disparities in outcomes by race and ethnicity.

COMMUNITY COLLEGES

Pass Rates on National Licensure Exams



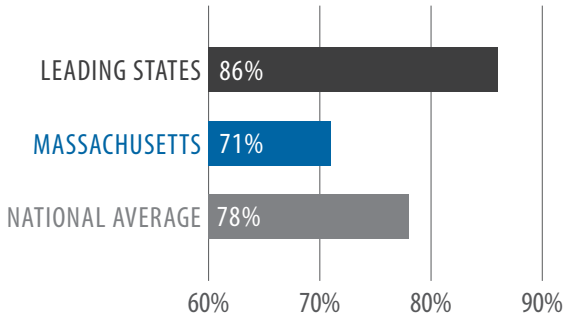
Tests included: Dental Assistant, Dental Hygiene, Licensed Practical Nurse, Medical Assistant, Occupational Therapy Assistant, Physical Therapy Assistant, Radiation Technologist, Registered Nurse, Respiratory Therapy Assistant, Surgical Technologist

Cohort: Cohorts vary by test; see technical appendix on website for more information.

Source: National testing agencies; see technical appendix on website for more information.

STATE UNIVERSITIES

Pass Rates on National Licensure Exams



Tests included: Certified Public Accountant, Registered Nurse, Social Work BA

Cohort: Cohorts vary by test; see technical appendix on website for more information. Because of the comparatively small numbers of state university students taking these exams, results are aggregated over the most recent three years.

Source: National testing agencies; see technical appendix on website for more information.

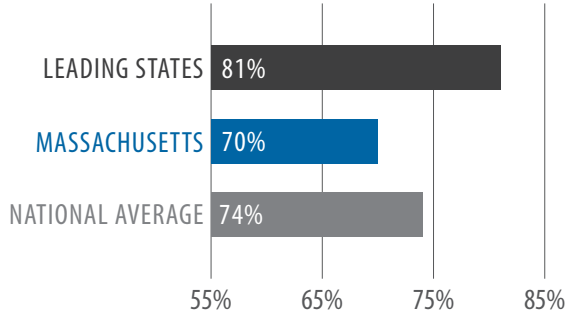
B-1138

Understanding Student Learning Measures

Research shows that the best way to determine what college students know and can do is to examine their learning outcomes from multiple viewpoints. Future Vision Project reports will look at student learning through three different lenses: (1) assessments of student coursework based on the same standards used by other institutions; (2) national licensure and graduate entrance exams; and (3) indirect assessments—student surveys that identify the prevalence of practices tied to increased student learning. Of these, only the exam data is available for this first Vision Project report. See page 58 for a more detailed explanation of Massachusetts' plans to improve student learning through better assessment.

UMASS

Pass Rates on National Licensure Exams



Tests included: Certified Public Accountant, Registered Nurse, Engineering-FE

Cohort: Cohorts vary by test; see technical appendix on website for more information.

Source: National testing agencies; see technical appendix on website for more information.

ADD'L METRIC

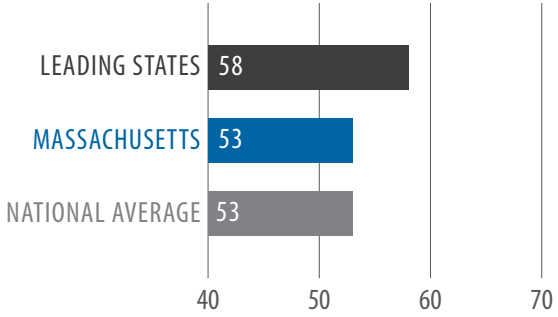
Is Massachusetts a national leader in performance by public higher education students on graduate entrance exams? *No.*

Graduate entrance exams use widely varying score ranges (for instance, 120–180 for the LSAT and 3–45 for the MCAT). Scores were normalized to a 0–100 scale in order to make aggregation possible.

Another way to look at graduate entrance exams is the percentage of students above a competitive score. At UMass, 29% of students scored above a competitive score, compared with a 34% National Average. Competitive scores were determined by national experts from NCHEMS.

UMASS

Mean Scores on Graduate Entrance Exams



Tests included: Graduate Record Examination (GRE), Law School Admissions Test (LSAT), Medical College Admissions Test (MCAT), Pharmacy College Admissions Test (PCAT)

Cohort: Cohorts vary by test; see technical appendix on website for more information.

Source: National testing agencies; see technical appendix on website for more information.

B-1139

KEY OUTCOME

4 WORKFORCE ALIGNMENT

OVERALL

In Massachusetts' knowledge-based economy, increasing college attainment is critical to providing the highly educated workforce that employers demand. Massachusetts is currently on track to meeting the national goal of having 60% of 25- to 34-year-olds hold college degrees by 2020, but in future years will need greater gains to stay on track.

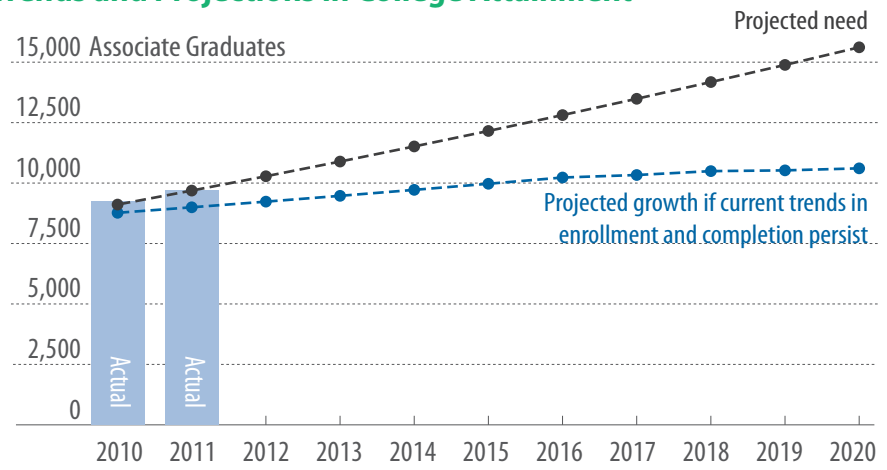
KEY METRIC

Are we on track to have 60% of Massachusetts' 25- to 34-year-olds holding a college degree by 2020?

Yes. *Massachusetts' public colleges and universities have met the target number of graduates for 2010 and 2011— but greater annual gains will be needed in the future to stay on track.*

COMMUNITY COLLEGES—ASSOCIATE'S DEGREES IN ALL FIELDS

Trends and Projections in College Attainment



Source: MDHE with data from NCHEMS, Georgetown Center for Education and the Workforce, USDOE/IPEDS

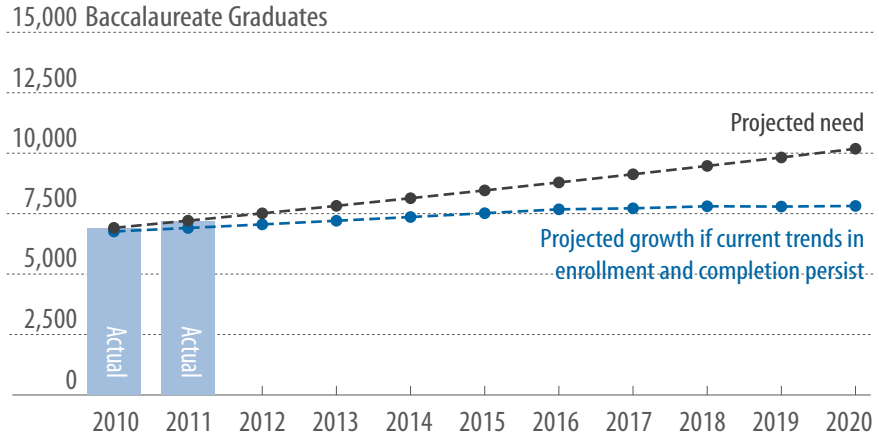
B-1140

Understanding Overall Workforce Alignment Measures

The projections below began with calculations of the college graduates Massachusetts will need each year to meet the goal of 60% college attainment by 2020 (see page 11). To better align this goal with Massachusetts' specific workforce needs, this total number of graduates was then broken out by degree type—associate's, bachelor's, graduate—using projections from Georgetown's Center for Education and the Workforce. Because this report focuses on Massachusetts' public campuses, degree totals were then broken out by public and private share using the current split in Massachusetts for each degree type. The charts do not show the private campus contribution to college graduates needed.

STATE UNIVERSITIES—BACHELOR'S DEGREES IN ALL FIELDS

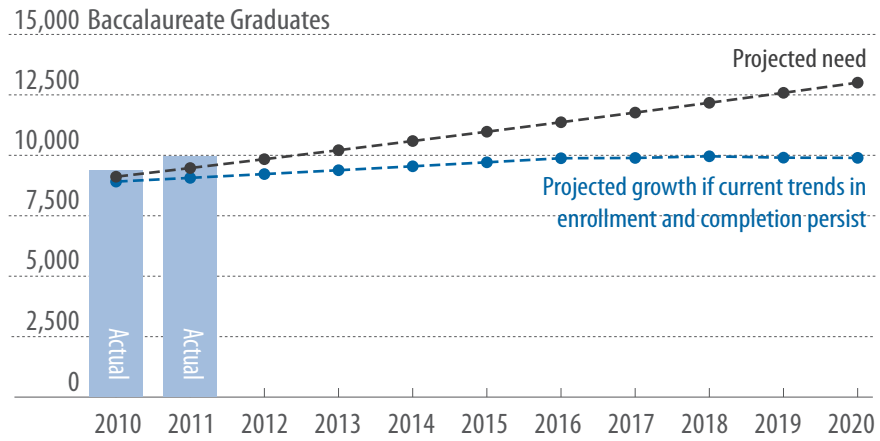
Trends and Projections in College Attainment



Source: MDHE with data from NCHEMS, Georgetown Center for Education and the Workforce, USDOE/IPEDS

UMASS—BACHELOR'S DEGREES IN ALL FIELDS

Trends and Projections in College Attainment



Source: MDHE with data from NCHEMS, Georgetown Center for Education and the Workforce, USDOE/IPEDS

B-1141

KEY OUTCOME

4 WORKFORCE ALIGNMENT

HIGH-NEED FIELDS

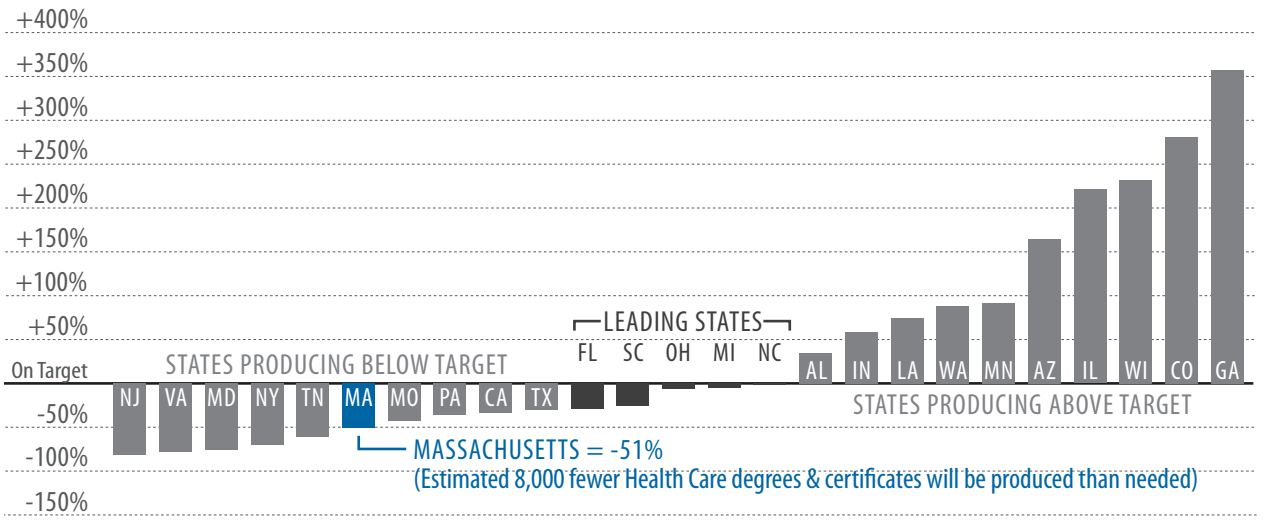
High-need fields—STEM, health care, and business and finance—show both high projected growth in employment due to new job creation, and high projected vacancies due to retirements and other departures. In these fields, Massachusetts is not a national leader in the alignment between projected job openings and qualified graduates to fill them.

KEY METRICS

Is Massachusetts a national leader in aligning public degree programs with future workforce needs in health care? *No.*

COMMUNITY COLLEGES—ASSOCIATE'S DEGREES & CERTIFICATES IN HEALTH CARE SUPPORT

Projected Percentage Gap by 2018 Between Degrees Produced and Degrees Needed



High-Need Fields: This metric focuses on three high-need fields: Health Care; Science, Technology, Engineering, and Mathematics (STEM); and Business and Finance. While graduates of Massachusetts' public campuses are employed in a wide range of fields, these three areas show both a high level of projected growth and a high number of future vacancies. By 2018, they will represent 35% of Massachusetts jobs requiring a college education.

These fields include the four high-growth sectors on which the Patrick-Murray Administration's workforce development strategy focuses: Health Care, Life Sciences, IT, and Advanced Manufacturing. The latter three are included in the STEM field analysis.

Comparison States: For this metric, Massachusetts is compared against the 25 most populous states in the nation, as alignment in smaller states is often skewed to overproduction because of issues of scale.

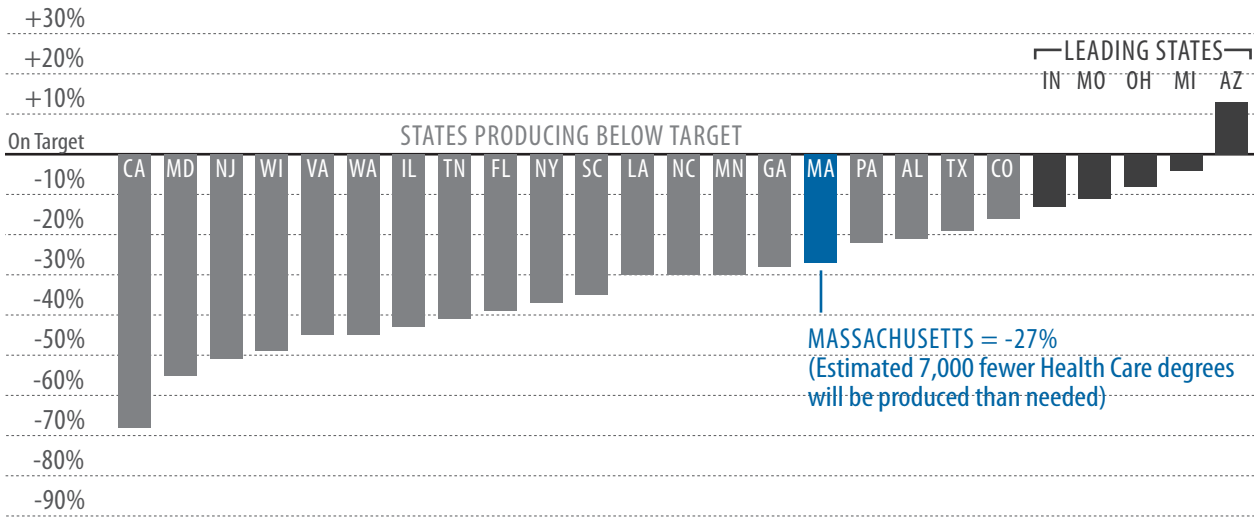
B-1142

Understanding High-Need Fields Workforce Alignment Measures

The methodology for this cutting-edge alignment metric was developed by William Mass and the Center for Industrial Competitiveness at the University of Massachusetts Lowell, in partnership with the Massachusetts Department of Higher Education. To our knowledge, this is the first attempt to make state-by-state comparisons of the alignment between projected job openings and qualified college graduates. As with any new metric, we expect to make ongoing improvement of both analyses and underlying data. Percentage gaps shown on the charts below should not be regarded as definitively indicative of poor alignment, but rather as a flag for further study. Retention and graduation rates in key occupational areas, as well as the number and percentage of students pursuing STEM degrees, are available on the Vision Project report website at www.mass.edu/vpreport.

STATE UNIVERSITIES & UMASS—BACHELOR'S DEGREES IN HEALTH CARE PRACTICE

Projected Percentage Gap by 2018 Between Degrees Produced and Degrees Needed



How to read the charts in this section:

- Leading states are defined as those closest to target.
- This metric looks at future workforce needs, rather than current job vacancies.
- Each chart compares projected job openings in a given high-growth field with the projected number of graduates possessing degrees in that field.
- To allow comparisons between states of different sizes, the chart shows a percentage: the gap between degrees projected and degrees needed, divided by the total degrees needed.
- Bars at the target line indicate states where the projected need for graduates is aligned with the projected number of graduates. The gap here is zero.
- The comparison looks only at public campus contribution to workforce development; the estimated number of future jobs is adjusted for the public higher education share of degrees in that field.

Source: MDHE with data from USDOE/IPEDS, Georgetown Center for Education and the Workforce, USDOE Baccalaureate and Beyond Longitudinal Study

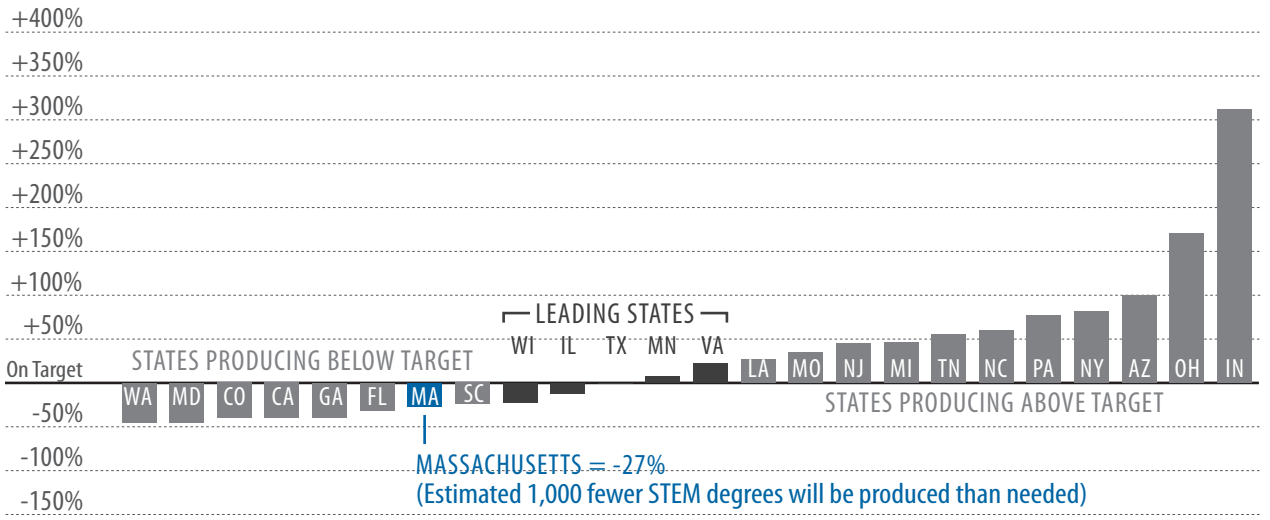
B-1143

KEY METRICS

Is Massachusetts a national leader in aligning public degree programs with future workforce needs in Science, Technology, Engineering, and Mathematics? *No.*

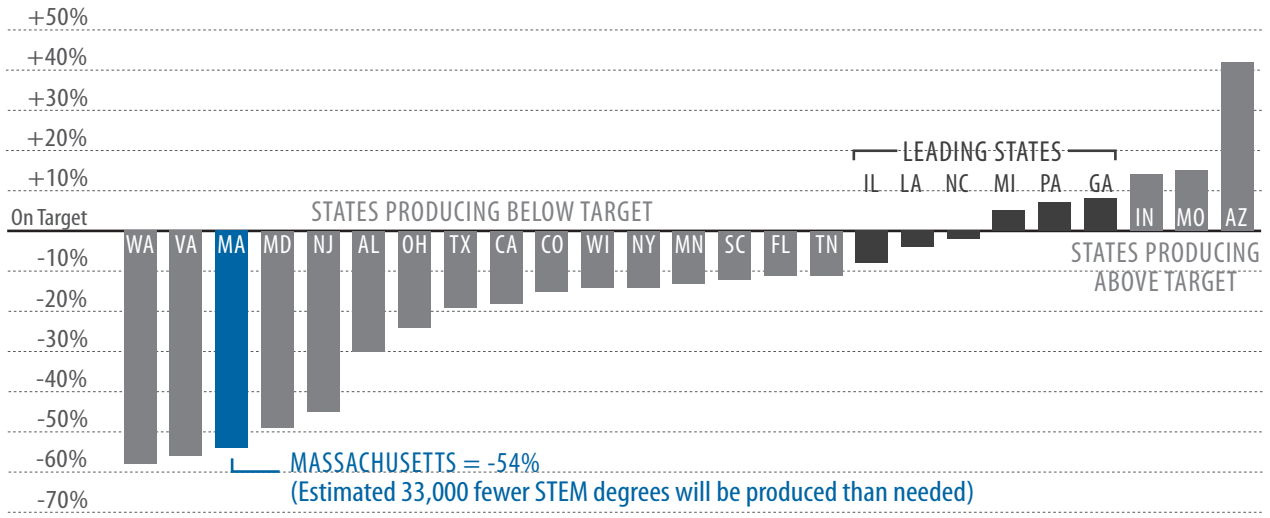
COMMUNITY COLLEGES—ASSOCIATE'S DEGREES IN STEM TECHNICIAN FIELDS

Projected Percentage Gap by 2018 Between Degrees Produced and Degrees Needed



STATE UNIVERSITIES & UMASS—BACHELOR'S DEGREES IN STEM FIELDS

Projected Percentage Gap by 2018 Between Degrees Produced and Degrees Needed



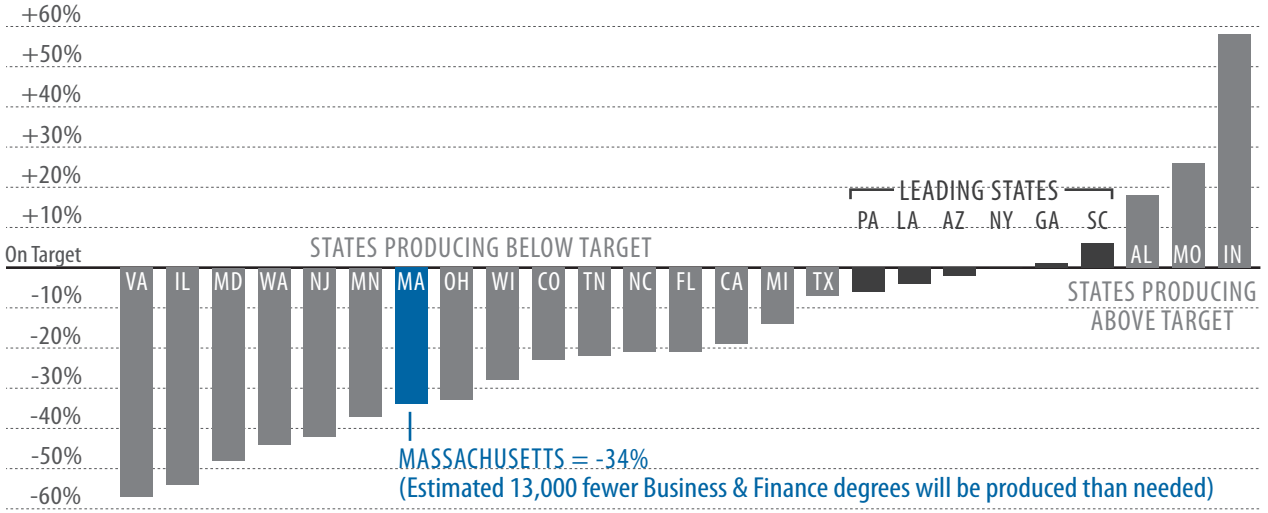
Source: MDHE with data from USDOE/IPEDS, Georgetown Center for Education and the Workforce, USDOE Baccalaureate and Beyond Longitudinal Study

KEY METRIC

Is Massachusetts a national leader in aligning public degree programs with future workforce needs in business and finance? *No.*

STATE UNIVERSITIES & UMASS—BACHELOR'S DEGREES IN BUSINESS AND FINANCE

Projected Percentage Gap by 2018 Between Degrees Produced and Degrees Needed



Source: MDHE with data from USDOE/IPEDS, Georgetown Center for Education and the Workforce, USDOE Baccalaureate and Beyond Longitudinal Study

B-1145

KEY OUTCOME

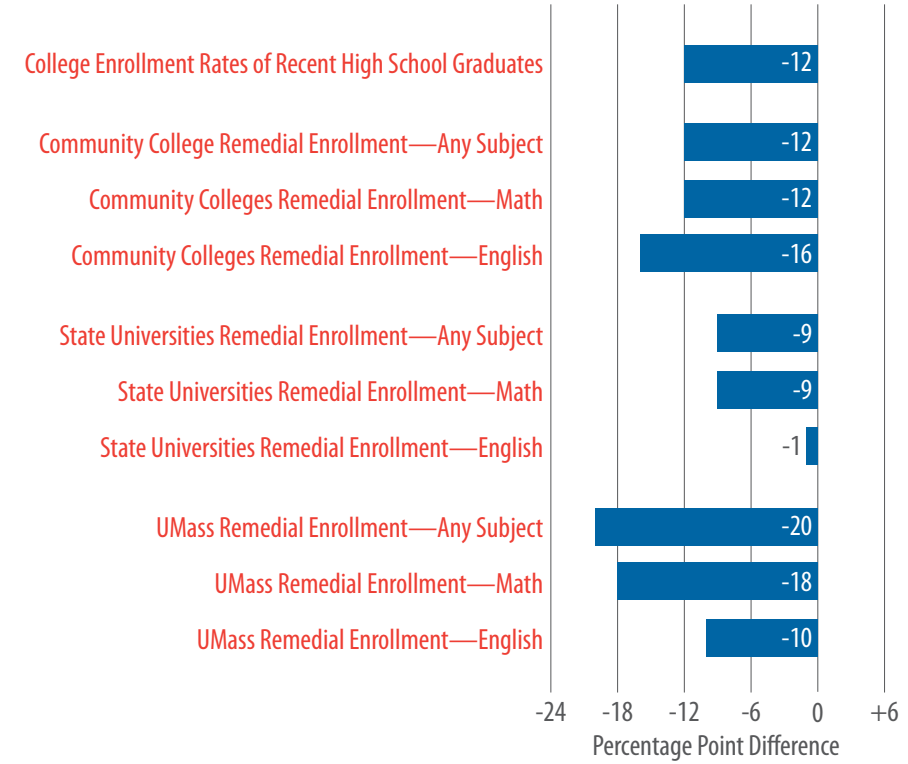
6 CLOSING ACHIEVEMENT GAPS

The overall Vision Project goal—producing the best-educated citizenry and workforce in the nation—can be achieved only if achievement gaps are significantly reduced or eliminated. Earlier chapters include measures allowing for national comparison of these gaps. This section adds to that picture by providing Massachusetts-only data for a wider array of metrics for which national comparisons are not available.

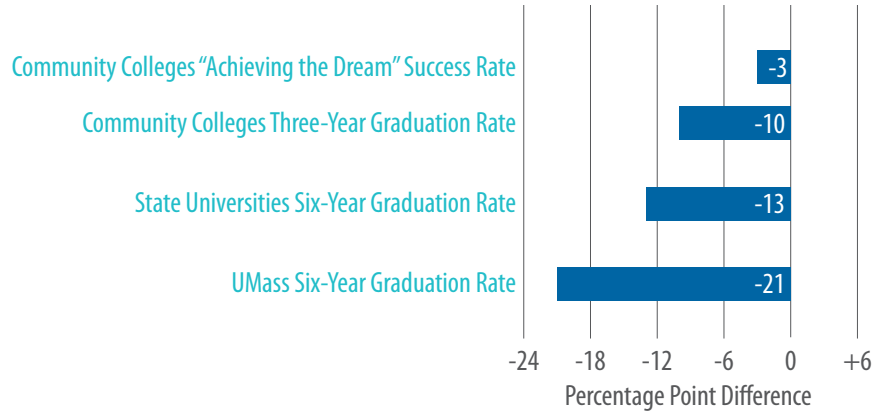
ADD'L METRIC

How large are African-American/White achievement gaps in Massachusetts across all outcome areas?

African-American/White Gaps in College Participation in Massachusetts



African-American/White Gaps in College Completion in Massachusetts



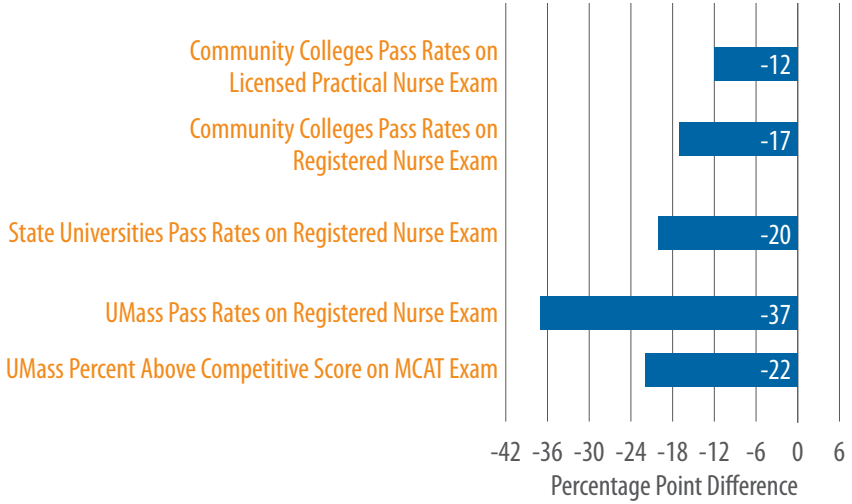
B-1146

Understanding Achievement Gap Measures

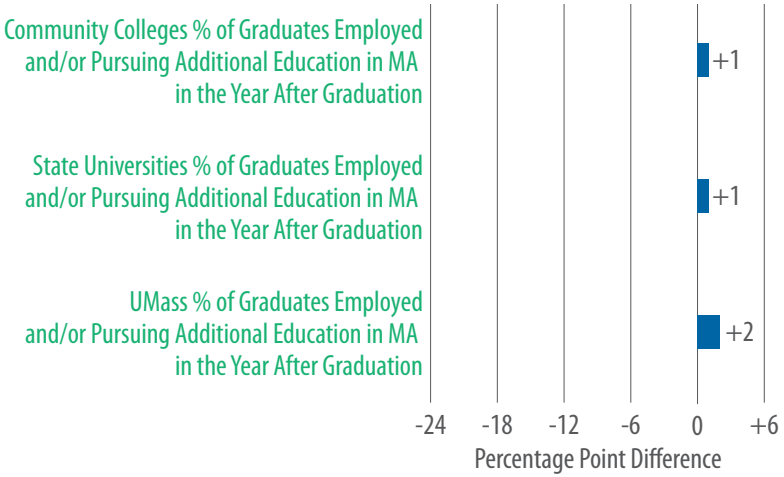
Achievement gap data are traditionally viewed through a single lens, such as ethnicity or gender. But research and campus experience suggest that the intersections of such data offer a more nuanced, telling portrait. For example, African-American males fare worse academically than African-American females. And achievement gaps for older male students can be more significant than for males under 25. The challenge in making such subgroup analyses, however, is that sample sizes at the state level often become too small for valid comparisons, as subgroups are divided by other subgroups within it. At the national level, comparison data is often still lacking. Massachusetts-only achievement gap data for retention and graduation rates in key occupational areas are available on the Vision Project report website at www.mass.edu/vpreport.

Bars to left of 0 indicate extent by which African-Americans underperform whites. Larger bars equal larger gaps. Note that in Workforce Alignment, African-Americans tend to stay in Massachusetts after graduation by slightly larger margins than whites.

African-American/White Gaps in Student Learning in Massachusetts



African-American/White Gaps in Workforce Alignment in Massachusetts



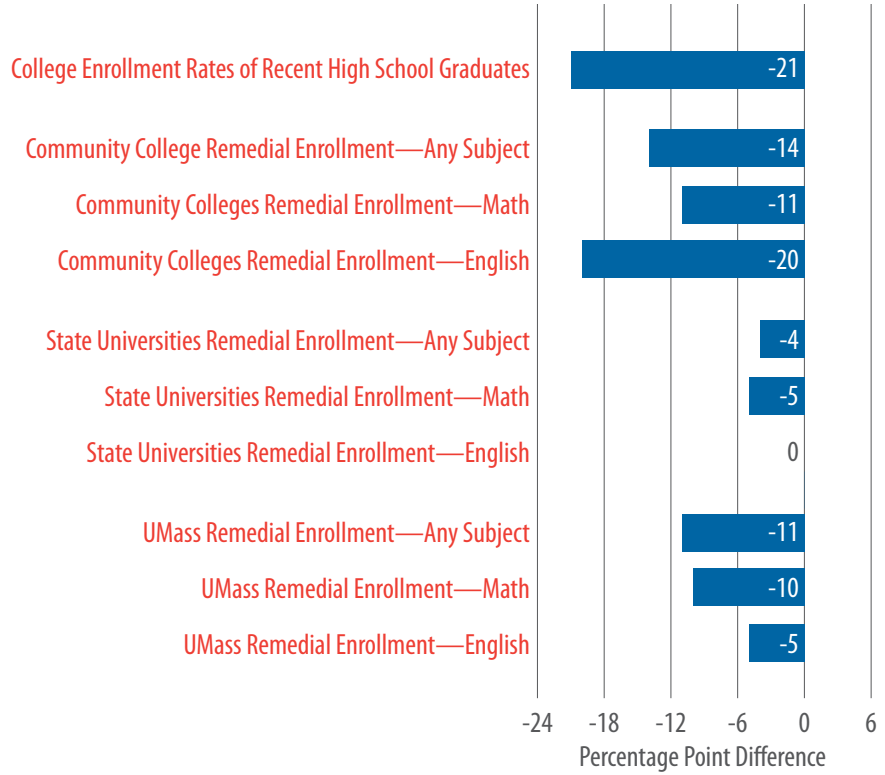
Data is aggregated over most recent three years. Exams are shown only if achievement gap data is available and the total number of African-American test-takers is greater than 40.

B-1147

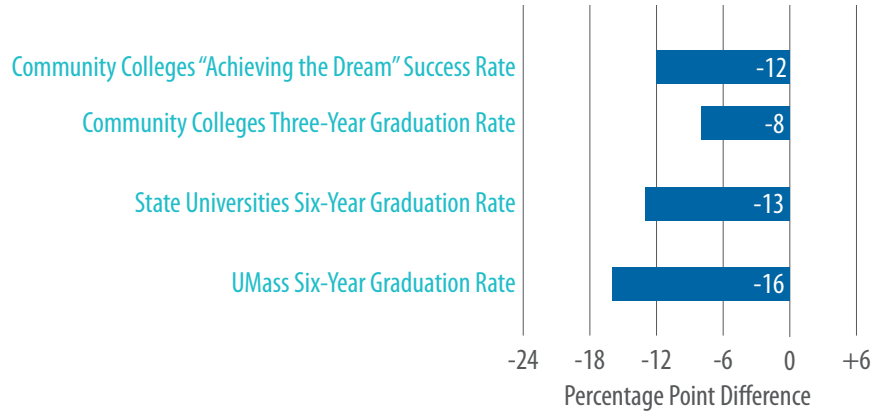
ADD'L METRIC

How large are Latino/White achievement gaps in Massachusetts across all outcome areas?

Latino/White Gaps in College Participation in Massachusetts



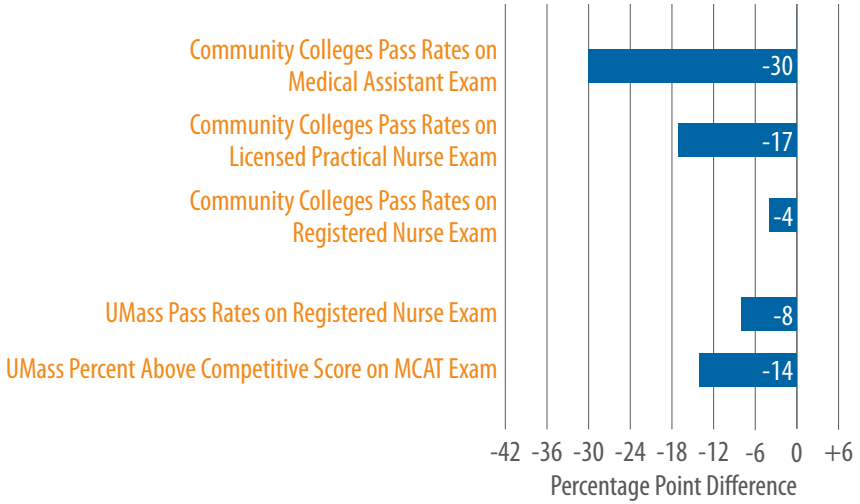
Latino/White Gaps in College Completion in Massachusetts



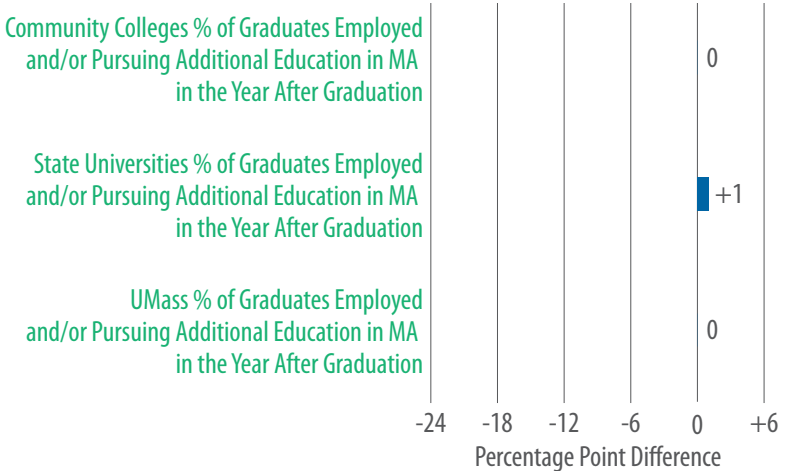
B-1148

Bars to left of 0 indicate extent by which Latinos underperform whites. Larger bars equal larger gaps. Note that in Workforce Alignment, Latinos tend to stay in Massachusetts after graduation by equivalent or slightly larger margins than whites.

Latino/White Gaps in Student Learning in Massachusetts



Latino/White Gaps in Workforce Alignment in Massachusetts



Data is aggregated over most recent three years. Exams are shown only if achievement gap data is available and the total number of Latino test-takers is greater than 40.

B-1149

KEY OUTCOME

7 RESEARCH

Research expenditures at UMass increased by 68 percent over the past six years, rising from $350 million in 2005 to $587 million in 2011. Licensing income, shown as a three-year rolling average, doubled over this same period, from $25 million in 2005 to $50 million in 2011.

For more information on research at UMass, including highlights from individual campuses and the principles and priorities that guide the research, see the *UMass FY2011 Annual Research and Development Expenditures Report* at:

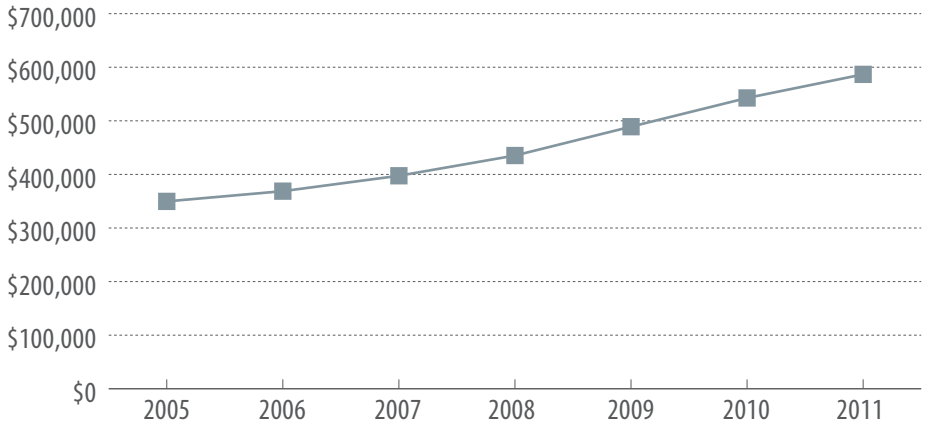
http://bit.ly/LIEbAs

KEY METRIC

How have UMass' research and development expenditures changed over the past six years?

UMASS

Trend in Research and Development Expenditures



Source: UMass President's Office / National Science Foundation

B-1150

Understanding Research Measures

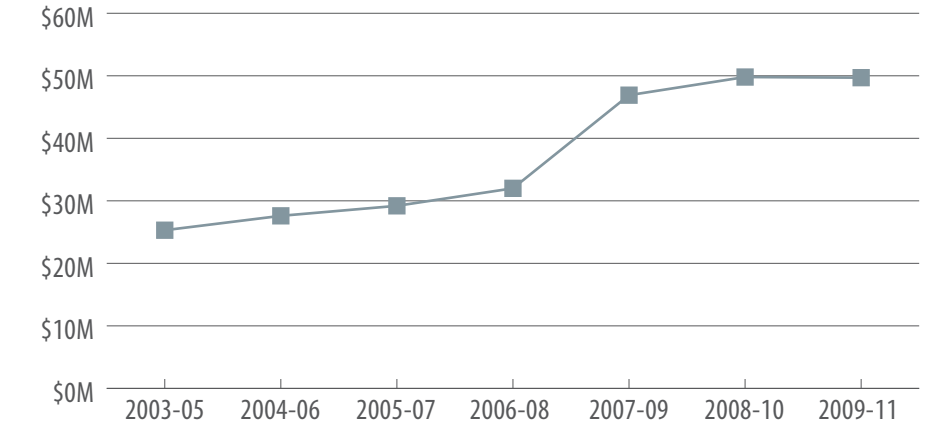
Research and Development expenditures are an indicator of an institution's research capacity and accomplishment. Licensing income comes from faculty-derived discoveries and products. It is a measure of the economic value of a university's inventiveness, as well as being a contributor to the university's financial strength. Because licensing revenue fluctuates from year to year with significant spikes from the introduction of new products, a three-year rolling average is used for this metric.

KEY METRIC

How has UMass' licensing income changed over the past six years?

UMASS

Trend in Licensing Income *(Three-year rolling average)*



Source: UMass President's Office / Association of University Technology Managers

III. GOALS AND STRATEGIES

What work is being undertaken to achieve the goal of national leadership?

This section outlines the **wide array of work underway to advance Massachusetts' performance** in the Vision Project's key outcomes. From policy development at the state level to student-centered programs on the campuses, from longstanding initiatives to new and innovative experiments, the work described here forms a comprehensive strategy to achieve the Vision Project goal of national leadership for Massachusetts public higher education.

KEY OUTCOME 1 COLLEGE PARTICIPATION 42

KEY OUTCOME 2 COLLEGE COMPLETION 48

KEY OUTCOME 3 STUDENT LEARNING 54

KEY OUTCOME 4 WORKFORCE ALIGNMENT 60

KEY OUTCOME 5 PREPARING CITIZENS 66

KEY OUTCOME 6 CLOSING ACHIEVEMENT GAPS
Strategies to close achievement gaps for each outcome are described in the above sections

KEY OUTCOME 7 RESEARCH
Information available on UMass' website at http://bit.ly/LIEbAs

B-1153

Leaders of Tomorrow

ALEX SAMUEL CHAEZ

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE '12

Last May, Alex Samuel Chaez became the first person in his family to (proudly!) graduate from college. He earned a degree in Computer & IT Security from Springfield Technical Community College (STCC) and will continue his education at Western New England University. He eventually hopes to earn a doctorate. Alex's younger brother, inspired by Alex's achievements, will enroll this fall in STCC's Liberal Arts Transfer Program.

As President of the STCC Phi Theta Kappa honor society, Alex served as an elementary school volunteer and coordinated a clothing drive for the Big Brothers Big Sisters organization. He also worked in the Dean of Students office. He chose to remain in Springfield in order to assist his parents, both financially and physically, serving as a personal care assistant to his father, who suffers from ALS (Lou Gehrig's disease).

"Springfield Technical Community College, like the over 1,000 other community colleges in the United States, exists to provide a place for first steps, second chances, and achieving dreams," said Dr. Ira Rubenzhal, STCC President. "Students like Alex Chaez humble us with their life stories, inspire us with their dreams and remind us every day how fortunate we are to be a part of something larger than ourselves."

Students cross the campus green at Westfield State.
Photo by Westfield State University.

B-1154

KEY OUTCOME

1 COLLEGE PARTICIPATION

With Massachusetts already leading the nation in college participation of recent high school graduates, Vision Project work in this area has focused on three core goals:

- **Ensure that "college-bound" means "college-ready"**
- **Eliminate gaps in college participation by low-income students**
- **Safeguard affordability**

Strong collaboration with elementary and secondary education, a hallmark of recent efforts to promote college participation, will become even more critical as we work to ensure that public college students are representative of the entire citizenry of the Commonwealth.

B-1155

STRATEGIES TO

Ensure that "college-bound" means "college-ready"

INCREASE AWARENESS OF COLLEGE AMONG K-12 STUDENTS

YourPlanforCollege.org is Massachusetts' free, one-stop, web-based college planning portal managed by the **Massachusetts Educational Finance Agency (MEFA).** A winner of *The Boston Globe*'s 2011 "Best of the New" awards, YourPlanforCollege centralizes all the key planning elements of a student's educational career, including interactive planning tools, personal portfolio development, and key milestone reminders such as college application and financial aid deadlines. In 2011 the site, previously accessible only to students at participating high schools, became available to every student in the state.

Through the College Connection program, college advisors from **Cape Cod Community College** travel to ten Cape Cod high schools to provide personalized financial aid assistance, basic skills assessment, academic advising, course registration, and on-the-spot admissions interviews. This program now reaches nearly 2,000 Cape Cod high school seniors and provides particular benefit to students whose families are not familiar with the college application process.

MAKE SURE HIGH SCHOOL STUDENTS TAKE A RIGOROUS COLLEGE PREP CURRICULUM

A record of success in academically challenging high school coursework is the best indicator of a student's readiness for college. The majority of students who arrive at college unprepared for college-level work are, by large margins, struggling in math. In 2011, the **Board of Higher Education** voted to strengthen admissions standards at the state universities and the University of Massachusetts by increasing the minimum mathematics requirement for admission from three years to four, helping to ensure that students do not lose ground by bypassing math during their senior year of high school. In June 2012, the Board further strengthened admissions standards by increasing the minimum laboratory science requirement from two years to three and allowing students to apply engineering and technology coursework toward this requirement.

MassCore is a rigorous high school program of study that was developed by a statewide advisory group of business leaders and K-12 and higher education policy makers. In 2008, the **Board of Elementary and Secondary Education** adopted MassCore as the recommended course of study for every Massachusetts public high school student.

Photo by Cape Cod Community College

College Knowledge Cape Cod Community College "College Connection" Outreach Counselor Kurt Lawson advises Barnstable High School students about admissions and financial aid.

EXPOSE STUDENTS TO COLLEGE-LEVEL WORK WHILE STILL IN HIGH SCHOOL

Research shows that giving high school students access to college coursework increases the likelihood that they will go to college—and do well once they get there. The Commonwealth Dual Enrollment Program (CDEP), managed by the **Department of Higher Education,** enables eligible high school students to take courses at public campuses in Massachusetts, simultaneously earning credit for their high school diploma and future college degree. CDEP focuses on students who are low-income, first-generation, or interested in STEM. Since 2008, participation in dual enrollment programs, including both CDEP and campus programs, has increased 170 percent.

College Exposure Third-graders from Greylock Elementary School in North Adams are wowed by a chemistry experiment at Massachusetts College of Liberal Arts in September 2011, part of "Berkshire County Goes To College" (see page 75).

College Experience These Amesbury High School graduates will continue into baccalaureate programs in fall 2012 with a year of college credits already completed through Northern Essex Community College's Early College Program.

Greenfield Community College's **dual enrollment program** serves as a key component to area high schools' drop-out prevention strategies, while also providing high school students opportunities for early access into higher education. At **Worcester State University, dual enrollment** enables Worcester Public School students to take course work in STEM as well as English composition, identified as frequent stumbling blocks for Worcester High School graduates transitioning to college.

Northern Essex Community College uses its **Early College Program** to make it possible for Amesbury High School "middle-performing" students to earn high school and college credit. Courses are co-taught in Amesbury by an Amesbury High School teacher and a NECC professor. Grade point averages, credits attained, and college-going rates for students in the program are significantly higher than for the overall student population.

ALIGN HIGH SCHOOL AND HIGHER EDUCATION ASSESSMENTS

Passing the MCAS does not necessarily mean that a student is college-ready. To close the gap between the skills needed to graduate high school and those needed for college-level work, Massachusetts has taken a leadership role in the **Partnership for Assessment of Readiness for College and Careers (PARCC),** a 24-state consortium dedicated to developing a common set of K-12 assessments that mark students' progress toward college and career readiness from 3rd grade up. Massachusetts is the lead governing state in PARCC, with **Mitchell Chester,** Massachusetts' Commissioner of Elementary and Secondary Education, serving as Chair of the PARCC Governing Board, and **Richard Freeland,** Commissioner of Higher Education, co-chairing PARCC's higher education advisory committee. Massachusetts' work to better align high school and college expectations is supported by a three-year grant from the Hewlett Foundation.

Quinsigamond Community College's partnership program with the **Worcester Public Schools, Plugging the Leaks in Worcester's Math Pipeline,** is supported in part by the Vision Project's **Performance Incentive Fund.** The program enables Worcester students to take the math college placement exam while still in high school. College and high school faculty are working together to redesign math curricula based on students' identified skill gaps, and run intensive after-school math boot camps to provide additional support to students. One hundred percent of boot camp students who enter College Algebra pass the course, as compared with a 65-percent pass rate of remedial students who don't attend boot camps.

B-1157

STRATEGIES TO

Eliminate gaps in college participation by low-income students

Photo by Department of Higher Education

Gaining Awareness Students from Pyne Arts Middle School in Lowell participate in GEAR UP's "Carnival of Learning" in spring 2012. This hands-on college fair exposes middle-schoolers to career paths and college majors.

Photo by MassArt

Getting Prepared With a grant from the Vision Project Performance Incentive Fund, MassArt is giving Boston's "Artward Bound" high school students the preparation they need to apply to and succeed in a college of art or design.

INVEST IN PRE-COLLEGE SUPPORT AND PREPARATION PROGRAMS

Since being designated as the lead agency for **Massachusetts College Access Challenge Grant (CACG) Program** funding, the **Department of Higher Education** has supported seven regional partnerships that focus on increasing college readiness and participation of underrepresented student groups. **Mount Wachusett Community College**'s grant, for example, targets low-income and/or first-generation high school seniors from eight partner school districts. Counselors work with students to develop "college knowledge," college readiness, and self-advocacy skills. A developmental math program for seniors who placed below college-level math on the math assessment exam is a core component of the college readiness work, which included the purchase of MyMathLab software to enable individualized work on math skill gaps.

MassArt's **Artward Bound Program,** recipient of a Performance Incentive Fund grant, seeks to increase the number of low-income Boston students who will be prepared to enter MassArt or other visual arts colleges. The program's initial cohort of 25 9th and 10th graders will expand to 50 high school students, with a new 9th-grade group being added each year. This program is unique nationally in its long-term commitment to prepare students for entry and success at a college of art and design and its integration of arts programs with rigorous academic, social, family, and community support. Students attend for free but must commit to program participation throughout high school. Evaluation of Artward Bound by a team of researchers at the midpoint and close of the 2011–12 school year found that the program is on track toward meeting its goals.

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) gives low-income middle and high school students the skills, knowledge, and academic background they need to succeed in college. This federally funded early intervention program, which is run by the **Department of Higher Education,** serves 7,250 7th through 12th graders in seven Massachusetts school districts: Boston, Holyoke, Lawrence, Lowell, New Bedford, Springfield, and Worcester. Comprehensive services include mentoring, tutoring, counseling, and after-school and summer programs. GEAR UP students who go on to college are eligible for an annual GEAR UP Scholarship up to $1,000.

B-1158

STRATEGIES TO

Safeguard affordability

MAXIMIZE FINANCIAL AID

The **Patrick-Murray Administration** has fought successfully to protect state financial aid from cuts during the recent economic downturn, but the dollar value of that aid has nonetheless declined over time. The MASSGrant, the Commonwealth's major financial aid grant program for low-income students, now covers only 8 percent of tuition and fees for a public college or university in the Commonwealth; in 1988, the MASSGrant covered 80 percent of student charges. In order to maintain the highest possible levels of financial aid, **Massachusetts public campuses** supplement state and federal scholarships with funds from their own operating budgets.

Campuses also work to ensure that students get every dollar of financial aid for which they qualify. For example, through their **College Access Challenge Grant, Greenfield, Holyoke,** and **Springfield Technical Community Colleges** provided workshops and individualized assistance that enabled over 600 students in 2011 to accurately complete their Free Application for Federal Student Aid (FAFSA), a critical step to helping each student receive the full amount of aid to which they were entitled. The grant also enabled Springfield Technical Community College to hire a bilingual financial aid counselor and Holyoke and Greenfield to implement Financial Aid TV, a web-based library of financial aid tips and tools.

Photo by Berkshire Community College

When Dads Become Grads This Berkshire Community College graduate celebrates with young son in tow. Affordability is a critical consideration for adult degree-seekers juggling jobs, families and studies.

INCREASE EFFICIENCIES, LOWER COSTS FOR STUDENTS

One way to lower costs for students is to increase campus financial efficiencies. **Massachusetts state universities and community colleges** launched the **Partnership to Advance Collaboration and Efficiency (PACE)** in 2011. Through PACE, the colleges have begun a systematic process of reducing operating costs through consortium purchase of gas, electricity, banking services and other campus needs. Savings to date include $750,000 from a joint financial auditing services bid, with an audit of contracts in areas such as vending and software licenses expected to net a minimum cost reduction of 10 percent.

Photo by Springfield Tech. Community College

Form Aid Student Robert R. Guilbert, Jr., receives FAFSA completion help from Ciara Smith, Springfield Technical Community College's FAFSA Assistance Advisor, through the College Access Challenge Grant program.

B-1159

Leaders of Tomorrow

JACQUELYNN PALAZOLA

SALEM STATE UNIVERSITY '12

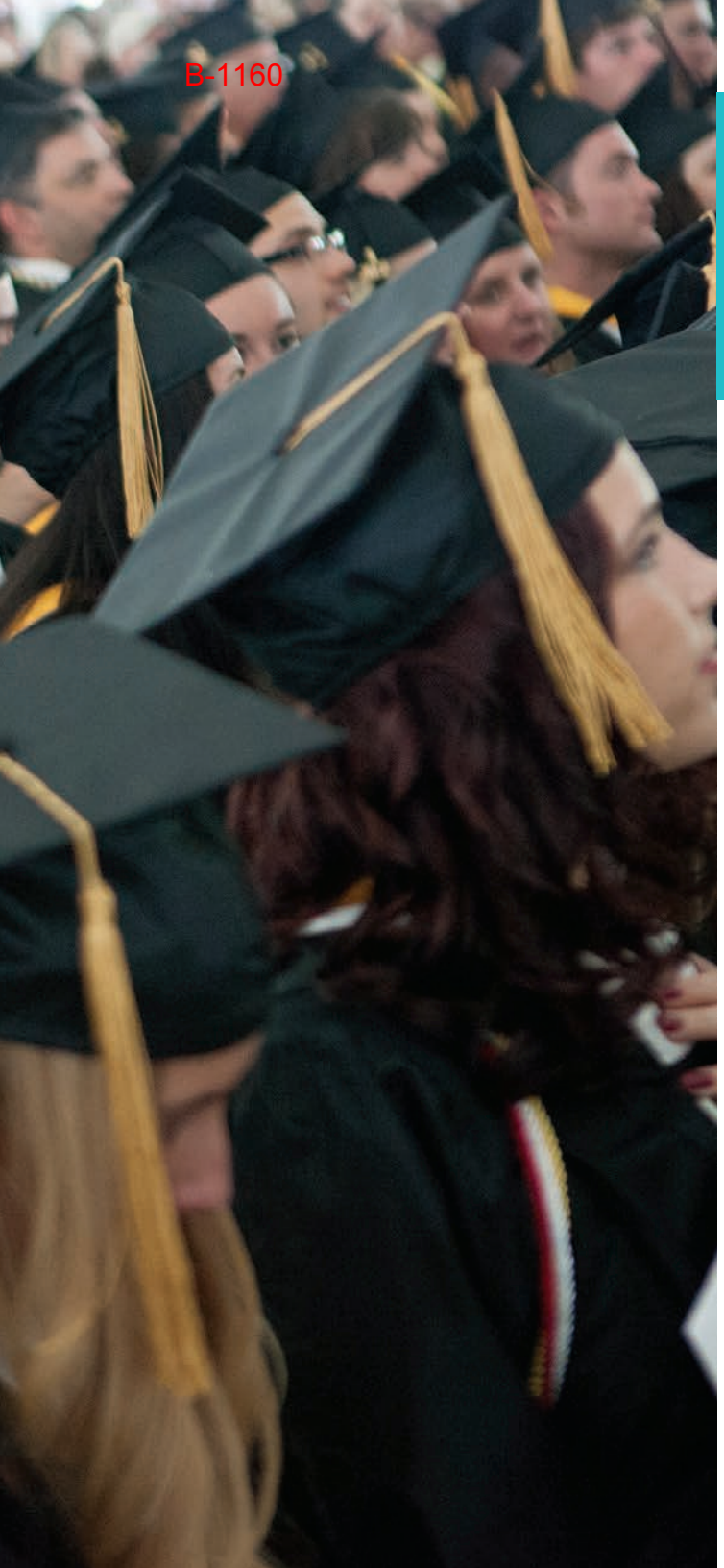
At Salem State University, Jacquelynn Palazola of Beverly combined exemplary academic achievement with public service, earning a degree while serving as an active member of the Air Force Reserves.

Before graduating with a 3.9 GPA, Jacquelynn worked tirelessly to promote the needs of student veterans. She was the keynote speaker at the 2011 "Women are Veterans, Too" conference at the State House in Boston. Last fall, she also worked with the Massachusetts Department of Veterans' Services (DVS), where she worked to establish a student veterans council that will help the state address the issues and concerns of student veterans.

The only woman in her graduating class from the Air Force Fire Academy, Jacquelynn was deployed to Iraq and the United Arab Emirates in response to Operation Iraqi Freedom and Operation Enduring Freedom. As a military member and military spouse, she has been stationed across the globe and taken classes throughout the course of her travels. She is only the second person in her family to go to college.

Jacquelynn has juggled military, civic and academic responsibilities with her role as a mother. She gave birth to her second child just a week after spring classes ended at Salem State, and started one of her internships a few weeks later. Jacquelynn is currently stationed with the U.S. Air Reserve at Westover Air Reserve Base in Chicopee.

Students celebrate their achievement at Framingham State's spring 2012 commencement ceremony. Photo by Framingham State University.



KEY OUTCOME

2 COLLEGE COMPLETION

Massachusetts' efforts to achieve national leadership in college completion are built on the following core goals:

- **Remove barriers that slow students' progress toward graduation**
- **Close achievement gaps in college success through programs for high-risk students**
- **Develop high-impact policies based on research and evidence**

With this focused approach to improving student success, Massachusetts aims to increase completion rates for *all* students at both the baccalaureate and community college levels.

B-1161

STRATEGIES TO

Remove barriers that slow students' progress toward graduation

Professional Development Aemiro Beyene, Assistant Professor of Mathematics at Quinsigamond Community College, speaks to colleagues at the June 2012 Developmental Math Conference held at Massasoit Community College.

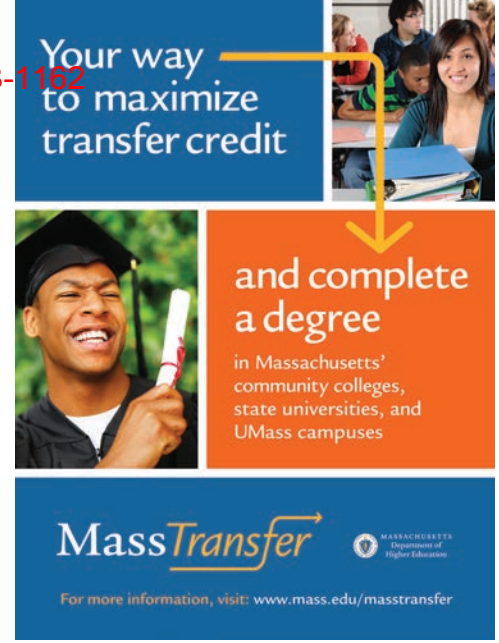
TRANSFORM REMEDIAL EDUCATION

The need to take remedial courses, also known as developmental education, adds both time and cost to the quest for a degree or certificate, thus lowering chances of success. Additionally, more than half of African-American and Latino students enrolled in the public higher education system take at least one developmental course during their first semester, compared with a third of all white students. As a result, the Vision Project's **Working Group on Graduation and Student Success Rates** identified the need to transform **remedial (developmental) education** as a critical priority.

At the campus level, **Middlesex Community College** has piloted a **concurrent enrollment program** which enables developmental education students who score just below college readiness in writing to enroll in English 101. To support their success, these students also take a remedial writing class—taught by the same professor as their English 101 class. The percentage of students who go on to pass English 102 is more than twice that of students enrolled in traditional remediation.

In order to determine their readiness for college-level math courses, students at Massachusetts public colleges and universities take an ACCUPLACER® exam in math. **Worcester State University** has achieved considerable success through its approach of requiring **mandatory ACCUPLACER pre-tests,** which gives a second chance to students who failed the test because of gaps in a small number of skills. When coupled with a review session for those who do not pass the practice exam on their first or second try, the approach has cut the percentage of students needing to take remedial math in half, from 54 percent in 2004 to 25 percent in 2007.

Roxbury Community College has tripled the rate at which students who start in remedial math advance to college-level, credit-bearing math courses. This gain is associated with RCC's comprehensive overhaul of **remedial math education,** which included new placement procedures, a lab component and technology-assisted instruction, a shortened developmental math sequence, and smaller course modules. These modules allow students to skip work in areas where they are already proficient and focus on skills that need improvement.



Credit Where It's Due Promotional poster for *MassTransfer,* the state's core policy to streamline the transfer process among Massachusetts' public colleges and universities.

UMass Welcome Governor Patrick joins education officials and students at Roxbury Community College to launch the UMass Amherst Community College Connection in March 2011. The initiative is intended to strengthen UMass Amherst's ties with Massachusetts community colleges.

SMOOTH TRANSFER PROCESS BETWEEN TWO-YEAR AND FOUR-YEAR INSTITUTIONS

With student mobility increasing nationally, transfer from one institution to another has become more and more common. Yet when transfer students are denied credit for courses taken at their original institution, the time and cost of getting a degree increases, thus reducing the chance that they will ever graduate. ***MassTransfer,*** now in its fourth year, provides Massachusetts community college graduates who complete designated associate's degrees with full credit transfer, guaranteed admission, and a tuition discount to linked bachelor's degree programs. The next step identified by the **Commonwealth Transfer Advisory Group** is to expand transfer alignment from the degree level to the program and course level.

University of Massachusetts Amherst launched the **UMass Amherst Community College Connection** (UMCCC) in March 2011 to encourage community college students to pursue bachelor's degrees at the flagship campus. Community college students are offered priority review of financial aid packages as well as special assistance for on-campus housing, early advising, and course registration. Tuition is waived for those with a 3.0 GPA or higher; students with a 3.7 GPA earn a $500 book scholarship. Noting that community college students who transfer to UMass Amherst have a higher graduation rate than the general undergraduate student population, campus officials have expressed hope that UMCCC will have a positive impact on overall graduation rates.

HELP STUDENTS STAY IN SCHOOL DESPITE FINANCIAL EMERGENCIES

Because financial emergencies can significantly interfere with students' ability to continue attending college, **Bunker Hill Community College** is using **emergency assistance funds** to keep students on track to completion. The campus provides students experiencing short-term financial problems with up to $1,000 within three days of receiving a request, with funds being used for such core expenses as rent, utilities, food, and childcare. The year-to-year retention rate of students who have utilized the BHCC fund is 65 percent higher than that of the general student population.

B-1163

STRATEGIES TO

Close achievement gaps in college success through programs for high-risk students

Photo by Massasoit Community College

Incentive to Complete The pilot Completion Incentive Grant program, launching in fall 2012, aims to keep students on track to degree completion, with financial aid awarded for completion of college credits. Massasoit Community College is one of ten participating state campuses.

USE FINANCIAL AID TO HELP STUDENTS STAY ON TRACK TO GRADUATION

A handful of states are experimenting with financial incentives as a means of increasing college completion. In fall 2012 the **Department of Higher Education,** in collaboration with participating campuses, will launch its own pilot program, the **Completion Incentive Grant.** Incentive grants of up to $2,000 a year will be given to students who meet a threshold for credit completion and GPA each semester, maintain continuous enrollment, and make use of campus support services. Campuses commit to providing an array of academic support services for the low-income, first-generation students targeted in the program. The pilot will run for four years, with extensive program assessment and evaluation.

USE MULTICULTURAL OUTREACH AND MENTORING TO AID STUDENTS AND FAMILIES

The **Multicultural Achievement Peer Program** at **Middlesex Community College** helps students from diverse backgrounds make a successful transition to college. The peer mentoring program employs culturally sensitive interventions including workshops, cultural activities, and one-on-one mentoring. In 2011–2012, the fall-to-spring persistence rate of the mentors and mentees was 95 percent, with an average GPA of 2.75.

The **Latino Education Institute** at **Worcester State University** serves 800 families annually with a focus on increasing both college participation and college completion of Latino students. One of their more innovative projects is the Teaching Corps Program, in which WSU students are trained in literacy and conflict resolution, and then assigned to paid positions in Worcester public elementary schools. In addition to providing strong role models for Worcester youth, the program aims to increase retention and work readiness of Latino students at Worcester State.

Photo by Worcester State University

Shared Culture, Shared Success Worcester State University student Damaris Velez runs a first-grade reading circle at the Chandler Magnet Elementary School through WSU's Latino Education Institute.

B-1164

STRATEGIES TO

Develop high-impact policies based on research and evidence

CRAFT TARGETED INTERVENTIONS BASED ON ANALYSES OF STUDENT SUCCESS

A major focus of the national **Achieving the Dream** initiative is the careful use of data to create policies that promote persistence at community colleges. Four Massachusetts community colleges have participated in this initiative since 2007—**Bunker Hill, Northern Essex, Roxbury,** and **Springfield Technical Community Colleges**—with the **Board of Higher Education** serving as the lead state policy organization.

Analysis of student results at **Northern Essex Community College** led to a focus on five specific **academic support** goals: improving developmental writing outcomes for Latino students, improving developmental writing and reading outcomes for students 25 years and younger and for males, and improving English Composition I and all math outcomes for all students. Related initiatives include creating math tutoring centers in Haverhill and Lawrence, introducing supplemental instructors in challenging courses, and expanding academic advising services. "These efforts are already showing results," notes NECC President Lane Glenn, who cites the 25 percent increase from 2007 to 2010 in students who completed remedial Algebra and then a college-level math course.

Springfield Technical Community College increased the availability of **academic advisors to General Studies students** in response to research showing that students whose career goals are unclear derive particular benefit from making a connection with a college faculty or staff member, and that this connection makes students more likely to persist in their academic and career goals. STCC's Data Team, comprised of both faculty and staff, closely monitors the results of this initiative and two others designed to increase student completion and close achievement gaps.

IMPLEMENT RESEARCH-SUPPORTED STRATEGIES FOR STUDENTS MOST AT RISK OF DROPPING OUT

Through **Project Compass,** **Bridgewater State University** closed retention gaps for underserved students while simultaneously raising the percentage of all students who returned after their freshman year from 75 to 81 percent. This multi-year initiative implemented a range of research-supported interventions, including an integrated faculty-student mentoring process, faculty development designed to increase the use of culturally inclusive pedagogies, and structured student study groups for courses with high rates of failure, withdrawals, and incomplete grades. After five years, gaps had been eliminated for low-income students, first-generation college students, and students of color.

Photo by Joan Thomas/Springfield Tech. Community College

Substance and Styles "Through STCC's Achieving the Dream initiative, I've become much more aware of student learning styles. I offer different options to help my students succeed in math," said Professor Donna Bedinelli (right), shown with three of her Algebra I students.

Fitchburg State University's pilot program of **intrusive advising,** identified by researchers as a promising practice, addresses the challenge of students who drop out of college without ever making use of campus resources that might have helped them. At-risk freshmen were assigned to a Retention Specialist, who in turn consistently reached out to these students to provide advising and referrals to support services. Data available this fall will enable Fitchburg to compare the retention rates of students in this pilot program with their peers.

B-1165

Leaders of Tomorrow

DIANA ROSE RAMOS
BRIDGEWATER STATE UNIVERSITY '12

Diana Rose Ramos of Worcester graduated from Bridgewater State University in 2012 with a degree in political science, a 3.9 cumulative GPA, and a plan to use her leadership skills and acquired knowledge to improve public policy. During her junior year, she interned at Senator John Kerry's Office and conducted a directed study researching citizen outreach on conservation efforts. Diana also interned, through the Washington Center, at the U.S. Office of Surface Mining where she researched development issues relating to rural watersheds. She has studied sustainable development in Costa Rica and researched issues related to food security.

As a high-achieving student, Diana received multiple awards and scholarships such as the Pi Sigma Alpha Political Science Honors Society Award and the Robert A. Daniel African American Scholarship. She was recognized as a Rose Scholar throughout her time at BSU. On campus, Diana served as the founder and president of the Students for Sustainability group, the publicity chair for Aware and Active Minds, and an active member of the Social Justice League. Off campus, she assisted with the Worcester Vegetarian Festival and Nuestro Huerto, which helps urban farms.

An instructor leads a book discussion at UMass Dartmouth.
Photo by UMass Dartmouth.

KEY OUTCOME

3 STUDENT LEARNING

How do we know what college graduates have actually learned and are able to do? And equally important, how can we assess student learning in ways that help us improve teaching? Massachusetts seeks to answer these two questions through the following core goals:

- **Strengthen campus-level assessment of student learning**
- **Find ways to compare student learning among states**

The work is challenging but promises to make possible a continuous cycle of improvement that will help campuses not only identify problem areas in student learning, but understand how to solve them. At the national level, Massachusetts is leading a conversation through the Vision Project on how to build an interstate system to compare student learning outcomes.

B-1167

STRATEGIES TO

Strengthen campus-level assessment of student learning

Photo by Kevin Harkins Photography

In Collaboration Middlesex Community College's Elise Martin, Associate Dean of Assessment, and John Savage, Professor of Chemistry and Faculty Chair of Gen Ed Committee, serve as conference co-chairs for the February 2012 AMCOA Conference at UMass Lowell. One of four statewide AMCOA conferences held last year, it drew faculty and staff to share best practices in student assessment.

ENGAGE THE EXPERTISE OF CAMPUS FACULTY AND STAFF

From the beginning, the Vision Project work in the area of Student Learning has been guided by the skill and experience of campus educators. The **Working Group on Student Learning Outcomes and Assessment,** consisting of learning outcomes experts from the campuses and Department of Higher Education, studied best practices both within Massachusetts and across the nation before making the recommendations to the Board of Higher Education that have since defined the work in this area.

Among these recommendations was a new initiative: **Advancing a Massachusetts Culture of Assessment (AMCOA).** Funded by the **Davis Educational Foundation,** AMCOA is led by a team of faculty and staff from each of the 28 undergraduate campuses, with a goal of helping every campus improve curriculum and learning through development of state-of-the-art programs of learning outcomes assessment. AMCOA's first year was so successful in achieving system-wide collaboration on learning outcomes that the Davis Educational Foundation provided additional funding for a second year.

One of the enormous benefits of AMCOA has been the forging of strong working relationships that cut across campus boundaries. **Framingham State University** and **MassBay Community College,** for example, are using joint assessments of student learning in writing, quantitative reasoning, and creative thinking as a path to improving the success of students who transfer from MassBay to Framingham.

> **Through its meetings and conferences, AMCOA has allowed faculty and staff to meet new colleagues and learning from each other's experience and best practices. We have a sense that our voices on assessment are heard. The process has expanded my vision of assessment in the Commonwealth and given me new perspectives with which to serve my students and my institution.**
>
> **—NEAL BRUSS, ASSOCIATE PROFESSOR OF ENGLISH, UNIVERSITY OF MASSACHUSETTS BOSTON**

B-1168

In Progress Students in the classroom at MassBay Community College. MBCC has partnered with Framingham State University to create joint assessments of student learning in order to ease student transfer between the institutions.

In the Know President Carole Cowan of Middlesex Community College speaks with Peggy Maki, a national expert hired by the Department of Higher Education to provide expertise in student learning assessment to every public college and university.

STRENGTHEN CAMPUS EFFORTS THROUGH PROFESSIONAL SUPPORT

One resource provided to campuses through the Davis Foundation grant has been the expertise of Peggy Maki, a **national expert in student learning assessment.** Beginning in the summer of 2011, Maki facilitated monthly AMCOA team meetings and quarterly conferences. She also supported campus-level efforts through individual visits and coaching. This kind of support has enabled faculty and staff to identify and share the aspects of assessment at which their campuses excel, develop new skills, and move Massachusetts closer to its goal of a continuous cycle of improvement in student learning.

Through AMCOA, **Massachusetts College of Liberal Arts** and **Berkshire Community College** are collaborating with a **nationally known expert in student writing** to assess student writing at a number of key points in students' careers. The results will be used to determine action steps for improving student success in writing at each institution and for students who transfer from BCC to MCLA.

B-1169

STRATEGIES TO

Find ways to compare student learning among states

USE COMMON SCORING STANDARDS THAT ENABLE COMPARISONS ACROSS CAMPUSES

Based on a recommendation from the **Working Group on Student Learning and Outcomes Assessment,** the **Board of Higher Education** voted in January 2012 to apply to become a **state partner in Liberal Education and America's Promise (LEAP),** the signature national initiative of the Association of **American Colleges and Universities (AAC&U).** LEAP learning outcomes in quantitative literacy, critical thinking and written communication—which were developed by college and university faculty—provide a common framework for comparison of student learning achievement at both the campus and state level. In March the AAC&U announced that Massachusetts had been awarded status as a LEAP State.

LEAP learning outcomes are already being tested at Massachusetts campuses. **Bristol** and **Massasoit Community Colleges,** in another AMCOA-funded endeavor, are engaging their English faculties in a regional effort to use the LEAP standards to assess **mastery of written communication skills.** The experiment will provide a structure for comparing the use of the LEAP rubrics and locally designed rubrics on the same student assignment.

DEVELOP RELATIONSHIPS THAT CUT ACROSS STATE BOUNDARIES

In an initiative that holds promise for national leadership, Massachusetts is working to develop a **multi-state collaborative** to advance learning outcomes assessment and allow for cross-state comparisons. In May 2012, the Commonwealth hosted a multi-state gathering with public higher education leaders from 17 states. The conference, which was cosponsored by the **AAC&U** and the **State Higher Education Executive Officers (SHEEO)** and supported by the **Nellie Mae Education Foundation,** focused on how best to develop assessment systems that:

- Present assessment outcomes in ways understandable by non-academic stakeholders;
- Center on using actual student work, closely linked to curriculum and to the instruction work of the faculty, and
- Allow comparison of student learning across state lines.

This ambitious work, if successful, will enable states to use shared standards to compare their students' level of learning with other states.

Massachusetts already has established a leadership role among the various state systems both in its shared vision for high-quality education and in its recognition that any contemporary vision for learning also requires new ways of showing what students are accomplishing across their studies.

—CAROL GEARY SCHNEIDER, PRESIDENT, ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES (AAC&U)

National Assessment Dialogue Richard M. Freeland, Commissioner, Massachusetts Department of Higher Education; Carol Geary Schneider, President, Association of American Colleges and Universities; and Paul Lingenfelter, President, State Higher Education Executive Officers, convene a May 2012 national conference in Colorado to propose development of a multi-state collaborative to advance student learning outcomes assessment.

Multi-State Partnerships Students in the classroom at Fitchburg State University, one of the four Massachusetts campuses participating in the national Quality Collaboratives Project intended to improve the transfer pathway between community colleges and four-year institutions through focus on student learning outcomes.

TEST ASSESSMENT MODELS THAT CAN SCALE TO OTHER COLLEGES AND UNIVERSITIES

In the fall of 2011, Massachusetts public campuses competed for grants to support **assessment experiments** across the Commonwealth. Funded by the **Davis Educational Foundation** as part of the AMCOA project, the grants support campuses working both singly and in teams, with a goal of developing models that can be expanded to other colleges and universities.

Holyoke Community College, one of the Davis grant winners, is using the funds to expand its work in integrating **quantitative reasoning assessment and instruction** in courses ranging from nutrition and biology to art and economics. Faculty experts in the application of mathematical concepts and skills are teaming with teaming with faculty in highly enrolled, high-impact introductory courses to develop, implement, and assess modules in quantitative reasoning.

A grant from the **Lumina Foundation** is supporting an additional four campuses in developing models that have the potential to increase student success and degree completion system-wide. Massachusetts is one of eight states selected to participate in the **Quality Collaboratives Project** sponsored by the **AAC&U,** with **Fitchburg State University** and **Mount Wachusett Community College** paired together in one partnership, and **Middlesex Community College** and the **UMass Lowell** in a second. Both dyads are working to improve the transfer pathway between the community college and the university. They will focus on developing shared learning outcomes across institutions, fostering faculty leadership, and using student learning outcomes to set transfer policies and practices.

B-1171

Leaders of Tomorrow

RENEE MICHELLE KEYES

ROXBURY COMMUNITY COLLEGE '12

As a biotechnology/biological science major at Roxbury Community College, Renee Michelle Keyes conducted extensive undergraduate research. In 2011 this honors student, who was previously homeless, participated in the Research Experiences for Undergrads (REU) Program at Northeastern University's Center for High-Rate Nanomanufacturing. She was a member of RCC's Louis Stokes Alliances for Minority Participation (LSAMP) Program, and also received the college's STEM Homeland Security Scholarship. Last spring, she was one of several students invited to present her work on mutating an enzyme at Harvard Medical School.

A mother with two young daughters, Renee now serves as a mentor to teen mothers in her community. She notes that her oldest daughter is very proud of her and is thinking about becoming a scientist like her mom. "For me, Roxbury Community College has truly been the gateway to my dream," says Keyes. "I'm hoping that, through a career in biotechnology, I will inspire my own daughters and also be a role model for other young women interested in careers in the sciences."

Bunker Hill Community College Professor Scott Benjamin observes a specimen of elodea with environmental science students. Photo by Bunker Hill Community College.

KEY OUTCOME

4 WORKFORCE ALIGNMENT

While Massachusetts' economy has proved resilient during the recent economic downturn, the state's public colleges and universities are barely keeping pace with the demand for a highly educated workforce. To meet these future workforce needs, the Vision Project is working on two levels.

First, we seek to increase the overall percentage of Massachusetts residents with college degrees because of the strong correlation between high numbers of college graduates and strong economic performance. This goal expresses the importance of a broad liberal education and encompasses all aspects of Vision Project work.

Second, we seek to meet workforce requirements in areas of greatest economic growth. In this second context the Vision Project is pursuing three core goals:

- **Address workforce development needs in innovative and high-growth sectors**
- **Strengthen student interest and success in science, technology, engineering and math (STEM) fields**
- **Reduce gaps in STEM for African-American, Latino and female students**

B-1173

STRATEGIES TO

Address workforce development needs in high-growth sectors

Baby boomer retirements are expected to deplete the science and technology workforce by 50 percent over the next decade, putting the U.S. at risk of losing our leadership in technology and innovation.

—TIMOTHY P. MURRAY, LIEUTENANT GOVERNOR AND CHAIR OF THE GOVERNOR'S STEM ADVISORY COUNCIL

CREATE NEW COLLABORATIVE STRUCTURES TO INCREASE DEGREE PRODUCTION IN KEY FIELDS

The **Patrick-Murray Administration**'s workforce development strategy focuses on four key high-growth sectors: **Health Care, Life Sciences, Information Technology, and Advanced Manufacturing.** A strategic plan developed jointly by the Secretaries of Education, Housing and Economic Development, and Labor and Workforce Development ensures a coordinated approach.

One of the plan's primary goals is to better align educational and workforce training programs with clearly defined industry-specific pathways to employment. The **Pathways to Prosperity** project will help Massachusetts build a system of six-year career pathways for high-school-age students beginning in 9th grade. Working with employers, workforce investment boards, local social service providers, and state-level agencies, the **Executive Office of Education** will develop three sector-based projects in Greater Boston, Metro West and Springfield. This is the first step in developing a statewide system that enables all young people to successfully transition from high school through a postsecondary credential to a high-skills, family-supporting career.

DEVELOP INDUSTRY-SPECIFIC, STATEWIDE WORKFORCE DEVELOPMENT PLANS FOR KEY SECTORS

A key strategy in workforce development is the creation of industry-specific plans that combine assessment of future workforce needs with a coordinated system of education and training. A model of such a plan is provided by the **Department of Higher Education**'s **Nursing and Allied Health Initiative,** which is a partnership of the DHE, health care providers, and schools of nursing to raise the percentage of Massachusetts nurses who hold a Bachelor of Science in Nursing (BSN) from 55 percent today to 66 percent by 2020. Research shows that nurses with bachelor's degrees provide improved patient outcomes at lower costs, and increasingly employers are demanding that nurses attain the BSN.

Through the Nursing and Allied Health Initiative, the DHE and its partners have sponsored the development of pathway programs from associate's degrees to bachelor's and master's, as well as from Licensed Practical Nurse to BSN. **Springfield Technical Community College** and **UMass Amherst** provide one innovative example of a clear pathway to the BSN. These two institutions have developed a **joint nursing track** that enables students to get associate's degrees in three years at STCC and then, after passing their Registered Nurse licensure exam, take one year of online courses at UMass to obtain a bachelor's degree.

Photo by Branding and Creative Communications, University of Massachusetts Amherst

Advancing by Degrees UMass Amherst nursing students gaining clinical experience. The Department of Higher Education's Nursing and Allied Health Initiative sponsors the development of pathway programs such as one between Springfield Technical Community College and UMass Amherst, to help nurses advance their education from the associate's to the baccalaureate level.

DESIGN PROGRAMS TO MEET THE NEEDS OF ADULT LEARNERS

An important role of public higher education is providing **adult workers** with the additional knowledge and skills they need to advance in their current job or change careers altogether. **Salem State University** tailors a number of its programs to working healthcare professionals. A part-time evening program for Certified Occupational Therapy Assistants, for instance, provides a path to obtaining bachelor's and master's degrees, necessary steps to advancing to the role of Occupational Therapist.

At **Bristol Community College,** the **Professional Advancement to Health and Human Services Careers** program has helped 450 underemployed or unemployed adults obtain industry-recognized certificates over the past three years. And in 2011, **Mount Wachusett Community College** successfully partnered with 27 businesses in North Central Massachusetts to provide **workforce training** for 300 workers. This collaboration benefited these employers through improved productivity, workforce stability, and employee morale, and helped workers increase their salaries, competence, and job satisfaction.

Photo by Mount Wachusett Community College

Learning for Life Mount Wachusett Community College workforce training at Tyco International in Westminster, a leading provider of security and fire safety products and services. Offering continuing education to adult workers helps businesses become more productive and employees advance their careers.

B-1175

STRATEGIES TO

Strengthen student interest, learning and completion of programs in the science, technology, engineering and math (STEM) fields

DEVELOP A COMPREHENSIVE STATEWIDE PLAN TO BUILD THE PIPELINE OF STEM PROFESSIONALS

Eighty percent of jobs created in the next decade will require math and science skills, yet Massachusetts high school students lag behind peers in other states in their level of interest in science, technology, engineering and math (STEM) majors. In addition, many students who began college intending to major in a STEM field transfer to non-STEM programs during the course of their studies. These are issues of critical concern to both educators and legislators, given the particular needs of the state's knowledge-based economy.

The **Massachusetts Plan for Excellence in STEM Education** is the state's answer to this challenge. Offering a coherent and comprehensive approach to building the pipeline of STEM professionals, the Massachusetts STEM Plan has quickly become a national model. The plan was authored by the **Massachusetts STEM Advisory Council,** now in its third year. The Council, chaired by Lt. Governor Tim Murray, works to increase the statewide focus on STEM fields and ensure that all students receive a quality education in science, technology, engineering and math.

Photo by Norm Birenbaum/Lt. Gov's Office

Potential to Build Lt. Governor Tim Murray (fourth from right) and Secretary of Education Paul Reville (far right) pose with 2011 @Scale Endorsement recipients. @Scale recognizes the potential of local STEM programs to grow statewide and encourages businesses and foundations to support them with 1:3 match of state grant to private funding.

IDENTIFY SUCCESSFUL PROGRAMS AND BRING THEM TO SCALE

One component of the Massachusetts STEM Plan is the **@Scale Initiative,** which takes programs that have demonstrated success and effectively scales them by leveraging state grant money on a 1:3 match with funds from outside sources, especially the business community. A hallmark of @Scale is its coordinated plan for developing a portfolio of projects that span all four STEM fields, from elementary school through postsecondary education and into the workforce. An initial group of @Scale grants from the state's STEM Pipeline Fund was distributed in the spring of 2011.

At the college level, **Massasoit Community College**'s **Science Transfer Initiative** provides enhanced advising, exposure to science career paths, early undergraduate research opportunities, and increased access to financial aid information to science majors. The results—greater enrollment, improved performance, increased likelihood of continuing science studies at a four-year institution—have been impressive enough to garner a $150,000 **National Science Foundation** grant which will enable this @Scale program to expand to **Bristol** and **Cape Cod Community Colleges.**

B-1176

STRATEGIES TO

Reduce gaps in STEM for African-American, Latino, and female students

TARGET STEM OUTREACH TO UNDERSERVED GROUPS

The **Massachusetts STEM Advisory Council**'s **WOW Campaign** highlights the achievements of African-Americans and Latinos in the fields of math, science and technology. Featured professionals include Nigel Jacob, emerging technology advisor to Boston Mayor Thomas Menino; Andrew Jackson, chemist at Cubist Pharmaceuticals; and Emmanuel Gomez, electro-mechanical lab technician at Metso Automation USA. Through videos, posters and live events, these role models tell their stories and encourage Massachusetts middle school students to pursue STEM careers.

North Shore Community College's **Bridges to the STARS** program has achieved 80-percent retention in STEM majors for the students it serves: Latino, African-American, and women undergraduates who are first-generation college or low-income. The program, funded by Verizon and Comcast, offers tutoring combined with career and personal growth counseling. Peer support from classmates in each 20-student cohort and from older student mentors is also an important aspect of the program.

GET YOUNG WOMEN ENGAGED WITH SCIENCE BEFORE THEY GO TO COLLEGE

During the summer of 2012, the **Massachusetts Maritime Academy** hosted events for the **Girl Scouts 100th Anniversary Celebration,** providing learning opportunities for over 2,000 girl scouts and their families. The workshops, presented in part by faculty from MIT and **Bridgewater State University,** offered participants unique opportunities for exploration and inquiry into STEM disciplines such as oceanography and biology. Another Mass Maritime program targeted at young women is the SciTech Girls expo, which provides more than 100 female students with classes in the operation of submersible Remotely Operated Vehicles.

Stars of STEM WOW Campaign poster developed by the Massachusetts STEM Advisory Council promotes role models for African-American and Latino students engaging with math, science, engineering and technology.

B-1177

Leaders of Tomorrow

ABRAHAM JAFFE
UMASS MEDICAL SCHOOL '12

Arlington native Abraham Jaffe graduated from UMass Medical School in May. He was the recipient of the Albert Schweitzer Fellowship, awarded to individuals dedicated to and skilled in addressing the health needs of underserved communities. As his project, he helped design and open a free health clinic for underserved African immigrants in Worcester.

At UMMS, Abraham also volunteered at the African Children's Education Program as a tutor, served on the UMMS Student Body Committee, and helped raise over $10,000 for local charities. He was president of the International Student Interest Group and led a group of 11 medical and nurse practitioner students on a medical mission to Guatemala.

Abraham travelled to Mali, West Africa, as a 2008 King Shaw Fellow, helping to organize and run Mali's first pilot program for the One Laptop Per Child (OLPC) initiative. He extended his clinical years by one year, conducting independent research under the supervision of Dr. Ulises Torres of the UMass Medical Trauma Surgery Department and traveling to Peru to complete a clinical rotation in general surgery at the Hospital Maria Auxiliadora in Lima.

Abraham will continue his residency at the UMass Memorial Medical Center in Worcester.

As Board of Higher Education Chairman Charles F. Desmond and State Representative Tom Sannicandro look on, UMass Amherst student Melanie Mulvey addresses a crowd of 400 at the Massachusetts State House. Public Higher Education Advocacy Day brought students, faculty, and staff from every public campus to the State House in March 2012 to advocate for increased state funding and financial aid. Photo by Massachusetts Teachers Association.

GOALS AND STRATEGIES

5 PREPARING CITIZENS

In March 2012, the Board of Higher Education voted to add a seventh key Vision Project outcome to the six that were approved in 2010: becoming a national leader in the preparation of students to be active, engaged, informed citizens. This step was taken in order to align the programmatic goals of the Vision Project more fully with the initiative's underlying vision: to produce the "best-educated *citizenry and workforce"* in the nation. The Board's action makes Massachusetts the first state to include civic learning and engagement as part of a system-wide program of accountability measures.

Given the recent date of the Board's vote, the key outcome of preparing citizens is not as developed as other Vision Project goals and strategies. The emerging work in this area is described in the upcoming pages.

B-1179

MORE INFORMATION ON

Developing work in Preparing Citizens

The **Board of Higher Education**'s vote to add a civic learning and engagement outcome to the Vision Project reflects state-level as well as national concerns that higher education has too often abandoned its role of preparing students to assume the responsibilities of citizenship. Declining rates of voter participation and a superficial understanding of public issues among young people are often cited as indicators of higher education's inattention to this matter. At a time of sweeping demographic change in the United States, many argue that it is critical to balance global awareness with an understanding of American democracy. These concerns have led many to conclude that colleges and universities must play a more active role in fighting what Charles N. Quigley, the executive director of the Center for Civic Education, calls a "civic recession."

A great deal of work is occurring within higher education all across the United States to reassert the importance of preparation for active and informed citizenship as a goal of undergraduate education. Colleges and universities are recognizing that civic learning and engagement can be critical aspects of a liberal arts education, and can occur in every dimension of student learning: in the formal curriculum, through **study of history, government and political science;** in extracurricular activity, such as **participation in student government or policy-oriented clubs and discussion groups;** and in the world at large, through **community service, service learning, and internships.**

The **Department of Higher Education** will form a study group of campus representatives and civic education experts during the 2012–13 academic year to review current work on education for citizenship and make recommendations regarding how the state's public colleges and universities can most effectively integrate this emphasis into their work. The study group will also develop specific goals for public higher education in this area and will recommend metrics by which to track and report progress. These metrics, like the other metrics in the Vision Project, should allow us to compare the quality of student preparation for active citizenship with that achieved in other states.

Massachusetts public higher education has a strong foundation of current work on which to build as we develop this new component of the Vision Project. Many of our public colleges and universities are already focused on strengthening civic education and engagement, and several of our campuses have received national plaudits for this work. For example:

- **Ten Massachusetts public campuses** have received the **Community Engagement Classification** from the Carnegie Foundation for the Advancement of Teaching, an honor given to only 163 public campuses nationally. To achieve this distinction, institutions must provide compelling evidence of outreach or partnerships that benefit the community, and of teaching and scholarship that deepen students' civic and academic learning.

Photo by Mount Wachusett Community College

Service Learning Students at Mount Wachusett Community College's wind turbine dedication ceremony in April 2011 wear T-shirts designed and sold by the Computer Graphic Design Club. The service learning project netted $1,900 for student scholarships.

The Massachusetts campuses classified by the Carnegie Foundation as Community Engagement Institutions are:

- **Bristol Community College**
- **Bunker Hill Community College**
- **Middlesex Community College**
- **Mount Wachusett Community College**
- **North Shore Community College**
- **UMass Amherst**
- **UMass Boston**
- **UMass Dartmouth**
- **UMass Lowell**
- **UMass Worcester**

Community Service Bunker Hill Community College students Jeffrey Philogene and Jocelyn Santiago working with Habitat for Humanity of Greater Boston.

Community Engagement UMass Dartmouth celebrates the May 2012 dedication of the Leduc Center for Civic Engagement, named for University donors and Fall River natives Robert and Jeanne Leduc. UMass Dartmouth is received a top honor on the President's 2012 Higher Education Community Service Honor Roll.

University of Massachusetts Dartmouth was awarded the level of Honor Roll Finalist, the highest ranking achieved by any college or university in Massachusetts, in the **President's 2012 Higher Education Community Service Honor Roll.** Launched in 2006, this annual award highlights the role that colleges and universities play in placing students on a lifelong path of civic engagement. An additional nine public campuses were included as 2012 Honor Roll members, with University of Massachusetts Lowell listed as "Honor Roll with distinction."

Mount Wachusett and **Middlesex** were two of only ten community colleges nationally to be chosen in March 2012 as leadership institutions in the **Bridging Cultures project** of the Association of American Colleges and Universities. Funded by the National Endowment for the Humanities, this three-year curriculum and faculty development initiative seeks to promote greater adoption of high-impact practices that advance civic learning outcomes, and to infuse questions about difference, community, and democratic thinking into transfer courses in the humanities.

Westfield State University is one of 25 campuses nationally (the only one in Massachusetts) participating in the **Campus and Community Health Initiative** of the American Association of State Colleges and Universities. The goal of this two-year initiative is to create strategies for measuring and improving civic health, including levels of community service and fulfillment of civic obligations, both on and off campus.

B-1181

IV. PARTNERSHIPS AND

What support does public higher education need to achieve its goals?

B-1182

PUBLIC SUPPORT

We can't do it alone. *Time To Lead* closes with **acknowledgement of public higher education's key partners** in the public, private and nonprofit sectors and makes the case for expanding these partnerships still further.

B-1183

Through the Vision Project, Massachusetts public higher education has united in a bid to achieve national leadership. But we cannot hope to reach this ambitious goal alone. Robust partnerships and support from many quarters—including the business and philanthropic communities, our colleagues at all levels of education, and, of course, state government—have been critical to the progress we have made. These partnerships will need to be further strengthened in the years ahead.

Public Support for Public Higher Education

72%

of Massachusetts voters agree that it is very important that Massachusetts have one of the best public higher education systems in the United States.

82%

of Massachusetts voters think it is extremely important that the state's public colleges and universities remain affordable.

Source: Opinion Dynamics, The Massachusetts Department of Higher Education Registered Voter Survey, July 2011

THE BUSINESS AND EMPLOYER COMMUNITY

The **Massachusetts business and employer community** has been a critical Vision Project partner, both in building support for the cause of excellence in public higher education and in working with the Commonwealth's public campuses to ensure that our graduates have the skills demanded in the workforce. Collaboration between the state's employers and higher education has been further enhanced by **Governor Patrick**'s creation in 2011 of a new position—the **Director of Education and Workforce Development**—with responsibility to coordinate workforce development efforts across the state, focusing specifically on strengthening partnerships between community colleges and employers.

Photo by Sharon Schaff/Bunker Hill Community College

Learning and Earning Bunker Hill Community College student interns working at State Street through the Massachusetts Competitive Partnership's "Learn and Earn" program.

The Sky's the Limit A student in North Shore Community College's aviation program. NSCC has created programs to meet workforce needs in regional aerospace and defense industries, including one in advanced manufacturing at General Electric Aviation in Lynn.

In addition to ongoing regional collaborations between campuses and employers, recent examples of joint efforts include:

- **The Learn and Earn program** at **Bunker Hill Community College,** sponsored by the **Massachusetts Competitive Partnership,** which offers paid work experience at businesses including Bank of America, BJ's Wholesale Club, EMC, Fidelity, Raytheon, State Street Corporation and Suffolk Construction;

- **General Electric Aviation**'s **advanced manufacturing program** developed in partnership with **North Shore Community College,** which prepares graduates for solid careers as machinists/machine repair technicians;

- **UMass Boston**'s **Student Entrepreneur Program,** in which UMass business students work as paid interns at one of more than 40 high-tech start-ups in areas including marketing, sales, IT, software development, and finance; and

- **Future Ready Massachusetts,** an umbrella communications strategy to acquaint students, families, counselors and mentors with college and career programs and strategies, being developed by the **Massachusetts Business Alliance for Education** in collaboration with the **Departments of Higher Education** and **Elementary and Secondary Education**.

But, as the recent report of the **Board of Elementary and Secondary Education**'s Task Force on Integrating College and Career Readiness states, the linkage between public higher education and the business and employer community needs to be strengthened even further in order to reach the state's workforce development goals. We must:

- Expand ties between employers and the state's high schools to help students understand **workplace culture** and **career opportunities in emerging fields**;

- Make **college internship** and **co-op opportunities** more widely available throughout the public higher education system; and

- Make use of the **Legislature**'s recently created **Rapid Response Fund** to strengthen the capacity of public campuses to address the training needs of employers seeking to expand in Massachusetts or relocate their operations here.

Gold Status Two students work in the state-of-the-art lab built for Northern Essex Community College's associate's degree program in laboratory science.

On the Leading Edge

The new Massachusetts Life Science Education Consortium, a partnership between the life science industry and higher education, has issued "gold" endorsements of biotechnology programs at four Massachusetts community colleges:

- **Middlesex Community College**
  Associate in Science—Biotechnology Technician
  Certificate—Biotechnology Technician

- **Northern Essex Community College**
  Associate in Applied Science—Laboratory Science

- **Quinsigamond Community College**
  Certificate—Biotechnology

- **Roxbury Community College**
  Associate of Science—Biotechnology
  Certificate—Biotechnology/Biomanufacturing

An additional four campuses received "silver" endorsements for their programs.

B-1185

In my experience, the current level of collaboration between the Commonwealth's higher education and K-12 systems is unprecedented. By aligning our standards and assessments, developing multiple pathways from middle grades through postsecondary education, and promoting career as well as college readiness, K–12 and higher education are now committed to a joint agenda.

—MITCHELL CHESTER, COMMISSIONER, MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

EARLY CHILDHOOD, ELEMENTARY AND SECONDARY EDUCATION

Educators in higher and secondary education have traditionally worked along parallel but separate tracks, with the result that many students have been able to complete high school requirements without being ready for college-level work. The **Patrick-Murray Administration** has sought to right this problem by creating an **integrated administrative structure** that unites early education, elementary and secondary education, and public higher education under a single secretariat.

Within this framework, public higher education has embarked on an unprecedented level of collaboration with K–12 colleagues. In addition to the national **Partnership for Assessment of Readiness for College and Careers (PARCC)** and the **Massachusetts Task Force on College and Career Readiness**, this work includes:

- The **Educator Preparation Advisory Council**, a joint effort of the **Executive Office of Education** and members of the **Boards of Higher Education, Elementary and Secondary Education,** and **Early Education and Care,** created to improve the effectiveness of teacher preparation programs through strengthening the content and quality of required coursework, creating more robust classroom-based learning opportunities, and better integrating teacher preparation with the first three years of service;
- Postsecondary courses designed to enhance K–12 teacher expertise in specific fields, such as **Massachusetts Maritime Academy**'s **sustainable energy education** for secondary school educators;

New Levels of Collaboration Charles F. Desmond and Maura Banta, chairs of the Massachusetts Board of Higher Education and Board of Elementary and Secondary Education, respectively, have presided over an era of unprecedented collaboration between their sectors.

- **Dual enrollment and early college programs** that enable students to take college courses while still in high school;
- The creation of a **longitudinal data system** that will enable a continuous pre-K through college view of educational system effectiveness by systematically and comprehensively linking data from the **Departments of Higher Education, Elementary and Secondary Education,** and **Early Education and Care**; and
- The development of **early educator pathways** that will provide early childhood educators with stackable credentials and learning experiences, moving through multiple certifications and on through degrees ranging from associate's to doctorate.

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INDEPENDENT COLLEGES AND UNIVERSITIES

Massachusetts' independent colleges and universities must play an important role in ensuring that the state has the best-educated citizenry and workforce in the nation, and in driving research that supports economic development. The state has benefited for many years from long-standing models of collaboration between public and private campuses, such as the **Five Colleges in the Pioneer Valley** and the **Colleges of Worcester consortium.** More recent alliances address a number of Vision Project goals:

- **Berkshire County Goes to College,** a Western Massachusetts college participation initiative organized by **Berkshire Community College, Massachusetts College of Liberal Arts, Williams College** and **Bard College at Simon's Rock.** Now in its fifth year, the annual spring event raises awareness of college in Berkshire county students at an early age by providing every sixth-grader an opportunity to visit a college campus.
- The state's **Nursing and Allied Health Initiative,** described on page 62, in which public and private colleges and the health care industry have worked to meet future nursing needs. This joint project can serve as a model for similar public/independent efforts in other industries.

Photo by Eugena Ossi / Governor's Office

Partnership for Economic Growth Governor Deval Patrick joins education and business leaders in June 2009 to announce plans for the Massachusetts Green High-Performance Computing Center in Holyoke.

Public/private research partnerships also play an important role in advancing knowledge and industry in Massachusetts, and in attracting the federal dollars that are the lifeblood of this work. Recent examples include:

- The joint work of the **University of Massachusetts, Harvard, MIT, Boston University, Northeastern University, EMC Corp** and **Cisco Systems** that produced the $168 million **Massachusetts Green High-Performance Computing Center** in downtown Holyoke.
- **University of Massachusetts Lowell, Northeastern University,** and the **University of New Hampshire**'s collaboration in nanotechnology through the National Science Foundation-funded **Center for High-rate Nanomanufacturing.**

Photo by Department of Higher Education

Partnership for Future Workforce Needs Students and educators participating in a Regis College/Lahey Clinic "Transition into Practice Model Project," one of the numerous partnerships funded by the Department of Higher Education's Nursing and Allied Health Initiative to address the state's future workforce needs in these areas.

B-1187

@Scale Supporters

The @Scale Initiative, described in more detail on page 64, works to scale or replicate programs that increase students' interest and skills in science, technology, engineering and math (STEM). Launched in the spring of 2011, @Scale requires grant recipients to match every dollar in state seed money with three dollars in outside funding. As of July 2012, the following corporations and foundations had provided financial support to @Scale projects:

CORPORATE SUPPORT

- Analog Devices
- Broadcom
- Cisco
- EMC
- IBM
- Meditech
- PTC
- Raytheon
- SolidWorks
- The Math Works
- Vertex
- Verizon

FOUNDATION SUPPORT

- Boston Scientific Foundation
- Ellesworth Foundation
- Greater Worcester Community Foundation
- Hoche-Schofield Foundation
- Linde Family Foundation
- National Math and Science Initiative
- Noyce Foundation
- Robotics Education and Competition Foundation

PHILANTHROPIC COMMUNITY

Support from the philanthropic community can provide the additional resources needed to achieve true excellence and to experiment with innovative educational models. Public campuses have benefited for many years from this kind of support, including assistance from the state's 14 regional community foundations. More recently Vision Project initiatives have benefited from more than $2.5 million in foundation grants, with generous support coming from the **Boston Foundation, Nellie Mae Education Foundation, Davis Educational Foundation, Hewlett Foundation, Lumina Foundation, Balfour Foundation, Gates Foundation,** and **National Governors Association.**

Work supported by these grants includes:

- **Conferences** to bring together educational leaders both within and beyond Massachusetts to learn from one another about promising practices to improve the outcomes of public higher education;
- **Research** to support the accountability aspects of this report;
- Increased **collaboration** between higher education and K–12 to improve students' readiness for college;
- **Improvement** of student learning assessment across our campuses; and
- **Efforts** to improve college completion rates and facilitate effective student transfers.

The business and philanthropic communities stand behind the Vision Project because we recognize the critical need for strong higher education in the 21st-century economy. The work underway is impressive—but its success requires continued investment in efforts to measure and improve performance at all of our public colleges and universities.

—PAUL GROGAN, PRESIDENT AND CEO, THE BOSTON FOUNDATION

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NATIONAL ASSOCIATIONS AND ORGANIZATIONS

Three Vision Project focus areas have benefitted tremendously from the support of national organizations:

- The **Association of American Colleges and Universities** (AAC&U) and the national organization of **State Higher Education Executive Officers** (SHEEO) have been instrumental in supporting our work on student learning outcomes assessment.

- **Achieving the Dream,** a national campaign dedicated to improving the college success of historically underserved students, has partnered with four of our community colleges—**Bunker Hill, Northern Essex, Roxbury, and Springfield Technical**—to increase the percentage of students who successfully complete their courses, advance from remedial to credit-bearing courses, and earn degrees or certificates. The ATD partnership extends to the **Board of Higher Education,** where the focus is on strengthening state policies in data and performance measurement systems, K–12 and postsecondary alignment, and transfer between institutions.

- Massachusetts public higher education is working with **Complete College America** to improve graduation rates and student success.

Coming Together Public higher education faculty and administrators in the audience at the Nellie Mae-funded Vision Project Launch Conference in September 2010, the first of several Vision Project convenings supported by philanthropic grants.

Photo by Bristol Community College

Going Green With a $900,000 grant from the National Science Foundation, Bristol Community College is weaving sustainable education into its engineering technology program.

THE FEDERAL GOVERNMENT

The federal government is a key source of supplementary funding for student financial aid, research, and educational programming at Massachusetts' public colleges and universities. Federal financial aid, especially the Pell Grant program, is indispensable to keeping college affordable for thousands of students from low income families. Many federal grants received by campuses align with Vision Project-related goals, including:

- More than $8 million for **GEAR UP** and the **College Access Challenge Grants,** two programs that increase college participation among traditionally underserved populations.

- **Bristol Community College**'s $900,000 National Science Foundation grant to add new courses and augment existing ones so that every engineering technology graduate has sustainability and green technology skills.

- **Framingham State University**'s strong partnership with **Natick Soldier Systems Center** (NSSC) results in federal grants to faculty and internships/jobs for FSU students. NSSC funding allows FSU faculty to conduct research in fields such as nutritional science and genetic engineering, while FSU students are offered year-long internships that often lead to permanent employment. FSU students have been involved in the development of military MREs (Meals Ready to Eat), food air-drop systems, body armor, and fabric treated with insect repellent.

Continued success in winning financial support from the philanthropic community, national organizations and the federal government to support our public colleges and universities will be critical to achieving Vision Project goals.

Fueling the Vision Governor Patrick announces the inaugural winners of Vision Project Performance Incentive Fund grants at Framingham State University in September 2011.

STATE GOVERNMENT

Despite severe fiscal constraints, the **Patrick-Murray Administration** and the **Legislature** have held the line against the kind of draconian budget cuts suffered by public campuses in some other states, while also providing new funding to support the Vision Project agenda.

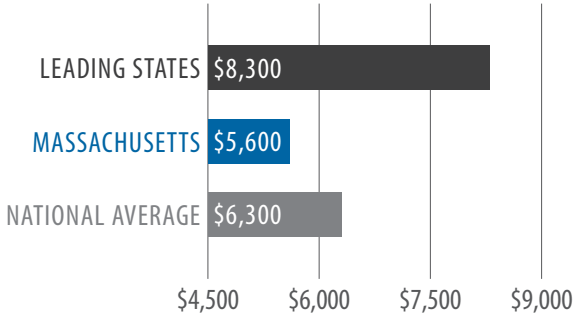
- The **Performance Incentive Fund,** allocated $7.5 million in FY13, supports public campuses in creating or strengthening programs that advance Vision Project goals.
- The FY13 budget also includes $3.25 million for a **new scholarship program** to encourage students to major in fields critical to the state's economy.
- **Campus infrastructure** continues to receive long-overdue improvement and expansion of facilities as a result of the $2 billion bond bill enacted in 2008.

Building Our Future Officials mark milestones in campus projects funded by the Patrick-Murray Administration's historic higher education bond bill, which includes a $152 million Integrated Sciences Complex at UMass Boston (opening 2014) and a $31 million modernization of Greenfield Community College's campus core.

B-1190

PUBLIC HIGHER EDUCATION SYSTEM

State Appropriations per Full-Time Student



Represents state and local support for public higher education operating expenses, including ARRA funds, in 2011.

Source: SHEEO/SHEF

In 2011, Massachusetts ranked 30th among states in higher education funding per student, behind such states as California, Connecticut, Florida, Illinois, Kentucky, Louisiana, Maine, Maryland, Mississippi, New Jersey, New York, North Carolina, Texas, Washington, and Wisconsin.

The leading states, ranked from the top, are North Carolina, Connecticut, New York, New Mexico, and Texas. *This analysis excludes Wyoming and Alaska, which are high-spending outliers because of low population density.*

This support has been essential, but the Commonwealth still ranks in the middle tier nationally in higher education appropriations, with 29 states providing more funding per student in FY11 than Massachusetts. This low ranking has been a persistent pattern over many years, reflecting Massachusetts' historic complacency toward public higher education in a state with so many distinguished independent institutions. In addition:

- A 21 percent jump in enrollment at Massachusetts public campuses over the past five years—a rate that puts us among the top ten states nationally for growth—has placed **additional financial pressures** on public higher education.
- With enrollments growing and state funding constrained, the **cost of supporting public colleges and universities** has been shifting from the state to students and families. Tuition and fees now constitute a greater percentage of public higher education revenue than the national average.
- Rising college costs represent a barrier to both college participation and college completion. **Financial pressures** are the most common reason given by our community college students for halting their studies before they graduate.
- Public colleges and universities face a consistent challenge of maintaining **affordability** while making the **critical investments** needed to sustain quality, such as hiring full-time faculty to accommodate higher enrollments.

State support will be critical to keeping Massachusetts colleges affordable to our residents, and to ensuring the quality of the education is among the best in the nation.

I'm grateful for the excellent education I received at Salem State, but I do think we need a stronger public commitment to funding the state colleges and universities. Otherwise too many students are going to say, "I can't afford college." If other states can find a way, Massachusetts can too.

—ANGEL DONAHUE-RODRIGUEZ, 2011–2012 STUDENT BOARD MEMBER, MASSACHUSETTS BOARD OF HIGHER EDUCATION

APPENDICES

DATA SOURCE ACRONYM GLOSSARY

Georgetown CEW
Georgetown University Center on Education and the Workforce

HEGIS
Higher Education General Information Survey (USDOE)

HEIRS
Higher Education Information Resource System (MDHE)

IPEDS
Integrated Postsecondary Education Data System (USDOE)

MDHE
Massachusetts Department of Higher Education

NCES
National Center for Education Statistics (USDOE)

NCHEMS
National Center for Higher Education Management Systems

NSC
National Student Clearinghouse

NSF
National Science Foundation

USDOE
United States Department of Education

WICHE
Western Interstate Commission for Higher Education

INDEX OF LEADING STATES

Massachusetts seeks national leadership in public higher education.

This **Index of Leading States** identifies the states that we need to surpass in each key outcome to achieve that goal. Although understandable questions may be asked regarding the comparability of some of these states with the Commonwealth, we believe that, when aggregated and averaged, these states are sufficiently similar to allow for reasonable comparison while allowing us to be consistent in our definition of national leadership.

* Comparison group includes fewer than 12 states, so "leading states" is defined as the top state or, in the case of a tie, the top two states.

Which states are in the lead in COLLEGE PARTICIPATION?

Page	Metric	Leading State(s)
16	College Enrollment Rates of Recent High School Graduates	LA NY SC MA GA
18	College Preparedness of High School Seniors—Math*	MA
	College Preparedness of High School Seniors—Reading*	MA

Which states are in the lead in COLLEGE COMPLETION?

Page	Metric	Leading State(s)
22	Community Colleges—"Achieving the Dream" Six-Year Success Rate*	TX
23	State Universities—Six-Year Graduation Rate	IA VA NJ WA SC
	UMass—Six-Year Graduation Rate	VA NJ CA PA SC

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Which states are in the lead in STUDENT LEARNING?

Page	Metric	Leading State(s)
26	Community Colleges—Pass Rates on National Licensure Exams	
	Dental Assistant	IL OR MO MA MN
	Medical Assistant	UT IA MI WI WA
	Licensed Practical Nurse	MT WY UT VT SD
	Registered Nurse	ME TN LA RI ND
	Physical Therapy Assistant	OR LA AZ CT TX
	Radiation Technologist	OR SD CO IA ID
26	State Universities—Pass Rates on National Licensure Exams	
	Certified Public Accountant	FL IA MO VA WI
	Registered Nurse	UT NH TN OR CT
27	UMass—Pass Rates on National Licensure Exams	
	Certified Public Accountant	FL WI RI IA MN
	Registered Nurse	UT NH TN OR CT
27	UMass—Mean Scores on Graduate Entrance Exams	
	Graduate Record Examination (GRE)	MN VT CT RI WA
	Pharmacy College Admissions Test (PCAT)	UT WI WA MT MI

Which states are in the lead in WORKFORCE ALIGNMENT?

Page	Metric	Leading State(s)
30	Community Colleges—Associate's Degrees & Certificates in Health Care Support	NC MI OH SC FL
31	State Universities & UMass—Bachelor's Degrees in Health Care Practice	MI OH MO AZ IN
32	Community Colleges—Associate's Degrees in STEM Technician Fields	TX MN IL VA WI
	State Universities & UMass—Bachelor's Degrees in STEM Fields	NC LA MI PA GA IL
33	State Universities & UMass—Bachelor's Degrees in Business and Finance	NY GA AZ LA PA SC

Which states are in the lead in CLOSING ACHIEVEMENT GAPS?

Page	Metric	Leading State(s)
17	African-American/White Gap in College Enrollment Rates of 18- to 24-Year-Olds	OR NM AR ME OK
	Latino/White Gap in College Enrollment Rates of 18- to 24-Year-Olds	NH WV HI AK LA
20	African-American/White Gap in College Preparedness of High School Seniors—Math*	WV
	African-American/White Gap in College Preparedness of High School Seniors—Reading*	FL
	Latino/White Gap in College Preparedness of High School Seniors—Math*	WV
	Latino/White Gap in College Preparedness of High School Seniors—Reading*	FL IA
21	Parental Education Gap in College Preparedness of High School Seniors—Math*	AR
	Parental Education Gap in College Preparedness of High School Seniors—Reading*	SD
24	Community Colleges—African-American/White Gap in Three-Year Graduation Rate	AL NM MS TX SC
	State Universities—African-American/White Gap in Six-Year Graduation Rate	DE GA FL OK SC
	UMass—African-American/White Gap in Six-Year Graduation Rate	ID TN FL NM NY
	Community Colleges—Latino/White Gap in Three-Year Graduation Rate	AR AL SC TX DE
	State Universities—Latino/White Gap in Six-Year Graduation Rate	OR GA SC FL NM
	UMass—Latino/White Gap in Six-Year Graduation Rate	FL NC MI LA SC

B-1193

The Massachusetts Department of Higher Education acknowledges with gratitude the encouragement, support and counsel of leaders of state government, including members of the Great and General Court, as well as the assistance of the philanthropic community.

State Government

Governor
Deval L. Patrick

Lieutenant Governor
Timothy P. Murray

Secretary of Education
Paul Reville

Massachusetts Board of Higher Education
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Louis Ricciardi, *Vice Chair*
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Davis Educational Foundation
Hewlett Foundation
Lumina Foundation
Balfour Foundation
Gates Foundation
National Governors Association

B-1194

Massachusetts Public Higher Education

Massachusetts Department of Higher Education
Richard M. Freeland, Commissioner

Berkshire Community College
Ellen Kennedy, *President*

Bristol Community College
John J. Sbrega, *President*

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Mary Fifield, *President*

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North Shore Community College
Wayne Burton, *President*

Northern Essex Community College
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Quinsigamond Community College
Gail Carberry, *President*

Roxbury Community College
Linda Edmonds Turner, *Interim President*

Springfield Technical Community College
Ira Rubenzahl, *President*

Bridgewater State University
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J. Keith Motley, *Chancellor*

University of Massachusetts Dartmouth
Divina Grossman, *Chancellor*

University of Massachusetts Lowell
Martin T. Meehan, *Chancellor*

University of Massachusetts Medical School
Michael F. Collins, *Chancellor*

B-1195

MASSACHUSETTS
Department of
Higher Education

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Massachusetts will not succeed unless its public colleges and universities succeed. In the end, it will take equal measures of hard work by the campuses of the Massachusetts public higher education system, strengthened collaboration with partner institutions and organizations, and sustained investment by the Commonwealth to get us where we need to be—national leadership in public higher education.

—RICHARD M. FREELAND, COMMISSIONER,
MASSACHUSETTS DEPARTMENT OF HIGHER EDUCATION

Appendix C:
Independent Reports and Documents

EMBARGOED UNTIL 12:01 A.M. EDT, JUNE 24, 2013

2013 DATA BOOK

state trends in child well-being

KIDS COUNT

THE ANNIE E. CASEY FOUNDATION

EMBARGOED UNTIL 12:01 A.M. EDT, JUNE 24, 2013

EMBARGOED UNTIL 12:01 A.M. EDT, JUNE 24, 2013

2013 DATA BOOK

state trends in child well-being

THE ANNIE E. CASEY FOUNDATION

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Permission to copy, disseminate or otherwise use information from this *Data Book* is granted as long as appropriate acknowledgment is given.

Outreach Partners

The Annie E. Casey Foundation wishes to thank our Outreach Partners for their support and assistance in promoting and disseminating the 2013 *KIDS COUNT Data Book*. With the help of our partners, data on the status and well-being of kids and families are shared with policymakers, advocates, practitioners and citizens to help enrich local, state and national discussions on ways to improve outcomes for America's most vulnerable children.

The 2013 *KIDS COUNT Data Book* can be viewed, downloaded or ordered on the Internet at:
www.kidscount.org

To learn more about the Annie E. Casey Foundation's 2013 KIDS COUNT Outreach Partners, please visit:
www.aecf.org/MajorInitiatives/KIDSCOUNT/OutreachPartners.aspx

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FOREWORD

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2013 KIDS COUNT DATA BOOK

After many years of calamitous economic trends, this year's *KIDS COUNT Data Book* reveals some modest but hopeful signs of recovery and improvement for America's children and families. While the nation certainly has not fully recovered from the recession, we are doing the hard work of digging out and moving ahead.

With the national economy now out of crisis, we have an opportunity to refocus our attention on improving outcomes for the next generation. Today's children literally represent our future — as tomorrow's leaders, citizens, workers and the next generation of parents — and it is imperative that we attend to their well-being in the present. Research shows that smart investments in the early years of childhood can increase the odds of success for all children, especially our nation's most disadvantaged. In this year's *Data Book*, we highlight indicators on the well-being of our youngest children to help further the conversation about opportunities for and the benefits of early intervention.

The Annie E. Casey Foundation has published the *Data Book* for each of the past 24 years, tracking the well-being of America's children nationally and by state. As you read the 2013 *Data Book*, we want to remind you of an important change made last year. To take advantage of the tremendous growth in research and data on child development, we improved how we measure child well-being and rank states. The KIDS COUNT index now includes 16 child-level indicators across four domains: (1) Economic Well-Being, (2) Education, (3) Health and (4) Family and Community. This multifaceted index provides a more complex picture of child well-being in each state, especially in cases where a state excels in one or two areas but lags behind in others.

Gains for Children Overall, With Critical Exceptions

Examining national changes in child well-being over the past five or six years, we observe modest gains in the Education and Health domains, some of which build on longer-term, incremental improvements. But when we turn to the Economic

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Well-Being and Family and Community domains, three troubling trends emerge. First, we see lingering effects of the recession and continued high unemployment. Second, disparities among children by income and family structure continue to grow. (In contrast, while some disparities by race and ethnicity have increased, others have narrowed.) Third, our nation's youngest children are disproportionately affected by these negative trends.

Here are some of the specifics behind the overall findings from this year's *Data Book*. We often hear that our public education system is failing, but the reality is more complex. Overall, national math and reading scores have steadily improved over time for students of all races and income levels,[1] and the testing gap between African-American and white students has declined.[2] The charge that American students are falling behind comes from international comparisons, which typically rank the United States in the top third or half, depending on the age of students and subject matter being tested. But when researchers disaggregate the data, it becomes clear that our nation's overall achievement levels are limited by the performance of our lowest-income students.

Controlling for poverty, American students rank much higher.[3] In 2009, students at U.S. schools with fewer than 10 percent of students in poverty ranked number one in reading.[4] Thus, our education problem is twofold. First, at 23 percent in 2011, the U.S. child poverty rate was much higher than that in countries with the highest overall academic achievement levels. Second, the gap in standardized test scores between affluent and low-income students in the United States has grown about 40 percent since the 1960s, even as the racial gap has narrowed.[5]

Comprehensive early childhood programs and high-quality preschool can help improve school readiness among low-income children, but nationally, fewer than half (46 percent) of 3- and 4-year-olds attended preschool. Only a small percentage of poor children participated in programs of sufficient quality and intensity to overcome the developmental deficits associated with chronic economic hardship and low levels of parental education. Clearly, we are far from ensuring that all children have the opportunity to enter kindergarten ready to succeed.

Many child health and safety indicators have steadily improved over the past couple of decades, with additional gains in recent years. Despite declines in employer-sponsored health insurance coverage, the overall rate of insured children has increased because of expanding public health coverage for kids. Mortality rates for children of all ages continue to fall as a result of medical advances and increased safety measures, such as more widespread use of seat belts, car seats and bike helmets. One growing health problem is childhood obesity. Rates of childhood obesity have skyrocketed in recent decades, especially among low-income and minority children. Given that obesity in childhood is associated with

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The child poverty rate increased to 23 percent in 2011, two years after the recession had ended. Even more disturbing is the fact that the poverty rate for very young children — those under 3 years old — was 26 percent.

short- and long-term health problems, this area is ripe for early intervention.[6]

Perhaps the most troubling finding in this year's report is in the area of Economic Well-Being. The child poverty rate increased to 23 percent in 2011, two years after the recession had ended. Even more disturbing is the fact that the poverty rate for very young children — those under 3 years old — was 26 percent. These statistics are based on a very conservative measure of hardship, meaning the percentage of children living in economically fragile homes is considerably higher. The official poverty line in 2011 was $22,811 for a family of two adults and two children, while researchers estimate that families typically need twice that amount to meet their basic needs.[7]

A lingering concern post-recession is the impact of unemployment on children. Although the overall unemployment rate continues to decline, five years after the crisis, unemployment remains high, at 7.5 percent, with almost 12 million Americans out of work.[8] Furthermore, long-term unemployment is increasingly a problem: A total of 4.5 million workers were unemployed for more than six months, and more than 3 million were without work for a year or more.[9] Adults with the lowest levels of education are most likely to suffer long-term unemployment, which then creates hardship for their children.

As employment figures slowly returned to near pre-recession levels, more children lived in concentrated poverty. About 12 percent of children lived in neighborhoods where 30 percent or more of households have incomes below the poverty line, putting those children at higher risk of experiencing crime, violence and physical and mental health problems.[10]

Meanwhile, the percentage of children living in single-parent families continues to climb. In 2011, more than one-third (35 percent) of all children lived in a single-parent household, as did 37 percent of infants and toddlers. Such children are at higher risk of negative outcomes later in life because they typically have fewer economic and emotional resources than children growing up in two-parent families. The one bright spot among the Family and Community indicators is a record low level of births to teens.

In sum, there are some positive developments in child well-being to celebrate. But the number of low-income children continues to increase, and the gap between their well-being and that of their middle-class and affluent peers continues to widen. In part, that's because children in low-income households often experience multiple risks — for example, living in poverty, having a single parent and lacking access to quality early care and education programs and well-resourced public schools.

The Advantages of Starting Early

In a recent study of 29 economically advanced countries, the United States ranked 26th in overall child well-being. Only Lithuania, Latvia and Romania ranked below us.[11] Now that the worst of the economic crisis is behind us, we must take this opportunity to think strategically

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Although the early years are critically important, we must continue to identify other key developmental moments when intervention pays off in the long term.

about the future. We know that vibrant and prosperous communities require strong families, who, together with all of society, have a commitment to the care, health and education of our youngest children. The early years of a child's life are critically important, and when the community partners with parents to promote healthy early childhood development, we all benefit. Our nation's children become healthy and productive adults; our economy becomes stronger because businesses can find the skilled workers they need; and our democracy can thrive as a new generation of informed Americans continues to enrich civil society.

Why the early years matter. Early relationships and experiences help shape the architecture and wiring of the brain, creating either a sturdy or fragile foundation for a young child's cognitive, emotional and behavioral development. Nurturing relationships with parents and other caregivers, as well as stimulating and educationally rich environments, help young children thrive. But the experience of poverty and related risk factors — such as poor parenting, inadequate nutrition, frequent moves and changes in non-parental caregivers, insufficient cognitive stimulation and unsafe environments — can actually suppress brain development and have lasting effects.

From even the youngest age, there are measurable differences in how children from lower-income families and their middle-class peers develop and learn. These differences persist after children enter school, where a lack of high-quality early childhood experiences is linked to failure to read at grade level by the end of third grade — a strong predictor of becoming a high school dropout.[12] The effects of poverty and inadequate early care extend beyond the school years. Children who are persistently poor are more likely to live in poverty between ages 25 and 30, become teen and/or unmarried parents and have spotty employment records.[13]

The benefits of early intervention. A child's earliest relationships and experiences matter. Early intervention can prevent, or at least reduce, some of the negative effects associated with living in poverty. Parents are their child's first and primary teachers and caregivers, but some low-income, new and expecting parents need support to succeed in these roles. Although we still have a lot to learn in this area, research suggests that high-quality early childhood programs can help reduce the stresses of poverty by providing better, more sensitive care and by teaching parents how to interact more positively with their young children. Evidence also suggests that highly targeted income supports can help reduce the effects of poverty and improve children's outcomes, particularly academic performance.

All children benefit from high-quality early care and education, but research indicates that the quality of care is most important for children at highest risk of poor developmental outcomes. According to Nobel Prize-winning economist James Heckman, early childhood

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interventions are some of the best investments we can make as a nation, with a return on investment at 7 to 10 percent annually by reducing crime, improving academic achievement and building a skilled workforce.[14]

The importance of two-generation strategies. Too often, low-income parents struggle to gain and retain employment. Many experience violence and trauma, battle substance abuse, and have physical and mental health problems. Given the enormous influence that parents have on their children, especially when those children are infants and toddlers, we need to find better ways to support parents of young children. Early childhood strategies alone will not successfully reduce disparities among children; we must also assist their parents.

The Need for Smart Investments

Given the consensus on the need to reduce the country's long-term debt, simply adding more public dollars to existing strategies is neither wise nor feasible. Although we will need to invest more in early childhood, we should focus our resources on strategies with evidence of high returns in child well-being and healthy development. For example, we should weave together existing programs that support new parents — such as home visiting programs and programs that help parents fulfill their roles as their children's first and most important teachers — with high-quality early childhood and prekindergarten programs, to ensure that every child enters school ready to learn. These strategies should, in turn, be integrated into the curricula and learning supports of the early elementary years, thus increasing the odds that all of our children are reading proficiently by the end of third grade.

Compared to the drivers of the national debt, the additional resources required to improve opportunities for our nation's youngest children are relatively modest. If we invest those resources wisely, along with refocusing existing resources on approaches with strong evidence of success, the return on investment will far outweigh the costs. The same is true of investments in older children: Smarter spending on programs and services that we know increase children's long-term chances for success is essential. Although the early years are critically important, we must continue to identify other key developmental moments when intervention pays off in the long term.

The following pages illustrate some of the progress we have made as a nation in improving child well-being, while identifying areas where our efforts are falling short. As we celebrate long-term gains in Health and Education, we must find effective ways to halt — and reverse — the widening disparities among children's access to economic resources and ensure that they grow up in strong, stable families and communities. That's the challenge ahead.

Patrick T. McCarthy
President and CEO
The Annie E. Casey Foundation

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KIDS COUNT DATA CENTER

Access Data on Child Well-Being Through the Improved KIDS COUNT Data Center

The Annie E. Casey Foundation's updated KIDS COUNT Data Center makes it easier to access hundreds of child well-being indicators related to education, employment and income, health, poverty and youth risk factors. Data are available for the nation and for states, as well as for cities, counties and congressional districts. New site features include improved search options; more attractive and easier to create tables, maps and graphs; and better ways to share information through social media on how children are faring.

datacenter.kidscount.org

Mobile Site

All indicators currently found on the KIDS COUNT Data Center can be accessed quickly and easily anytime, anywhere on your mobile device at: mobile.kidscount.org

KIDS COUNT Data Center

datacenter.kidscount.org

Enter any location, topic and/or keyword in the comprehensive new search function.

Learn how children are faring where you live by using the new interactive map.

Search by topic to find the data you need.

Use the quick links to access widely used information.

TRENDS

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STATUS OF CHILDREN

Since 1990, KIDS COUNT has ranked states annually on overall child well-being using an index of key indicators. Last year's *Data Book* included an updated index to take advantage of advances in knowledge about child development and the availability of new state-level data to create a more robust tool to better track trends in child well-being.

The KIDS COUNT index now consists of four domains that capture what children need most to thrive: (1) Economic Well-Being, (2) Education, (3) Health and (4) Family and Community. Each domain comprises four indicators, for a total of 16. (For a more thorough description of the KIDS COUNT index review and revision process, visit datacenter.kidscount.org/databook/2013.)

This year's *Data Book* presents recent trends, generally comparing data from 2005 with data from 2011, which are often the most recent available. The national trend data allow us to compare how the country's children were faring mid-decade, prior to the economic crisis, with how they are doing in its aftermath. State rankings focus only on the most recent data.

National Trends in Child Well-Being

Comparing data from before and after the recession reveals positive and negative developments in child well-being nationally (see Figure 1). Broadly speaking, children experienced gains in the Education and Health domains, but setbacks in the Economic Well-Being and Family and Community domains.

Three of the four Economic Well-Being indicators got substantially worse, which is not surprising, given the depth and severity of the economic crisis. Although still not on par with their pre-recession rates, there is a glimmer of hope in this year's economic data, with several indicators improving slightly since 2010. Note that in 2011, the year of our most recent

Profile Pages Online

National and state profiles providing current and trend data for all 16 indicators are available at datacenter.kidscount.org/databook/2013/profiles. National and state data are also available in Appendix 2, on page 42.

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FIGURE 1

National Trends in 16 Key Indicators of Child Well-Being by Domain

ECONOMIC WELL-BEING

Children in poverty
2011
23%
16,387,000 CHILDREN
WORSENED
2005 19%

Children whose parents lack secure employment
2011
32%
23,777,000 CHILDREN
WORSENED
2008 27%

Children living in households with a high housing cost burden
2011
40%
29,486,000 CHILDREN
WORSENED
2005 37%

Teens not in school and not working
2011
8%
1,497,000 TEENS
UNCHANGED
2008 8%

EDUCATION

Children not attending preschool
2009–11
54%
4,325,000 CHILDREN
IMPROVED
2005–07 56%

Fourth graders not proficient in reading
2011
68%
N.A.
IMPROVED
2005 70%

Eighth graders not proficient in math
2011
66%
N.A.
IMPROVED
2005 72%

High school students not graduating on time
2009/10
22%
870,542 STUDENTS
IMPROVED
2005/06 27%

HEALTH

Low-birthweight babies
2010
8.1%
325,563 BABIES
IMPROVED
2005 8.2%

Children without health insurance
2011
7%
5,528,000 CHILDREN
IMPROVED
2008 10%

Child and teen deaths per 100,000
2010
26
20,482 DEATHS
IMPROVED
2005 32

Teens who abuse alcohol or drugs
2010–11
7%
1,752,000 TEENS
IMPROVED
2005–06 8%

FAMILY AND COMMUNITY

Children in single-parent families
2011
35%
24,718,000 CHILDREN
WORSENED
2005 32%

Children in families where the household head lacks a high school diploma
2011
15%
11,131,000 CHILDREN
IMPROVED
2005 16%

Children living in high-poverty areas
2007–11
12%
8,591,000 CHILDREN
WORSENED
2000 9%

Teen births per 1,000
2010
34
367,678 BIRTHS
IMPROVED
2005 40

N.A. Data not available.

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data, the national unemployment rate was nearly 9 percent, but has since come down to 7.5 percent, so next year's data should reflect more improvement in this domain.

In contrast, all four Education indicators — which cover preschool to high school graduation — showed some improvement in recent years. Child health continued to improve, with gains in children's health insurance coverage and reductions in child and teen mortality and teen substance abuse. The percentage of low-birthweight babies improved slightly.

Trends in the Family and Community domain were mixed. There was a substantial drop in the teen birth rate and a small decline in the percentage of children living with parents without a high school diploma. However, the percentage of children living in high-poverty neighborhoods increased, as did that of children in single-parent families.

Overall, developments in child well-being during the past five or six years demonstrate important progress in some areas, while highlighting the substantial work that remains to improve the prospects for the next generation.

Perhaps the most striking finding is that despite tremendous gains during recent decades for children of all races and income levels, inequities among children remain deep and stubbornly persistent (see Figure 2). The recession exacerbated some socioeconomic inequities that were already on the rise, with potential negative consequences for the future.

FIGURE 2

National Key Indicators by Race and Hispanic Origin

	National Average	African American	American Indian	Asian and Pacific Islander	Hispanic	Non-Hispanic White	Two or More Races
ECONOMIC WELL-BEING							
Children in poverty: 2011	23%	39%	37%	14%	34%	14%	24%
Children whose parents lack secure employment: 2011	32%	49%	51%	22%	39%	25%	37%
Children living in households with a high housing cost burden: 2011	40%	53%	36%	40%	52%	31%	43%
Teens not in school and not working: 2011	8%	13%	15%	4%	11%	7%	9%
EDUCATION							
Children not attending preschool: 2009–11	54%	51%	58%	48%	63%	50%	53%
Fourth graders not proficient in reading: 2011	68%	84%*	81%*	51%*	82%	58%	63%*
Eighth graders not proficient in math: 2011	66%	87%*	83%*	45%*	80%	57%	63%*
High school students not graduating on time: 2009/10†	22%	34%*	31%*	6%*	29%	17%	N.A.
HEALTH							
Low-birthweight babies: 2010	8.1%	13.2%	7.6%	8.5%	7.0%	7.1%	N.A.
Children without health insurance: 2011	7%	6%	17%	8%	13%	5%	6%
Child and teen deaths per 100,000: 2010	26	36	30	14	21	25	N.A.
Teens who abuse alcohol or drugs: 2011^	7%	6%*	13%*	3%*+	7%	7%	9%
FAMILY AND COMMUNITY							
Children in single-parent families: 2011	35%	67%	53%	17%	42%	25%	42%
Children in families where the household head lacks a high school diploma: 2011	15%	14%	20%	12%	37%	6%	11%
Children living in high-poverty areas: 2007–11	12%	28%	27%	7%	21%	4%	10%
Teen births per 1,000: 2010	34	51	39	11	56	23	N.A.

* Data are for non-Hispanics only in each respective group. All other rates for these racial groups include both Hispanics and non-Hispanics.

† Provisional data.

^ These are single-year race data for 2011. Data in index are 2010–11 multiyear data.

+ Data results do not include Native Hawaiians/Pacific Islanders.

N.A. Data not available.

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Overall Rank

1	New Hampshire
2	Vermont
3	Massachusetts
4	Minnesota
5	New Jersey
6	North Dakota
7	Iowa
8	Nebraska
9	Connecticut
10	Maryland
11	Virginia
12	Wisconsin
13	Maine
14	Utah
15	Wyoming
16	Kansas
17	Pennsylvania
18	South Dakota
19	Washington
20	Idaho
21	Colorado
22	Delaware
23	Illinois
24	Ohio
25	Hawaii
26	Rhode Island
27	Missouri
28	Montana
29	New York
30	Indiana
31	Michigan
32	Oregon
33	Alaska
34	Kentucky
35	North Carolina
36	Oklahoma
37	West Virginia
38	Florida
39	Tennessee
40	Arkansas
41	California
42	Texas
43	Georgia
44	Alabama
45	South Carolina
46	Louisiana
47	Arizona
48	Nevada
49	Mississippi
50	New Mexico

OVERALL CHILD WELL-BEING

National data mask a great deal of state-by-state and regional variations in child well-being. A state-level examination of the data reveals a hard truth: A child's chances of thriving depend not just on individual, familial and community characteristics, but also on the state in which she or he is born and raised. States vary considerably in their amount of wealth and other resources. State policy choices also strongly influence children's chances for success.

We derive a composite index of overall child well-being for each state by combining data across the four domains: (1) Economic Well-Being, (2) Education, (3) Health and (4) Family and Community. These composite scores are then translated into a single state ranking for child well-being. The three highest-ranked states are New Hampshire, Vermont and Massachusetts; the three lowest ranked are Nevada, Mississippi and New Mexico.

As is apparent in Figure 3, distinct regional patterns emerge from the state rankings. All of the northeastern states rank in the top 15 in terms of overall child well-being, except for Pennsylvania, Rhode Island and New York, which fall in the middle. Most of the states in the industrial Midwest rank in the middle on overall child well-being, while some of the states farther west — Minnesota, North Dakota, Iowa and Nebraska — are in the top 10.

States in the Southeast, Southwest and Appalachia — where the poorest states are located — populate the bottom of the overall rankings. In fact, with the exception of California, the 17 lowest-ranked states are located in these regions. For the first time, New Mexico ranked worst among states for overall child well-being in this year's *KIDS COUNT Data Book*. Along with Nevada and Arizona, states in the Southwest now occupy three of the five lowest rankings for child well-being.

However, as is obvious in Figure 3, the overall rankings obscure some important variations within states. The graphic highlights states that rank best overall and in each domain (represented by concentric circles) in dark colors and those ranking worst in light colors. Although most states' rankings did not vary dramatically across domains, there were a few exceptions. For example, Rhode Island ranked among the top five states in the Health domain, but was among the bottom 20 states in terms of the Economic Well-Being of its children. Conversely, Wyoming ranked second for Economic Well-Being, but was among the worst 12 states for Health. For all states, the index identifies bright spots and room for improvement.

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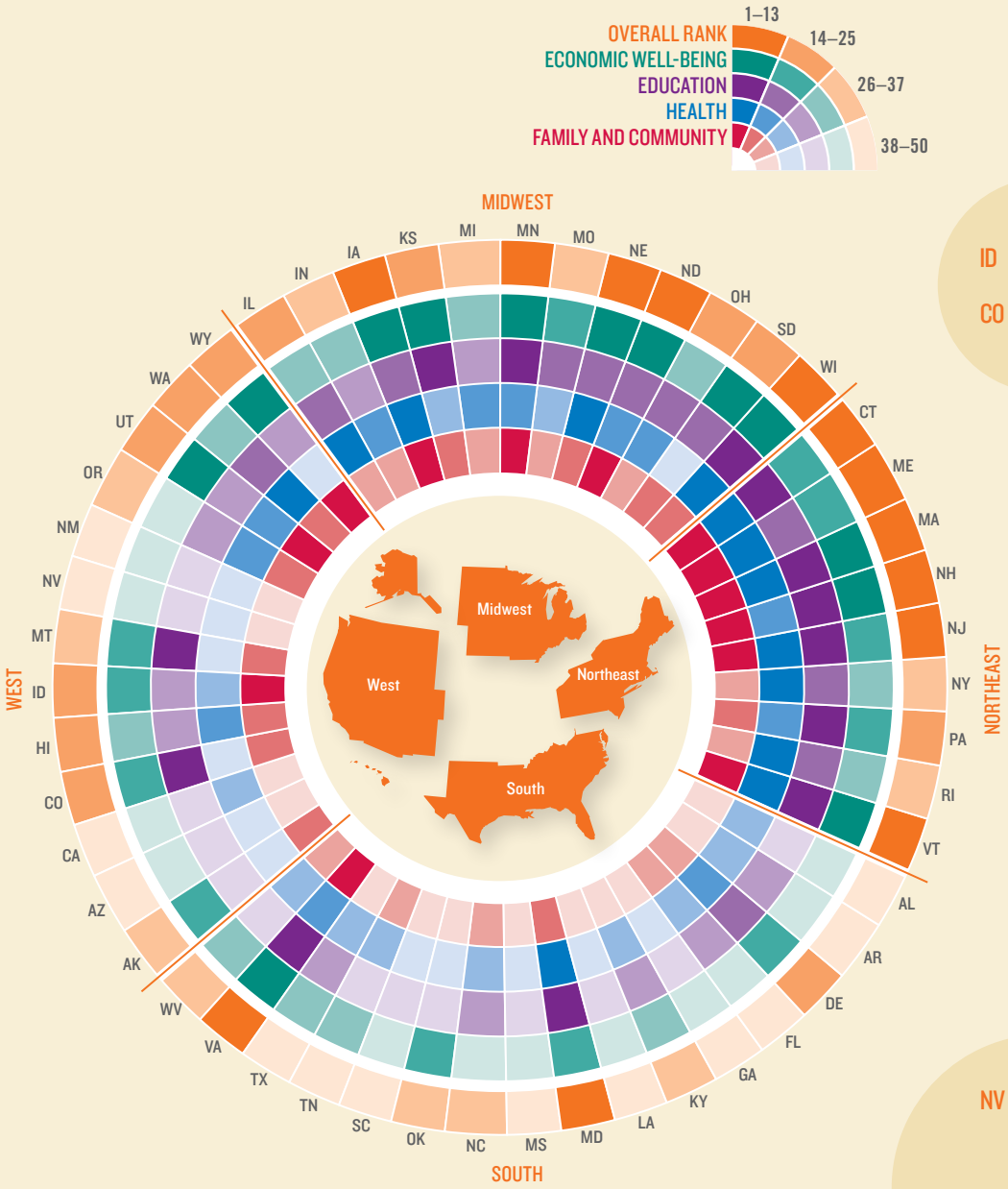
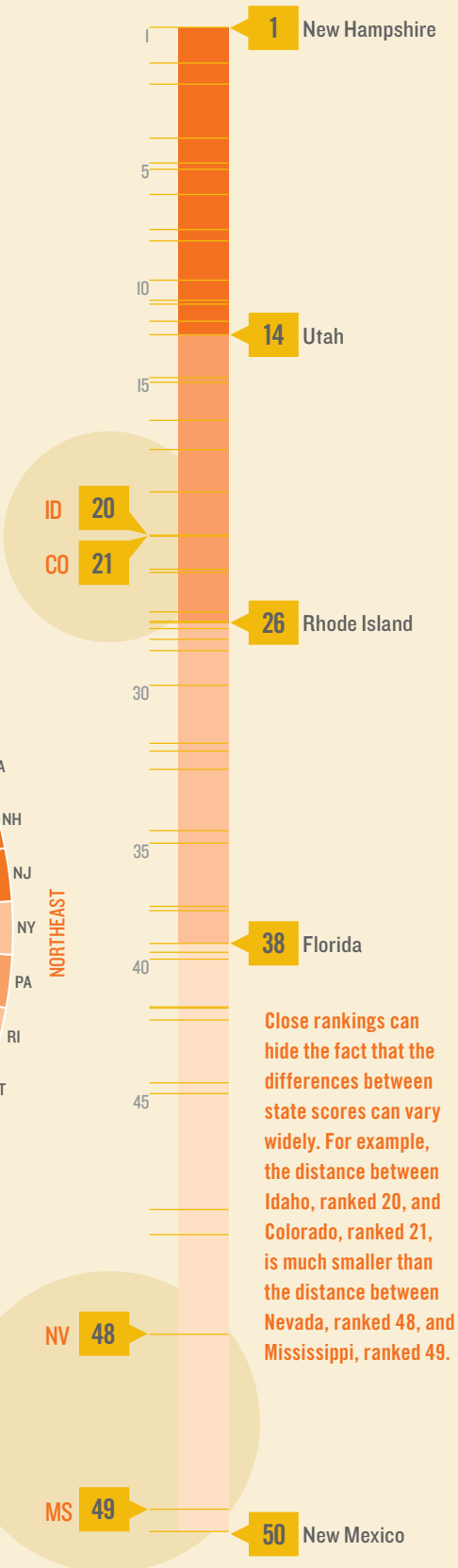
FIGURE 3

Overall Child Well-Being by State

We derive a composite index of overall child well-being for each state by combining data across the four domains: (1) Economic Well-Being, (2) Education, (3) Health and (4) Family and Community. To see how each state ranked overall and by domain, see Appendix I.





Close rankings can hide the fact that the differences between state scores can vary widely. For example, the distance between Idaho, ranked 20, and Colorado, ranked 21, is much smaller than the distance between Nevada, ranked 48, and Mississippi, ranked 49.

View an interactive version on the Data Center at:
datacenter/kidscount.org/databook/2013/

Economic Well-Being Domain Rank

1	North Dakota
2	Wyoming
3	South Dakota
4	Nebraska
5	Iowa
6	Minnesota
7	New Hampshire
8	Kansas
9	Vermont
10	Virginia
11	Utah
12	Wisconsin
13	Massachusetts
14	Maryland
15	Montana
16	Connecticut
17	Pennsylvania
18	New Jersey
19	Colorado
20	Maine
21	Delaware
22	Missouri
23	Idaho
24	Alaska
25	Oklahoma
26	Indiana
27	Ohio
28	Washington
29	Illinois
30	Texas
31	Rhode Island
32	Kentucky
33	West Virginia
34	Hawaii
35	New York
36	Michigan
37	Tennessee
38	North Carolina
39	Arkansas
40	Alabama
41	Oregon
42	Louisiana
43	Georgia
44	South Carolina
45	Florida
46	California
47	Arizona
48	Nevada
49	New Mexico
50	Mississippi

ECONOMIC WELL-BEING

To help children grow into successful, productive adults, their parents need well-paying jobs, affordable housing and the ability to invest in their children's future. When parents are unemployed or their incomes are low, they may struggle to meet their children's most basic needs for food, safe housing, medical care and quality child care. They may be unable to provide books, toys and activities that are developmentally enriching. Inadequate family income and economic uncertainty also increase parental stress, which, in turn, can cause depression and anxiety and increase the risk of substance abuse and domestic violence — all of which can compromise parenting.[15] While the negative effects of poverty on children are troubling in their own right, they also increase the chances of poor outcomes for youth and young adults, such as teen pregnancy, failure to graduate from high school, poor health and lack of secure employment.[16]

Children in Poverty

From 2005 to 2011, the child poverty rate rose from 19 to 23 percent, representing an increase of 3 million children.

1 IN 4
YOUNG CHILDREN

Poverty rates for children age 5 and under are even higher than overall rates, at 26 percent.

SOURCE U.S. Census Bureau, 2011 American Community Survey.

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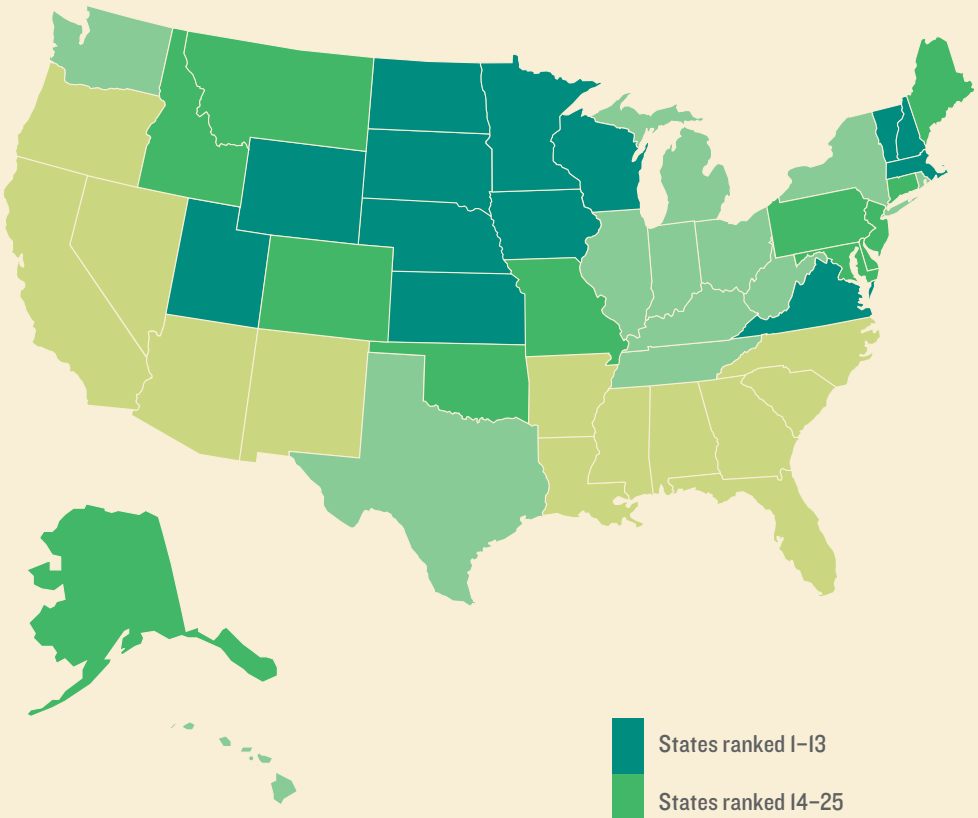
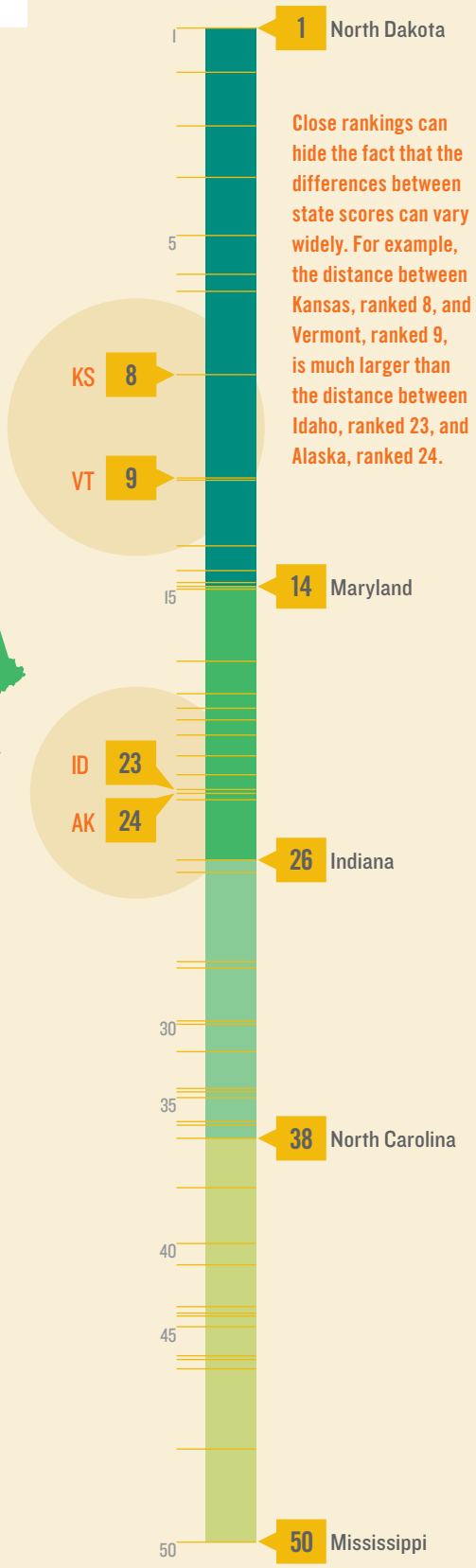
A State-to-State Comparison of Economic Well-Being

The map below illustrates how states ranked on the Economic Well-Being domain. The bar on the right displays the scores behind the rankings and the relative distance between state scores, demonstrating that not all ranks are created equal.





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Children in poverty

Growing up in poverty is one of the greatest threats to healthy child development. Poverty and financial stress can impede children's cognitive development and their ability to learn. It can contribute to behavioral, social and emotional problems and poor health. The risks posed by economic hardship are greatest among children who experience poverty when they are young and among children who experience persistent and deep poverty.[17] Already high compared with other developed nations, the child poverty rate in the United States increased dramatically as a result of the economic crisis. The official poverty line in 2011 was $22,811 for a family of two adults and two children.

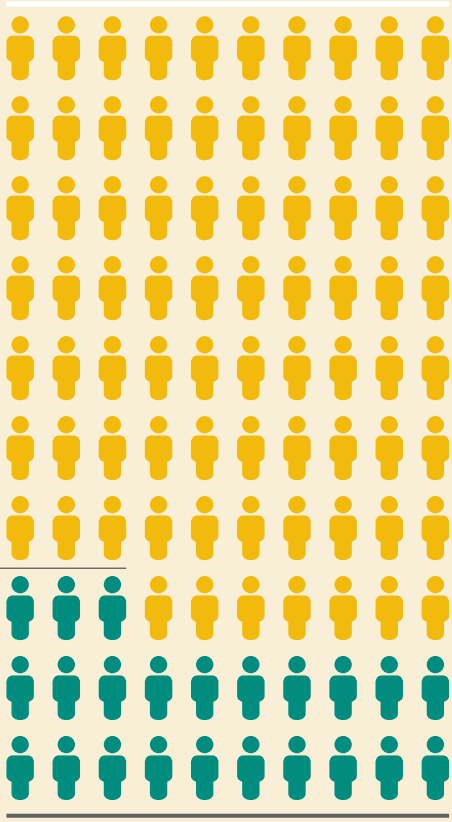
- Nationally, 23 percent of children (16.4 million) lived in poor families in 2011, up from 22 percent in 2010 (15.7 million). This means that the number of poor children continued to climb even as the national unemployment rate was gradually declining. From 2005 to 2011, the child poverty rate rose from 19 to 23 percent, representing an increase of 3 million children.

- The rate of child poverty for 2011 ranged from a low of 12 percent in New Hampshire, to a high of 32 percent in Mississippi.

- The child poverty rate among African Americans (39 percent) was almost three times the rate for non-Hispanic whites (14 percent) in 2011.

Nationally, 23 percent of children (16.4 million) lived in poverty in 2011, up from 22 percent in 2010 (15.7 million).

PERCENTAGE OF CHILDREN WHO LIVED IN POVERTY: 2011



The number of poor children continued to climb even as the national unemployment rate was gradually declining.

23%
OR
16.4
MILLION CHILDREN

SOURCE U.S. Census Bureau, 2011 American Community Survey.

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A Better Measure of Poverty and the Role of the Social Safety Net

The *KIDS COUNT Data Book* uses the official federal poverty measure for state child poverty rates. However, this statistic measures only the cash income available to families, without accounting for many supports that a family might receive, such as federal tax credits, child care and housing assistance and food aid through the Supplemental Nutrition Assistance Program (formerly food stamps).

The official measure also fails to adequately reflect the ways in which costs — such as housing and child care — vary by region and have changed dramatically over the past half century.

Researchers have quantified basic living expenses in specific localities and found that, on average, families need an income of roughly twice the federal poverty level to cover basic expenses for housing, food, transportation, health care and child care.[18] In 2011, 45 percent (32.7 million) of U.S. children lived in families with incomes below 200 percent of the federal poverty level ($45,622 for a family of four).

To better understand how families are faring, the U.S. Census Bureau created a Supplemental Poverty Measure (SPM), which measures the impact of social programs and accounts for rising costs, among other changes. While the Census Bureau does not yet have sufficient data (or funding) to calculate the SPM at the state level, this new national measure is an important advance in understanding child poverty and the effects of safety net programs and tax policies on the economic well-being of families.

For example, revised poverty measures demonstrate that our existing social safety net lifts millions of Americans out of poverty every year. According to the Center on Budget and Policy Priorities, when key safety net programs were included in a poverty measure, some 40 million people in 2011 rose above the poverty line.[19]

In 2011, 45 percent (32.7 million) of U.S. children lived in families with incomes below 200 percent of the federal poverty level ($45,622 for a family of four).

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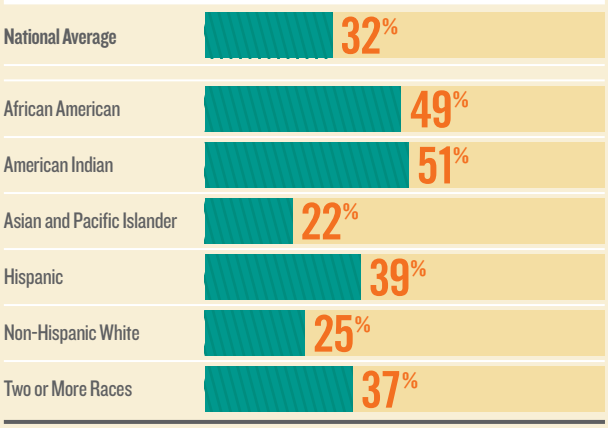
Children whose parents lack secure employment

In 2011, one in three children in the United States (23.8 million) lived in families where no parent had full-time, year-round employment. Roughly half of African-American and American Indian children and 39 percent of Latino children lacked secure parental employment.

1 IN 3 CHILDREN

PERCENTAGE OF CHILDREN WHOSE PARENTS LACK SECURE EMPLOYMENT BY RACE AND HISPANIC ORIGIN: 2011



SOURCE U.S. Census Bureau, 2011 American Community Survey.

Children living in families lacking secure parental employment, defined as those families where no parent works full time, year round, are particularly vulnerable. Without at least one parent employed full time, children are more likely to fall into poverty. Yet too many parents who want full-time work are forced to piece together part-time or temporary jobs that do not provide sufficient or stable income; some lack the education and skills needed to secure a good job. The recession exacerbated both unemployment and underemployment. Even a full-time job at low wages does not necessarily lift a family out of poverty. Without access to benefits and tax credits, one adult in a two-parent family with two children would need to earn about $11.41 per hour — $4.16 more than the federal minimum wage — working 40 hours per week for 50 weeks per year just to reach the poverty line.

- In 2011, nearly one-third of all children in the United States (23.8 million) lived in families where no parent had full-time, year-round employment. Since 2008, the number of such children climbed by 3.6 million.

- North Dakota had the lowest percentage of children in families without secure parental employment in 2011 (22 percent), followed by New Hampshire, at 23 percent. Mississippi had the highest rate, at 38 percent.

- Roughly half of all American Indian children (51 percent) and African-American children (49 percent) had no parent with full-time, year-round employment in 2011, compared with 25 percent of white children and 39 percent of Latino children.

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ECONOMIC WELL-BEING

Children living in households with a high housing cost burden

Family income is only one factor of financial security; the cost of basic expenses also matters. Housing is typically one of the largest expenses that families face. This measure identifies the proportion of children living in households that spend more than 30 percent of their pretax income on housing, whether they are renters or homeowners. Low-income families, in particular, are unlikely to be able to meet all of their basic needs if housing consumes nearly one-third or more of their income.

- Across the nation, 40 percent of children (29.5 million) lived in households with a high housing cost burden in 2011, compared with 37 percent in 2005 (27.4 million). The 2011 figure represents a slight improvement from the prior year, when 41 percent of children lived in families facing disproportionately high housing costs.

- In 2011, California had the highest percentage of children — a startling 52 percent — living in households that spent more than 30 percent of income for housing. North Dakota had the lowest, at 21 percent.

- More than half of African-American children (53 percent) and Hispanic children (52 percent) lived in households with a high housing cost burden in 2011, compared with 31 percent of non-Hispanic white children.

ECONOMIC WELL-BEING

Teens not in school and not working

Teens who leave school and do not become part of the workforce are at high risk of experiencing negative outcomes as they transition to adulthood. The percentage of teens not in school and not working (sometimes referred to as "disconnected youth" or "idle teens") includes young people ages 16 to 19 who are not engaged in school or the workforce. While those who have dropped out of school are clearly vulnerable, many young people who have finished school but are not working are also at a disadvantage in terms of achieving economic success in adulthood.

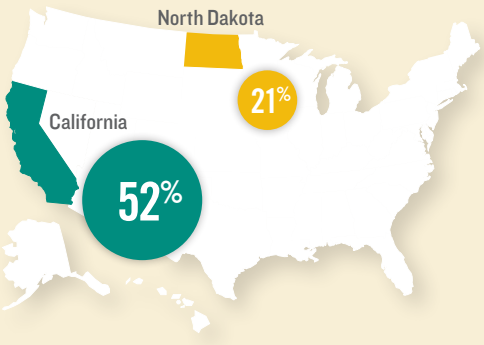
- Nationally, 8 percent of youth were disconnected from both work and school in 2011. About 1.5 million teens between the ages of 16 and 19 were neither enrolled in school nor working, up from 1.4 million in 2008, but down from 1.6 million in 2010.

- At 4 percent, Wyoming had the lowest rate of teens not in school and not working in 2011. Massachusetts, Minnesota, Nebraska and South Dakota were close behind, at 5 percent. In contrast, Nevada had the highest rate, at 13 percent.

- American Indian, African-American and Latino teens had considerably higher rates of being neither in school nor working than their white and Asian and Pacific Islander counterparts.

In 2011, California had the highest percentage of children — a startling 52 percent — living in households spending more than 30 percent of income for housing, whereas North Dakota had the lowest, 21 percent.

PERCENTAGE OF CHILDREN LIVING IN HOUSEHOLDS WITH A HIGH HOUSING COST BURDEN: 2011



SOURCE U.S. Census Bureau, 2011 American Community Survey.

Education Domain Rank

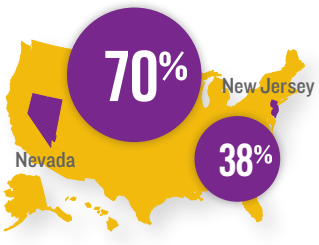
1	Massachusetts
2	New Jersey
3	Vermont
4	New Hampshire
5	Maryland
6	Connecticut
7	Minnesota
8	Pennsylvania
9	Colorado
10	Virginia
11	Kansas
12	Wisconsin
13	Montana
14	Illinois
15	Iowa
16	North Dakota
17	Nebraska
18	Ohio
19	New York
20	Maine
21	Missouri
22	South Dakota
23	Delaware
24	Rhode Island
25	Washington
26	Wyoming
27	North Carolina
28	Kentucky
29	Idaho
30	Utah
31	Texas
32	Michigan
33	Hawaii
34	Indiana
35	Florida
36	Arkansas
37	Oregon
38	Georgia
39	California
40	Oklahoma
41	South Carolina
42	Tennessee
43	Alaska
44	Alabama
45	Louisiana
46	Arizona
47	West Virginia
48	Mississippi
49	New Mexico
50	Nevada

EDUCATION

Establishing the conditions that promote successful educational achievement for children begins with quality prenatal care and continues into the early elementary school years. With a strong and healthy beginning, children can more easily stay on track to remain in school and graduate, pursue postsecondary education and training and successfully transition to adulthood. Yet the United States continues to have significant gaps in educational achievement by race and income. Although the achievement gap between black and white students has narrowed considerably over the past four decades, the gap by income has steadily increased.[20] Addressing this gap will be key to ensuring our future workforce can compete on a global scale, given that most of the new jobs that will be created over the next decade will require some postsecondary education, training or certification.

Children Not Attending Preschool

From 2009 to 2011, more than half of 3- and 4-year-olds were not enrolled in preschool, representing 4.3 million children.



In 2011, New Jersey, at 38 percent, had the lowest percentage of 3- and 4-year-olds not enrolled in preschool. The highest was Nevada, at 70 percent.

SOURCE U.S. Census Bureau, 2011 American Community Survey.

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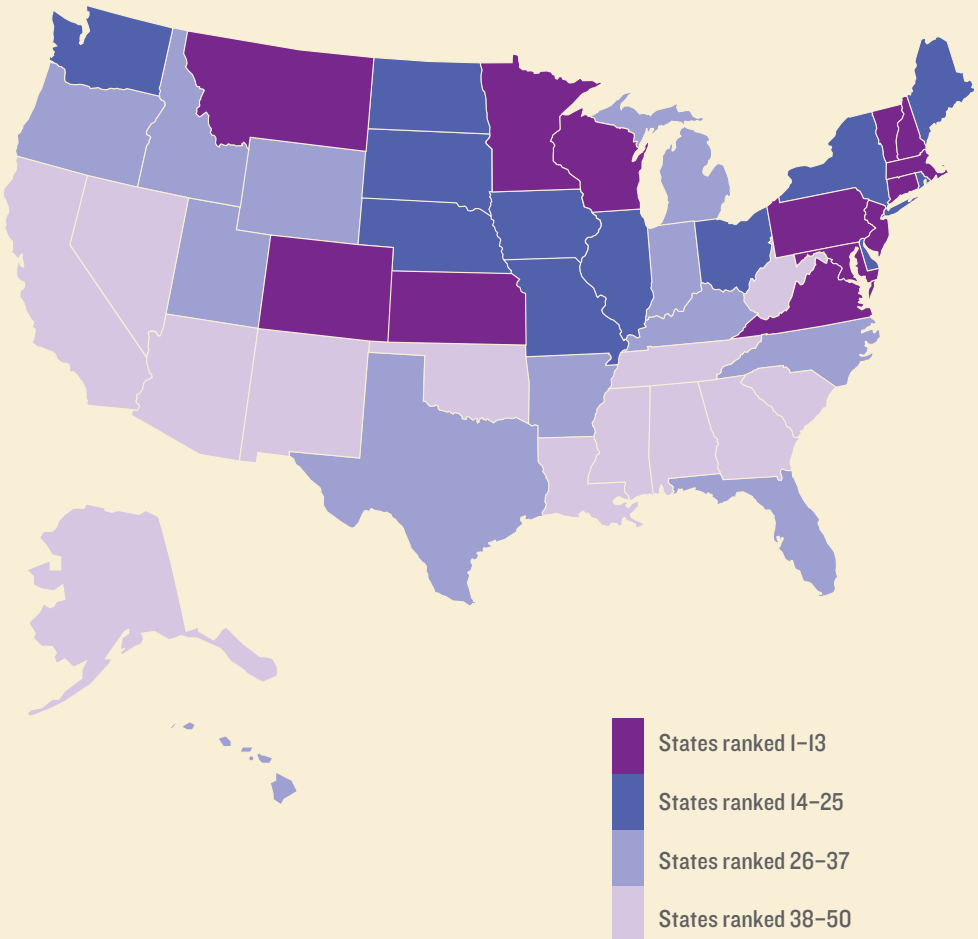
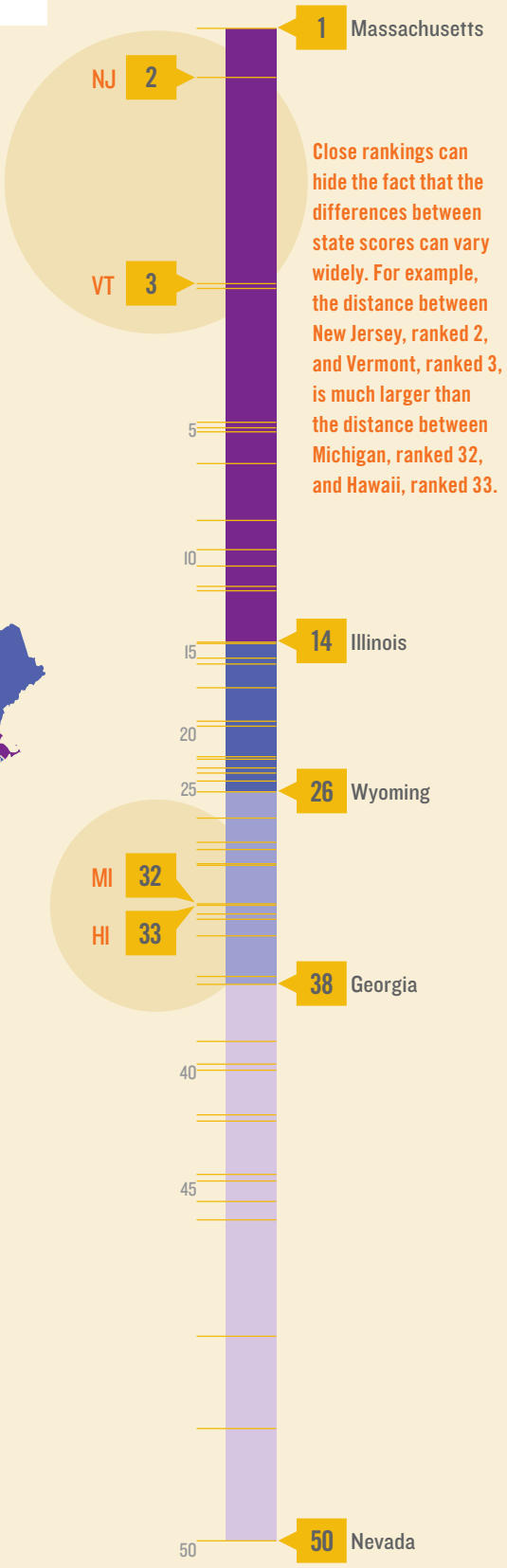
A State-to-State Comparison of Education

The map below illustrates how states ranked on the Education domain. The bar on the right displays the scores behind the rankings and the relative distance between state scores, demonstrating that not all ranks are created equal.





Close rankings can hide the fact that the differences between state scores can vary widely. For example, the distance between New Jersey, ranked 2, and Vermont, ranked 3, is much larger than the distance between Michigan, ranked 32, and Hawaii, ranked 33.

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EDUCATION

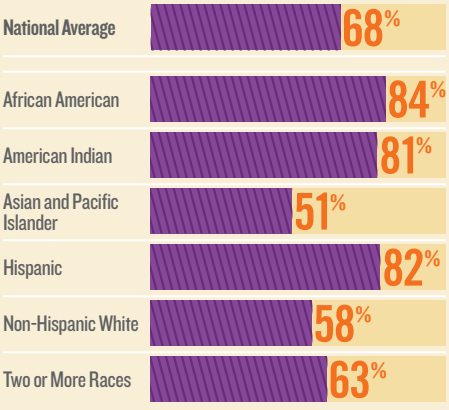
Children not attending preschool

EDUCATION

Fourth graders not proficient in reading

Children who reach fourth grade without being able to read proficiently are more likely to drop out of high school, reducing their earning potential and chances for success.

PERCENTAGE OF FOURTH GRADERS NOT PROFICIENT IN READING BY RACE AND HISPANIC ORIGIN: 2011



SOURCE U.S. Department of Education, National Center for Education Statistics, 2011 National Assessment of Educational Progress.

High-quality prekindergarten programs for 3- and 4-year-olds can improve school readiness, with the greatest gains accruing to the highest-risk children. Head Start and the expansion of state-funded programs since the 1990s have greatly increased access to preschool.[21] But many children, especially 3-year-olds, continue to be left out, exacerbating socioeconomic differences in educational achievement. Because of small sample sizes in some states, we combined data collected over a three-year period for this measure.

- From 2009 to 2011, more than 4.3 million 3- and 4-year-olds were not enrolled in preschool, representing more than half (54 percent) of all children in that age group. This is a slight improvement over 2005–07, when nearly 4.7 million children (56 percent) did not participate in a pre-K program.

- In 2009–11, New Jersey and Connecticut, at 38 and 39 percent, respectively, had the lowest percentages of 3- and 4-year-olds not enrolled in preschool. The states with the highest percentages of children not enrolled in 2009–11 were Nevada (70 percent) and Arizona (67 percent).

- Half of African-American and white 3- and 4-year-olds were not in pre-K programs; the percentage was nearly the same for Asian and Pacific Islander children (48 percent). The rates were noticeably higher for Latinos (63 percent) and American Indians (58 percent).

Proficiency in reading by the end of third grade is a crucial marker in a child's educational development. In the early years, learning to read is a critical component of education. But beginning in fourth grade, children use reading to learn other subjects, and therefore, mastery of reading becomes a critical component in their ability to keep up academically. Children who reach fourth grade without being able to read proficiently are more likely to drop out of high school, reducing their earning potential and chances for success.[22]

- A stunning 68 percent of fourth graders in public school were reading below proficient levels in 2011, a slight improvement from 2005, when the figure was 70 percent.

- State differences in fourth-grade reading levels among public school students were wide. In 2011, Massachusetts had the lowest percentage of public school fourth graders not proficient in reading, 50 percent, compared with a high of 79 percent in New Mexico.

- More than 80 percent of African-American, American Indian and Latino fourth graders were not proficient in reading, compared with 58 percent of non-Hispanic whites. Although these figures are deeply troubling, fourth-grade reading levels have improved by 3 to 4 percentage points since 2005 for three of these four groups; reading proficiency stayed the same for American Indian fourth graders.

- Among low-income fourth graders, 82 percent were not proficient in reading in 2011, compared with 52 percent of their higher-income peers.[23]

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EDUCATION

Eighth graders not proficient in math

Competence in mathematics is essential for success in the workplace, which increasingly requires higher-level technical skills. The influence of high school students' math proficiency on later earnings has grown steadily over time. Students who take advanced math and science courses that require a strong mastery of math fundamentals are more likely to attend and complete college.[24] But even for young people who do not attend college, basic math skills improve employability.

- Among public school students, math proficiency levels in eighth grade and reading proficiency levels in fourth grade were quite similar in 2011, but there was greater improvement in eighth-grade math achievement. Nationwide, two-thirds (66 percent) of public school eighth graders scored below proficient math levels in 2011, compared with 72 percent in 2005.

- At 49 percent, Massachusetts had the lowest percentage of public school eighth graders not proficient in math in 2011. Mississippi had the highest rate, at 81 percent.

- In 2011, 57 percent of non-Hispanic white eighth graders were below the proficient level, compared with 80 percent of Latinos, 83 percent of American Indians and 87 percent of African Americans. But eighth-grade math achievement improved for all racial and ethnic groups from 2005 to 2011, including a 7 percentage point improvement for Latinos.

- Income disparities were similarly wide. In 2011, 81 percent of low-income eighth graders were not proficient in math, compared with 53 percent of higher-income eighth graders.[25]

EDUCATION

High school students not graduating on time

Students who graduate from high school on time are more likely to continue to postsecondary education and training; they are more employable and have higher incomes than students who fail to graduate.[26] In 2011, median annual earnings for someone without a high school diploma ($18,800) were 70 percent of those of a high school graduate ($26,700) and 39 percent of the median earnings of someone with a bachelor's degree ($48,300).[27] High school graduates have better health outcomes, make healthier choices and are less likely to engage in risky behavior.[28]

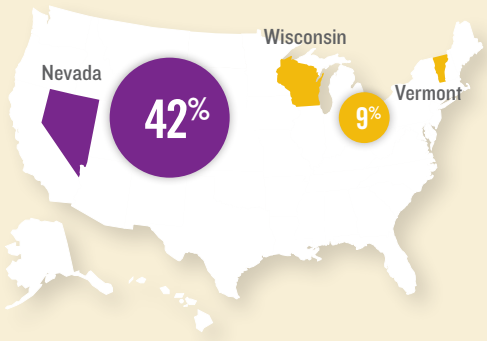
- Nationally, for the 2009/10 school year, roughly 871,000 high school students (22 percent) did not graduate on time. However, this is an improvement from 2005/06, when 27 percent did not graduate in four years.

- Among the states, the percentage of high school students not graduating from high school in four years ranged from a low of 9 percent in Vermont and Wisconsin, to a high of 42 percent in Nevada for 2009/10.

- In 2009/10, 17 percent of non-Hispanic white students did not graduate from high school on time. The rate for African Americans was twice as high.

Among the states, the percentage of students not graduating from high school in four years ranged from a low of 9 percent in Vermont and Wisconsin, to a high of 42 percent in Nevada for 2009/10.

PERCENTAGE OF HIGH SCHOOL STUDENTS WHO DON'T GRADUATE ON TIME: 2009/10



SOURCE U.S. Department of Education, National Center for Education Statistics, 2009/10 Common Core of Data.

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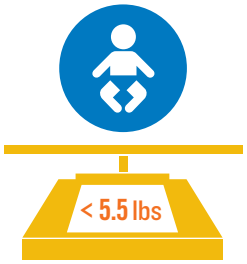
Health Domain Rank

1	Maine
2	Connecticut
3	Wisconsin
4	Vermont
5	Rhode Island
6	Washington
7	Iowa
8	Maryland
9	New York
10	Nebraska
11	Massachusetts
12	Illinois
13	New Jersey
14	Utah
15	Minnesota
16	New Hampshire
17	Oregon
18	Hawaii
19	Delaware
20	Virginia
21	Indiana
22	Pennsylvania
23	Michigan
24	Ohio
25	North Dakota
26	Kansas
27	West Virginia
28	Idaho
29	California
30	Arkansas
31	Kentucky
32	Missouri
33	Tennessee
34	North Carolina
35	Alabama
36	Texas
37	Florida
38	South Dakota
39	Wyoming
40	Georgia
41	Louisiana
42	Colorado
43	Oklahoma
44	South Carolina
45	Arizona
46	Alaska
47	Nevada
48	Mississippi
49	New Mexico
50	Montana

HEALTH

Children's health is the foundation of their overall development, and ensuring that they are born healthy is the first step toward increasing the life chances of disadvantaged children. Poverty, poor nutrition, lack of preventive health care, substance abuse, maternal depression and family violence put children's health at risk. Poor health in childhood impacts other critical aspects of a child's life, such as school readiness and attendance, and can have lasting consequences on his or her future health and well-being.

Low-birthweight babies



Nationally, low-birthweight babies represented 8.1 percent of all live births in 2010, virtually unchanged from 2005.

African-American babies are most likely to be born with a low birthweight, at a rate of 13.2 percent in 2010.

SOURCE Centers for Disease Control and Prevention, National Center for Health Statistics, 2010 Vital Statistics.

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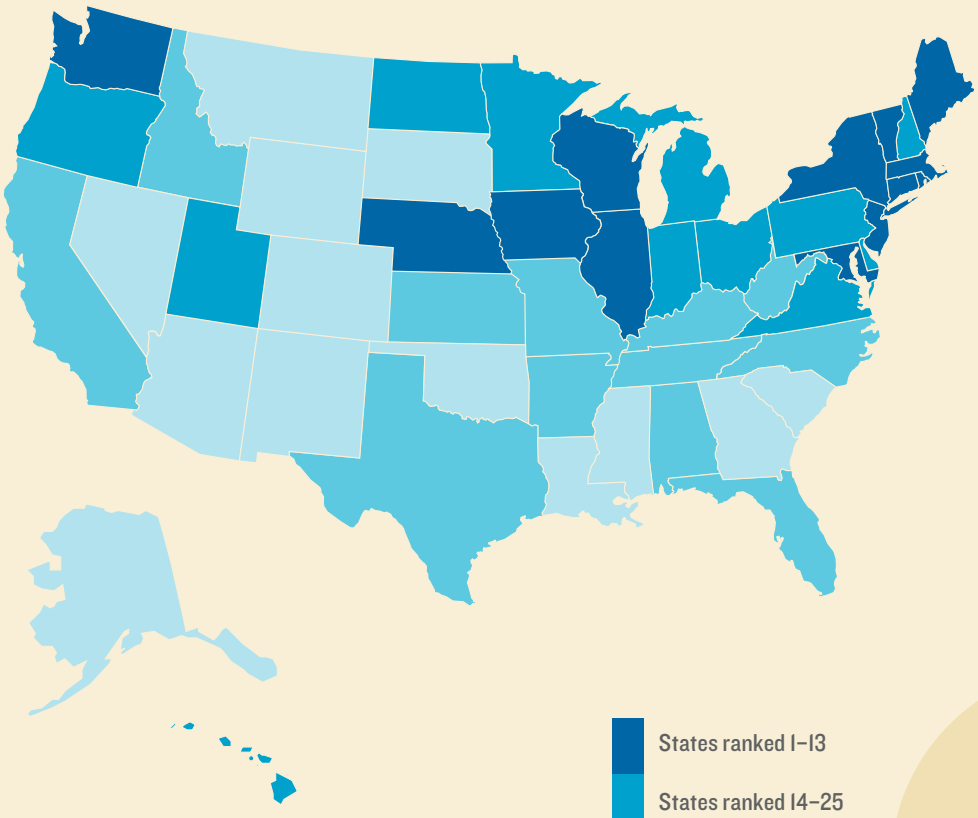
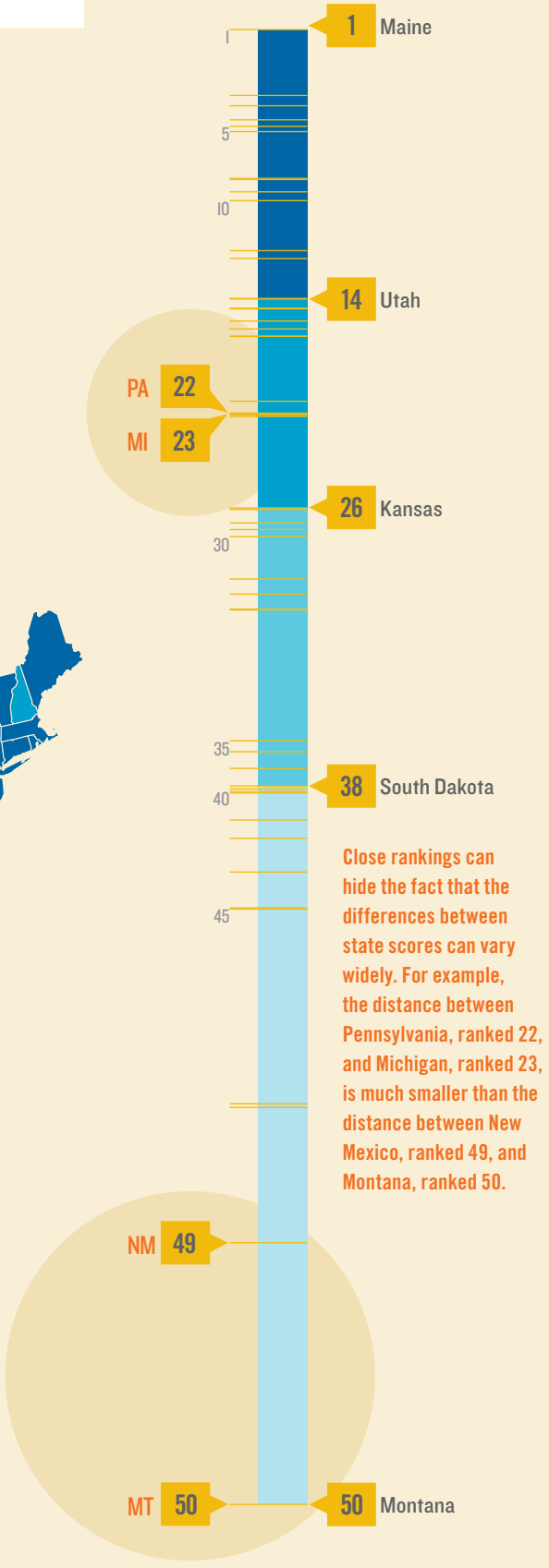
A State-to-State Comparison of Health

The map below illustrates how states ranked on the Health domain. The bar on the right displays the scores behind the rankings and the relative distance between state scores, demonstrating that not all ranks are created equal.





Close rankings can hide the fact that the differences between state scores can vary widely. For example, the distance between Pennsylvania, ranked 22, and Michigan, ranked 23, is much smaller than the distance between New Mexico, ranked 49, and Montana, ranked 50.

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HEALTH

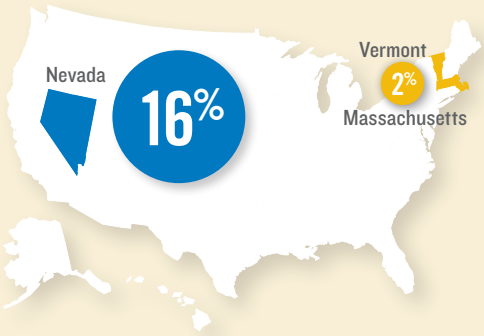
Low-birthweight babies

HEALTH

Children without health insurance

In 18 states, the percentage of children lacking health coverage was 5 percent or less in 2011. Massachusetts and Vermont had the lowest rate, 2 percent, compared to a high of 16 percent in Nevada.

PERCENTAGE OF CHILDREN WITHOUT HEALTH INSURANCE: 2011



SOURCE U.S. Census Bureau, 2011 American Community Survey.

The birth of a baby reminds us of the potential that exists in every new generation. Yet, the odds against thriving are higher for some newborns than for others. Babies born with a low birthweight (less than about 5.5 pounds) have a high probability of experiencing developmental problems and short- and long-term disabilities and are at greater risk of dying within the first year of life. Although recent increases in multiple births have strongly influenced the rise in rates of low-birthweight babies, rates have also been higher among single births. Smoking, poor nutrition, poverty, stress, infections and violence can increase the risk of a baby being born with a low birthweight.[29]

- Nationally, low-birthweight babies represented 8.1 percent of all live births in 2010, virtually unchanged from 2005. After gradually increasing over time, the percentage of low-birthweight babies has remained relatively stable for the past several years, slightly below the three-decade high of 8.3 percent reached in 2006.[30]

- Alaska had the lowest percentage of low-birthweight babies in 2010 — 5.7 percent of live births — while Mississippi had the highest, 12.1 percent.

- Among racial and ethnic groups, African-American babies were most likely to be born with a low birthweight, at a rate of 13.2 percent of live births in 2010. Although this represents a slight decline from a high of 13.6 percent in 2007, it is still close to twice the low-birthweight rate for Latinos and non-Hispanic whites.

Children without health insurance coverage are less likely than insured children to have a regular health care provider and to receive care when they need it. They are also more likely to receive treatment after their condition has worsened, putting them at greater risk of hospitalization. Having health insurance can protect families from financial devastation when a child experiences a serious or chronic illness. Although the provision of employer-sponsored health insurance is declining, and most low-wage and part-time workers lack employer coverage, public health insurance has resulted in increased coverage among children during the past decade.

- Across the nation, 7 percent of children (5.5 million) lacked health insurance in 2011. That's a 30 percent improvement from 2008, when 10 percent of children were uninsured.

- In 18 states, the percentage of children lacking health coverage was 5 percent or less in 2011. Massachusetts and Vermont had the lowest rate, 2 percent, compared with a high of 16 percent in Nevada. The rate was 13 percent in Arizona and Texas.

- American Indian (17 percent) and Latino children (13 percent) were far more likely to be uninsured than non-Hispanic white (5 percent), African-American (6 percent) and Asian and Pacific Islander (8 percent) children.

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HEALTH

Child and teen deaths

HEALTH

Teens who abuse alcohol or drugs

The child and teen death rate (deaths per 100,000 children ages 1 to 19) reflects a broad array of factors: physical and mental health; access to health care; community factors (such as violence and environmental toxins); use of safety practices and, especially for younger children, the level of adult supervision. Accidents, primarily those involving motor vehicles, were the leading cause of death for children and youth, accounting for 32 percent of all deaths among children ages 1 to 14.[31] As children move into their mid- and late-teenage years, they encounter new risks that can be deadly. In 2010, accidents, homicides and suicides accounted for 73 percent of deaths to teens ages 15 to 19.[32]

- Nearly 20,500 children and youth ages 1 to 19 died in the United States in 2010, which translates into a mortality rate of 26 per 100,000 children and teens. The rate declined from 2005, when it was 32 per 100,000, resulting in roughly 4,600 fewer child and teen deaths in 2010.

- Connecticut, Massachusetts and Rhode Island had the lowest rates, 17 deaths per 100,000 children and youth in 2010. Montana fell at the other end of the spectrum, with a child and teen death rate of 45 per 100,000.

- The 2010 mortality rates for African-American and American Indian children and teens (36 and 30 per 100,000, respectively) were considerably higher than death rates for children and youth of other racial and ethnic groups.

Teen alcohol and drug abuse are associated with a variety of potentially harmful behaviors, such as engaging in risky sexual activity, driving under the influence of drugs or alcohol, abusing multiple substances and committing crimes. Alcohol and drug abuse among adolescents can cause both short- and long-term physical and mental health problems and exacerbate existing conditions. Teen substance abuse is also associated with poor academic performance and increased risk of dropping out of school. The negative consequences of teen alcohol and drug abuse can carry over into adulthood. Overall, alcohol and drug use by adolescents has declined over the past decade, although patterns vary by substance.

- In 2010–11, 7 percent of teens ages 12 to 17 had abused or were dependent on alcohol or drugs during the past year, declining from 8 percent in 2005–06.

- Rates of substance abuse among teens varied from a low of 6 percent in 16 states for 2010–11, to a high of 10 percent in Montana.

- Among racial and ethnic groups, Asian and Pacific Islander and African-American teens were least likely (3 and 6 percent, respectively) to abuse or be dependent on alcohol or drugs.

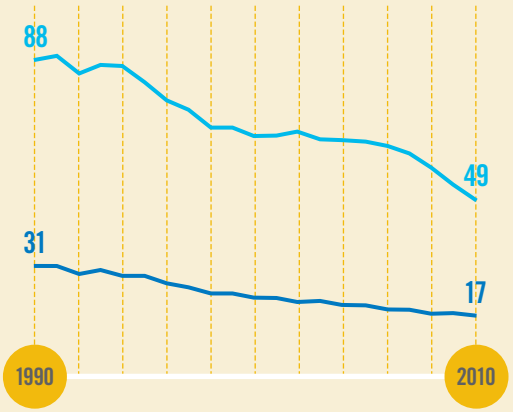
Death rates for children of all age groups have declined considerably in recent decades.

INFANT MORTALITY PER 1,000 BIRTHS: 2010

6.1 PER **1,000** LIVE BIRTHS

Infant mortality rate

CHILD AND TEEN DEATHS PER 100,000: 1990–2010



SOURCE Centers for Disease Control and Prevention, National Center for Health Statistics, 1990–2010 Vital Statistics.

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Family and Community Domain Rank

1	New Hampshire
2	Utah
3	Vermont
4	North Dakota
5	Minnesota
6	Maine
7	Massachusetts
8	Iowa
9	New Jersey
10	Idaho
11	Connecticut
12	Wyoming
13	Virginia
14	Montana
15	Nebraska
16	Hawaii
17	Washington
18	Wisconsin
19	Alaska
20	Maryland
21	Colorado
22	Oregon
23	Kansas
24	South Dakota
25	Pennsylvania
26	Missouri
27	Michigan
28	Delaware
29	Illinois
30	Indiana
31	Ohio
32	Rhode Island
33	New York
34	West Virginia
35	Florida
36	North Carolina
37	Tennessee
38	Kentucky
39	Oklahoma
40	Georgia
41	Nevada
42	California
43	South Carolina
44	Alabama
45	Arkansas
46	Arizona
47	Louisiana
48	Texas
49	New Mexico
50	Mississippi

FAMILY AND COMMUNITY

When children are nurtured and well cared for, especially during their early years, they have better social-emotional, language and learning outcomes. These, in turn, lead to more positive behavior and academic achievement in later years. But single parents, especially those struggling with financial hardship, are more prone to stress, anxiety and depression, which can interfere with effective parenting. These findings underscore the importance of two-generation strategies that strengthen families by mitigating their underlying economic distress and addressing the well-being of both parents and children. Families exist in and are affected by neighborhoods and communities. When communities have strong social and cultural institutions; good role models for children; and the resources to provide safety, good schools and quality support services, families and their children are more likely to thrive.

Children in Single-Parent Families

+3 MILLION

35 percent of all children lived in single-parent families in 2011, representing an increase of more than 3 million children since 2005.

NEARLY 2 OF 5 YOUNG CHILDREN

Young children were more likely to live in a single-parent family. 37 percent of children under age 6 lived with a single parent.

SOURCE U.S. Census Bureau, 2011 American Community Survey.

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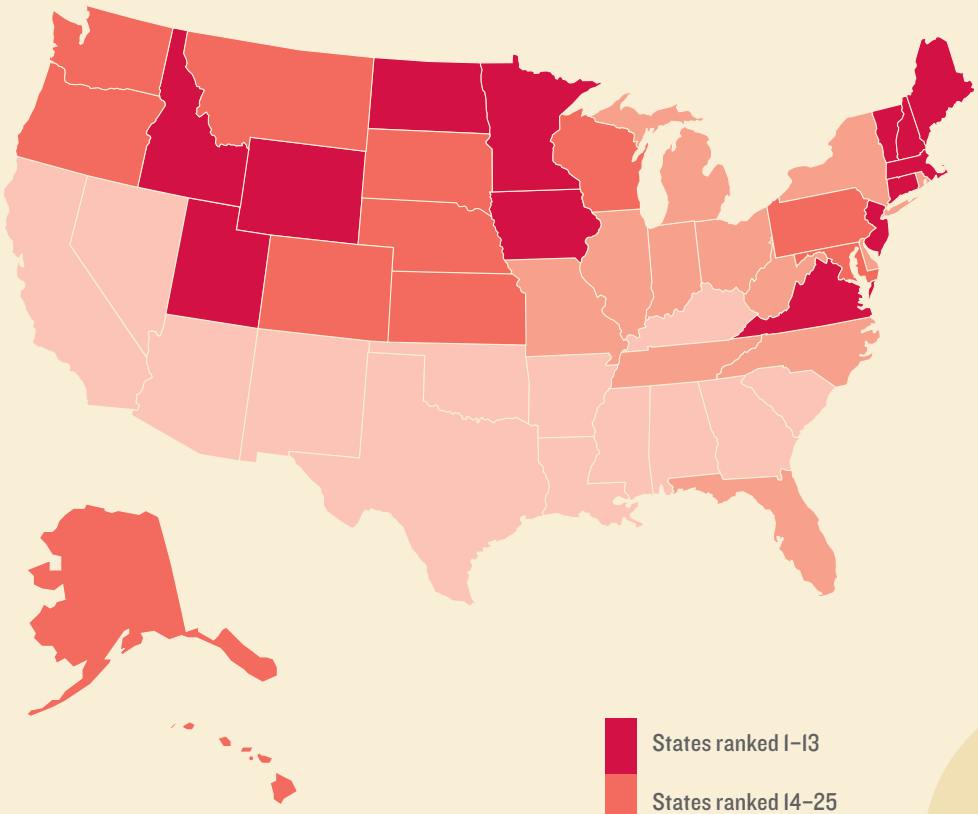
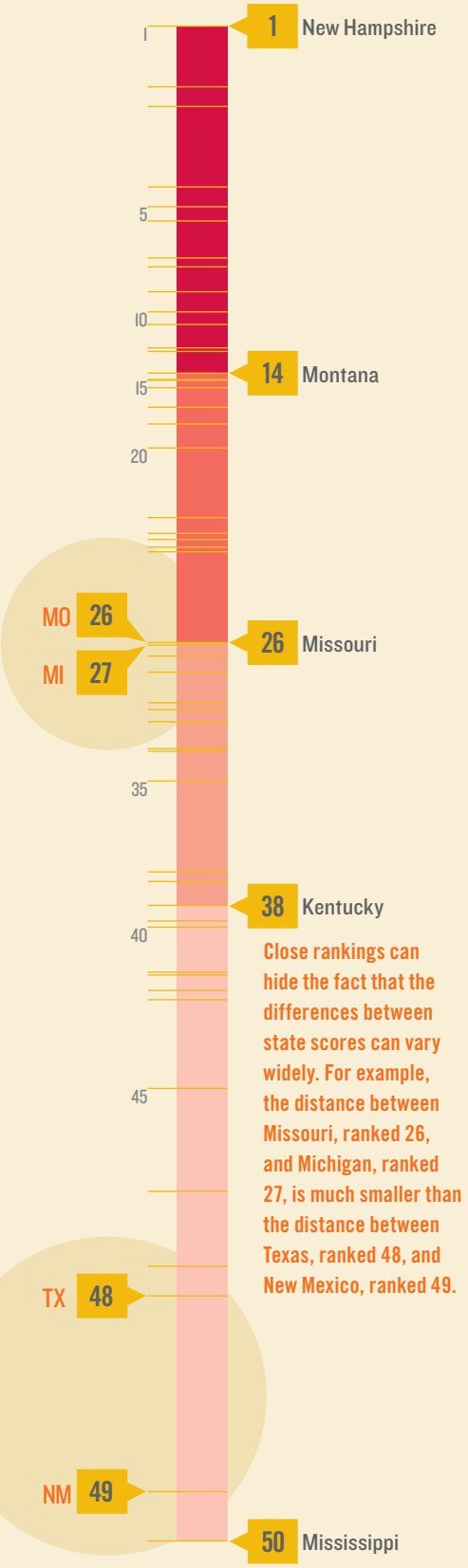
A State-to-State Comparison of Family and Community

The map below illustrates how states ranked on the Family and Community domain. The bar on the right displays the scores behind the rankings and the relative distance between state scores, demonstrating that not all ranks are created equal.





Close rankings can hide the fact that the differences between state scores can vary widely. For example, the distance between Missouri, ranked 26, and Michigan, ranked 27, is much smaller than the distance between Texas, ranked 48, and New Mexico, ranked 49.

FAMILY AND COMMUNITY

Children in single-parent families

FAMILY AND COMMUNITY

Children in families where the household head lacks a high school diploma

In 2011, 15 percent of children lived in households headed by an adult without a high school diploma. This represents 11.1 million children, compared with 12 million in 2005.

CHILDREN IN FAMILIES WHERE THE HOUSEHOLD HEAD LACKS A HIGH SCHOOL DIPLOMA: 2011

SOURCE U.S. Census Bureau, 2011 American Community Survey.

Children growing up in single-parent families typically do not have the same economic or human resources available as those growing up in two-parent families. In 2011, 37 percent of single-parent families had incomes below the poverty line, compared with 9 percent of married couples with children. Only 30 percent of female-headed families reported receiving any child support payments in 2010.[33] Compared with children in married-couple families, children raised in female-headed households are more likely to drop out of school, to have or cause a teen pregnancy and to experience a divorce in adulthood.[34] The U.S. Census Bureau defines single-parent families as those headed by an unmarried adult. A child living with cohabiting parents is counted as living in a single-parent family.

- The percentage of children living in single-parent families rose from 32 percent in 2005 to 35 percent in 2011, representing an increase of more than 3 million children. After holding steady for several years, the percentage of children in single-parent homes has been rising since 2009.

- At the state level, the percentage of children living in single-parent families in 2011 ranged from a low of 21 percent in Utah, to a high of 47 percent in Mississippi.

- Two-thirds (67 percent) of African-American children lived in single-parent families in 2011, compared with 53 percent of American Indian children and 42 percent of Latino children. By comparison, 25 percent of non-Hispanic white and 17 percent of Asian and Pacific Islander children lived in single-parent households.

Higher levels of parental education are strongly associated with better outcomes for children. Children whose parents have not graduated from high school are at greater risk of being born with a low birthweight and having health problems, and they are more likely to smoke and binge drink when they are older. Their school readiness and educational achievement are also at risk.[35] More highly educated parents are better able to provide their children with economic stability and security, which, in turn, enhances child development. Over the past several decades, parental education levels have steadily increased.

- In 2011, 15 percent of children lived in households headed by an adult without a high school diploma. This represents 11.1 million children, compared with 12 million in 2005.

- In North Dakota, only 5 percent of children lived in families not headed by a high school graduate in 2011, the lowest percentage in the country. At 25 percent, California had the highest rate of children living without a high-school-educated head of household.

- More than one-third (37 percent) of Latino children lived in households headed by someone without a high school diploma. That's more than two and a half times the rate for African-American children (14 percent) and more than six times the rate for non-Hispanic white children (6 percent).

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FAMILY AND COMMUNITY

Children living in high-poverty areas

Concentrated poverty puts whole neighborhoods, and the people living in them, at risk. High-poverty neighborhoods are much more likely than others to have high rates of crime and violence, physical and mental health issues, unemployment and other problems. Concentrated neighborhood poverty negatively affects poor children, as well as those who are better off.[36] High-poverty areas are defined here as census tracts where the poverty rates of the total population are 30 percent or more.

- During the period from 2007 through 2011, 12 percent of children lived in high-poverty areas nationwide, a total of 8.6 million. This represents an increase of 2.3 million children since 2000, when the rate was 9 percent.

- Variation among the states was wide: Only a fraction of a percent of children in Wyoming lived in areas of concentrated poverty from 2007 through 2011, whereas 24 percent of Mississippi's children lived in high-poverty areas.

- African-American, American Indian and Latino children were much more likely to live in high-poverty areas than were children from other racial and ethnic groups. The rates were 28 percent, 27 percent and 21 percent, respectively.

FAMILY AND COMMUNITY

Teen births

Teenage childbearing can have long-term negative effects for both the mother and newborn. Teens are at higher risk of bearing low-birthweight and preterm babies. And, their babies are far more likely to be born into families with limited educational and economic resources, which function as barriers to future success.[37] In 2006, the United States saw the first increase in the teen birth rate in more than a decade, a rise that continued through 2007. But since the two-year increase, the teen birth rate has declined to a historic low.

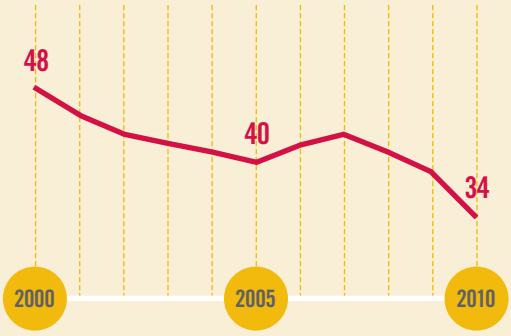
- In 2010, there were nearly 368,000 babies born to females ages 15 to 19. That translates into a birth rate of 34 births per 1,000 teens, which represents a substantial decrease from 2000, when the rate was 48 births per 1,000 teens.

- Among the states, the teen birth rate for 2010 ranged from a low of 16 births per 1,000 teens ages 15 to 19 in New Hampshire, to a high of 55 per 1,000 in Mississippi.

- At 56 births per 1,000 teenage girls, the teen birth rate for Latinos was the highest across major racial and ethnic groups. Although it remained high, the 2010 rate for births to Latino teens was the lowest rate on record.[38]

In 2010, there were nearly 368,000 babies born to females ages 15 to 19. That translates into a birth rate of 34 births per 1,000 teens, which represents a substantial decrease from 2000, when the rate was 48 births per 1,000 teens.

TEEN BIRTHS PER 1,000 FEMALES: 2000–2010



SOURCE Centers for Disease Control and Prevention, National Center for Health Statistics, 2000–2010 Vital Statistics.

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CONCLUSION

This year's *KIDS COUNT Data Book* provides some hopeful signs. The latest data show continued incremental improvement in educational achievement and child health and safety, as well as a record low level of teen births. At the same time, children and families are still coping with the effects of the recession and continued high unemployment. Child poverty continued to climb in 2011, two years after the recession ended; hopefully, the data for 2012 will show a decline.

Nonetheless, to improve outcomes for the next generation, serious challenges remain. The gulf continues to widen between children growing up in strong, economically secure families who are embedded in thriving communities and children who are not. And, while African-American and Latino children continue to fall disproportionately into the latter group, greater numbers of children of all racial and ethnic groups are facing conditions that can impede long-term success.

Improving outcomes for all children is essential for our nation to remain strong, stable and globally competitive. Research clearly indicates that one of the most cost-effective strategies is to reach the highest-risk kids in their earliest years. Smart investments in programs and services with a proven record — such as those that help low-income parents develop stronger, more nurturing relationships with their infants and toddlers and high-quality early care and education programs that provide stimulating environments and activities for developing young minds — can expand the opportunity for children to reach their full potential, benefiting us all.

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APPENDICES

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APPENDIX I

Child Well-Being Rankings

State	Overall Rank	Economic Well-Being Rank	Education Rank	Health Rank	Family and Community Rank
Alabama	44	40	44	35	44
Alaska	33	24	43	46	19
Arizona	47	47	46	45	46
Arkansas	40	39	36	30	45
California	41	46	39	29	42
Colorado	21	19	9	42	21
Connecticut	9	16	6	2	11
Delaware	22	21	23	19	28
District of Columbia	N.R.	N.R.	N.R.	N.R.	N.R.
Florida	38	45	35	37	35
Georgia	43	43	38	40	40
Hawaii	25	34	33	18	16
Idaho	20	23	29	28	10
Illinois	23	29	14	12	29
Indiana	30	26	34	21	30
Iowa	7	5	15	7	8
Kansas	16	8	11	26	23
Kentucky	34	32	28	31	38
Louisiana	46	42	45	41	47
Maine	13	20	20	1	6
Maryland	10	14	5	8	20
Massachusetts	3	13	1	11	7
Michigan	31	36	32	23	27
Minnesota	4	6	7	15	5
Mississippi	49	50	48	48	50
Missouri	27	22	21	32	26
Montana	28	15	13	50	14
Nebraska	8	4	17	10	15
Nevada	48	48	50	47	41
New Hampshire	1	7	4	16	1
New Jersey	5	18	2	13	9
New Mexico	50	49	49	49	49
New York	29	35	19	9	33
North Carolina	35	38	27	34	36
North Dakota	6	1	16	25	4
Ohio	24	27	18	24	31
Oklahoma	36	25	40	43	39
Oregon	32	41	37	17	22
Pennsylvania	17	17	8	22	25
Puerto Rico	N.R.	N.R.	N.R.	N.R.	N.R.
Rhode Island	26	31	24	5	32
South Carolina	45	44	41	44	43
South Dakota	18	3	22	38	24
Tennessee	39	37	42	33	37
Texas	42	30	31	36	48
Utah	14	11	30	14	2
Vermont	2	9	3	4	3
Virginia	11	10	10	20	13
Washington	19	28	25	6	17
West Virginia	37	33	47	27	34
Wisconsin	12	12	12	3	18
Wyoming	15	2	26	39	12

N.R. Not Ranked.

ECONOMIC WELL-BEING INDICATORS

	Children in poverty: 2011		Children whose parents lack secure employment: 2011		Children living in households with a high housing cost burden: 2011		Teens not in school and not working: 2011	
State	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	16,387,000	23	23,777,000	32	29,486,000	40	1,497,000	8
Alabama	307,000	28	399,000	35	394,000	35	28,000	10
Alaska	27,000	15	62,000	33	61,000	32	4,000	10
Arizona	435,000	27	560,000	35	664,000	41	41,000	11
Arkansas	197,000	28	253,000	36	225,000	32	16,000	10
California	2,085,000	23	3,314,000	36	4,820,000	52	193,000	9
Colorado	217,000	18	362,000	29	461,000	38	21,000	8
Connecticut	119,000	15	221,000	28	351,000	44	14,000	7
Delaware	35,000	17	61,000	30	78,000	38	4,000	8
District of Columbia	32,000	30	47,000	44	47,000	44	4,000	12
Florida	980,000	25	1,364,000	34	1,922,000	48	93,000	9
Georgia	647,000	26	866,000	35	1,004,000	40	63,000	11
Hawaii	51,000	17	96,000	32	141,000	46	7,000	11
Idaho	85,000	20	132,000	31	143,000	34	8,000	9
Illinois	658,000	22	975,000	31	1,285,000	42	61,000	8
Indiana	361,000	23	527,000	33	487,000	31	33,000	9
Iowa	123,000	17	176,000	24	185,000	26	11,000	6
Kansas	134,000	19	181,000	25	215,000	30	10,000	6
Kentucky	275,000	27	378,000	37	324,000	32	18,000	8
Louisiana	317,000	29	396,000	35	374,000	33	31,000	12
Maine	50,000	19	88,000	33	104,000	38	4,000	6
Maryland	179,000	14	367,000	27	546,000	41	25,000	8
Massachusetts	212,000	15	421,000	30	570,000	41	21,000	5
Michigan	560,000	25	813,000	35	843,000	37	52,000	9
Minnesota	194,000	15	330,000	26	412,000	32	14,000	5
Mississippi	236,000	32	285,000	38	280,000	37	22,000	12
Missouri	306,000	22	446,000	32	444,000	31	27,000	8
Montana	43,000	20	67,000	30	70,000	32	3,000	7
Nebraska	82,000	18	111,000	24	122,000	26	5,000	5
Nevada	144,000	22	224,000	34	294,000	44	18,000	13
New Hampshire	33,000	12	65,000	23	110,000	39	4,000	6
New Jersey	296,000	15	556,000	27	990,000	48	31,000	7
New Mexico	157,000	31	192,000	37	188,000	36	13,000	11
New York	951,000	23	1,361,000	32	1,985,000	46	89,000	8
North Carolina	580,000	26	782,000	34	841,000	37	52,000	10
North Dakota	22,000	15	33,000	22	31,000	21	3,000	7
Ohio	641,000	24	889,000	33	939,000	35	44,000	7
Oklahoma	216,000	23	282,000	30	282,000	30	19,000	9
Oregon	199,000	24	315,000	37	387,000	45	18,000	9
Pennsylvania	532,000	20	854,000	31	968,000	35	50,000	7
Puerto Rico	499,000	57	479,000	55	291,000	33	36,000	16
Rhode Island	47,000	22	77,000	35	94,000	43	4,000	7
South Carolina	297,000	28	381,000	35	395,000	36	30,000	11
South Dakota	36,000	18	48,000	24	50,000	25	2,000	5
Tennessee	386,000	26	513,000	34	529,000	35	32,000	9
Texas	1,829,000	27	2,112,000	30	2,525,000	36	139,000	9
Utah	138,000	16	219,000	25	323,000	37	15,000	8
Vermont	18,000	15	36,000	29	46,000	36	2,000	6
Virginia	280,000	15	472,000	25	683,000	37	32,000	7
Washington	283,000	18	517,000	33	649,000	41	33,000	9
West Virginia	98,000	26	137,000	35	102,000	26	11,000	11
Wisconsin	237,000	18	378,000	29	464,000	35	21,000	6
Wyoming	21,000	16	33,000	24	37,000	27	1,000	4

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EDUCATION INDICATORS

	Children not attending preschool: 2009–11		Fourth graders not proficient in reading: 2011		Eighth graders not proficient in math: 2011		High school students not graduating on time: 2009/10	
State	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	4,325,000	54	N.A.	68	N.A.	66	870,542	22
Alabama	72,000	58	N.A.	69	N.A.	80	16,914	28
Alaska	13,000	66	N.A.	74	N.A.	65	2,678	25
Arizona	124,000	67	N.A.	74	N.A.	69	20,678	25
Arkansas	42,000	52	N.A.	70	N.A.	71	9,440	25
California	532,000	53	N.A.	75	N.A.	75	112,994	22
Colorado	72,000	51	N.A.	61	N.A.	57	12,474	20
Connecticut	33,000	39	N.A.	58	N.A.	62	11,433	25
Delaware	12,000	51	N.A.	64	N.A.	68	2,635	24
District of Columbia	4,000	34	N.A.	81	N.A.	83	2,407	40
Florida	221,000	51	N.A.	65	N.A.	72	64,478	29
Georgia	139,000	52	N.A.	68	N.A.	72	39,444	30
Hawaii	16,000	48	N.A.	73	N.A.	70	3,593	25
Idaho	32,000	65	N.A.	67	N.A.	63	3,384	16
Illinois	155,000	46	N.A.	67	N.A.	67	30,647	18
Indiana	108,000	60	N.A.	67	N.A.	66	19,046	23
Iowa	43,000	53	N.A.	67	N.A.	66	4,730	12
Kansas	44,000	54	N.A.	64	N.A.	59	5,786	15
Kentucky	66,000	58	N.A.	65	N.A.	69	10,714	20
Louisiana	60,000	48	N.A.	77	N.A.	78	16,604	31
Maine	16,000	57	N.A.	68	N.A.	61	2,914	17
Maryland	72,000	49	N.A.	57	N.A.	60	12,831	18
Massachusetts	60,000	41	N.A.	50	N.A.	49	13,551	17
Michigan	128,000	54	N.A.	69	N.A.	69	35,126	24
Minnesota	78,000	54	N.A.	65	N.A.	52	7,952	12
Mississippi	40,000	50	N.A.	78	N.A.	81	14,476	36
Missouri	88,000	55	N.A.	66	N.A.	68	12,463	16
Montana	14,000	57	N.A.	64	N.A.	54	2,229	18
Nebraska	27,000	53	N.A.	64	N.A.	67	3,748	16
Nevada	53,000	70	N.A.	75	N.A.	71	15,289	42
New Hampshire	14,000	48	N.A.	57	N.A.	56	2,396	14
New Jersey	83,000	38	N.A.	56	N.A.	53	14,180	13
New Mexico	35,000	62	N.A.	79	N.A.	76	9,019	33
New York	197,000	45	N.A.	65	N.A.	70	58,158	24
North Carolina	145,000	57	N.A.	66	N.A.	63	26,670	23
North Dakota	11,000	66	N.A.	64	N.A.	57	942	12
Ohio	162,000	55	N.A.	66	N.A.	61	28,237	19
Oklahoma	61,000	59	N.A.	73	N.A.	73	10,529	21
Oregon	57,000	60	N.A.	70	N.A.	67	10,754	24
Pennsylvania	151,000	51	N.A.	59	N.A.	61	24,831	16
Puerto Rico	41,000	47	N.A.	N.A.	N.A.	N.A.	16,896	40
Rhode Island	13,000	53	N.A.	65	N.A.	66	3,058	24
South Carolina	63,000	55	N.A.	72	N.A.	68	18,891	32
South Dakota	14,000	60	N.A.	69	N.A.	58	1,813	18
Tennessee	98,000	60	N.A.	74	N.A.	76	15,202	20
Texas	459,000	59	N.A.	72	N.A.	60	74,924	21
Utah	63,000	60	N.A.	67	N.A.	65	8,554	21
Vermont	7,000	53	N.A.	59	N.A.	54	675	9
Virginia	105,000	52	N.A.	61	N.A.	60	18,911	19
Washington	103,000	59	N.A.	66	N.A.	60	19,508	23
West Virginia	27,000	64	N.A.	73	N.A.	79	4,904	22
Wisconsin	82,000	60	N.A.	66	N.A.	59	6,331	9
Wyoming	10,000	60	N.A.	66	N.A.	63	1,397	20

N.A. Not Available.

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HEALTH INDICATORS

	Low-birthweight babies: 2010		Children without health insurance: 2011		Child and teen deaths per 100,000: 2010		Teens who abuse alcohol or drugs: 2010–11	
State	Number	Percent	Number	Percent	Number	Rate	Number	Percent
United States	325,563	8.1	5,528,000	7	20,482	26	1,752,000	7
Alabama	6,165	10.3	59,000	5	445	37	23,000	6
Alaska	651	5.7	22,000	12	84	43	5,000	8
Arizona	6,190	7.1	208,000	13	477	28	46,000	9
Arkansas	3,391	8.8	40,000	6	259	34	14,000	6
California	34,641	6.8	745,000	8	2,129	21	275,000	9
Colorado	5,811	8.8	116,000	9	322	25	32,000	8
Connecticut	3,011	8.0	23,000	3	149	17	21,000	7
Delaware	1,016	8.9	9,000	5	52	23	4,000	7
District of Columbia	934	10.2	4,000	4	48	41	2,000	7
Florida	18,681	8.7	475,000	12	1,166	27	90,000	7
Georgia	12,912	9.7	237,000	10	792	30	52,000	6
Hawaii	1,584	8.3	11,000	4	67	21	7,000	8
Idaho	1,573	6.8	39,000	9	127	28	10,000	7
Illinois	13,666	8.3	113,000	4	887	27	68,000	6
Indiana	6,732	8.0	129,000	8	485	28	31,000	6
Iowa	2,700	7.0	32,000	4	184	24	17,000	7
Kansas	2,881	7.1	46,000	6	253	33	17,000	7
Kentucky	5,044	9.0	62,000	6	354	32	21,000	6
Louisiana	6,700	10.7	65,000	6	444	37	21,000	6
Maine	814	6.3	14,000	5	80	27	6,000	6
Maryland	6,474	8.8	61,000	5	342	24	26,000	6
Massachusetts	5,634	7.7	24,000	2	258	17	44,000	9
Michigan	9,610	8.4	94,000	4	687	27	58,000	7
Minnesota	4,415	6.4	80,000	6	342	25	32,000	8
Mississippi	4,852	12.1	61,000	8	306	38	14,000	6
Missouri	6,286	8.2	95,000	7	474	31	33,000	7
Montana	901	7.5	26,000	12	108	45	7,000	10
Nebraska	1,839	7.1	27,000	6	130	27	9,000	6
Nevada	2,965	8.3	107,000	16	189	27	17,000	8
New Hampshire	881	6.9	10,000	4	63	20	9,000	9
New Jersey	8,814	8.2	105,000	5	394	18	53,000	8
New Mexico	2,427	8.7	47,000	9	200	36	15,000	9
New York	20,049	8.2	181,000	4	959	21	101,000	7
North Carolina	11,109	9.1	175,000	8	666	27	49,000	7
North Dakota	607	6.7	10,000	6	55	34	3,000	7
Ohio	11,899	8.6	157,000	6	741	25	62,000	7
Oklahoma	4,458	8.4	99,000	11	352	36	19,000	6
Oregon	2,865	6.3	63,000	7	199	21	23,000	8
Pennsylvania	11,941	8.3	149,000	5	774	25	67,000	7
Puerto Rico	5,304	12.6	34,000	4	247	25	N.A.	N.A.
Rhode Island	862	7.7	9,000	4	43	17	6,000	7
South Carolina	5,781	9.9	91,000	8	368	32	24,000	7
South Dakota	806	6.8	12,000	6	84	39	5,000	8
Tennessee	7,179	9.0	85,000	6	490	31	34,000	7
Texas	32,486	8.4	917,000	13	1,881	26	142,000	6
Utah	3,655	7.0	97,000	11	218	24	15,000	6
Vermont	382	6.1	3,000	2	26	18	4,000	9
Virginia	8,448	8.2	108,000	6	438	22	42,000	7
Washington	5,464	6.3	97,000	6	355	21	37,000	7
West Virginia	1,880	9.2	17,000	4	139	33	8,000	6
Wisconsin	4,818	7.0	58,000	4	351	24	29,000	6
Wyoming	679	9.0	12,000	9	46	32	3,000	7

N.A. Not Available.

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FAMILY AND COMMUNITY INDICATORS

	Children in single-parent families: 2011		Children in families where the household head lacks a high school diploma: 2011		Children living in high-poverty areas: 2007–11		Teen births per 1,000: 2010	
State	Number	Percent	Number	Percent	Number	Percent	Number	Rate
United States	24,718,000	35	11,131,000	15	8,591,000	12	367,678	34
Alabama	417,000	39	169,000	15	154,000	14	7,343	44
Alaska	63,000	35	15,000	8	2,000	1	956	38
Arizona	614,000	40	299,000	18	315,000	19	9,389	42
Arkansas	254,000	38	103,000	14	108,000	15	5,229	52
California	3,041,000	34	2,271,000	25	1,176,000	13	43,149	32
Colorado	347,000	29	163,000	13	97,000	8	5,474	33
Connecticut	247,000	32	76,000	9	68,000	8	2,274	19
Delaware	78,000	41	25,000	12	12,000	6	974	31
District of Columbia	63,000	64	16,000	15	30,000	29	951	45
Florida	1,493,000	39	543,000	14	427,000	11	19,127	32
Georgia	901,000	38	365,000	15	313,000	13	14,378	41
Hawaii	89,000	31	28,000	9	15,000	5	1,347	33
Idaho	106,000	26	47,000	11	18,000	4	1,863	33
Illinois	1,008,000	34	438,000	14	310,000	10	14,798	33
Indiana	534,000	35	202,000	13	151,000	9	8,665	37
Iowa	208,000	30	60,000	8	27,000	4	3,017	29
Kansas	213,000	31	80,000	11	51,000	7	3,865	39
Kentucky	340,000	36	131,000	13	144,000	14	6,684	46
Louisiana	471,000	45	180,000	16	193,000	17	7,689	48
Maine	88,000	34	16,000	6	9,000	3	917	21
Maryland	468,000	37	137,000	10	52,000	4	5,396	27
Massachusetts	424,000	31	127,000	9	98,000	7	3,909	17
Michigan	758,000	35	225,000	10	350,000	15	10,835	30
Minnesota	350,000	28	104,000	8	74,000	6	4,035	23
Mississippi	332,000	47	122,000	16	183,000	24	6,077	55
Missouri	465,000	35	161,000	11	124,000	9	7,669	37
Montana	64,000	30	14,000	6	17,000	7	1,128	35
Nebraska	129,000	29	48,000	10	28,000	6	1,958	31
Nevada	227,000	36	153,000	23	59,000	9	3,421	39
New Hampshire	78,000	29	20,000	7	4,000	1	722	16
New Jersey	604,000	31	201,000	10	142,000	7	5,793	20
New Mexico	208,000	43	115,000	22	108,000	21	3,872	53
New York	1,457,000	36	651,000	15	704,000	16	15,126	23
North Carolina	857,000	39	331,000	14	248,000	11	12,309	38
North Dakota	38,000	26	7,000	5	12,000	8	659	29
Ohio	944,000	37	276,000	10	352,000	13	13,752	34
Oklahoma	316,000	36	126,000	13	109,000	12	6,496	50
Oregon	261,000	32	132,000	15	57,000	7	3,496	28
Pennsylvania	912,000	34	298,000	11	300,000	11	11,959	27
Puerto Rico	479,000	57	170,000	19	776,000	84	7,170	51
Rhode Island	79,000	38	31,000	14	31,000	14	891	22
South Carolina	428,000	42	142,000	13	144,000	13	6,849	43
South Dakota	62,000	32	17,000	9	23,000	11	975	35
Tennessee	516,000	37	188,000	13	204,000	14	9,254	43
Texas	2,363,000	36	1,613,000	23	1,209,000	18	47,751	52
Utah	181,000	21	84,000	9	26,000	3	3,049	28
Vermont	39,000	32	7,000	6	2,000	2	401	18
Virginia	559,000	31	187,000	10	87,000	5	7,374	27
Washington	453,000	30	195,000	12	87,000	6	6,002	27
West Virginia	130,000	36	49,000	13	29,000	7	2,608	45
Wisconsin	403,000	32	130,000	10	108,000	8	5,100	26
Wyoming	39,000	30	13,000	9	1,000	<0.5	723	39

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About the Index

The KIDS COUNT index reflects child health and education outcomes as well as risk and protective factors, such as economic well-being, family structure and community context. The index incorporates a developmental perspective on childhood and includes experiences across life stages, from birth through early adulthood. The indicators are consistently and regularly measured, which allows for legitimate comparisons across states and over time.

Organizing the index into domains provides a more nuanced assessment of child well-being in each state that can inform policy solutions by helping policymakers and advocates better identify areas of strength and weakness. For example, a state may rank well above average in overall child well-being, while showing the need for improvement in education. Domain-specific data can strengthen decision-making efforts by providing multiple data points relevant to specific policy areas.

The 16 indicators of child well-being are derived from federal government statistical agencies and reflect the best available state and national data for tracking yearly changes. For a complete description of the definitions and data sources for each indicator, see page 47. Many of the indicators are derived from samples, and like all sample data, they contain some random error. Other measures (such as the child and teen death rate) are based on relatively small numbers of events in some states and may exhibit some random fluctuation from year to year.

We urge readers to focus on relatively large differences across states, as small differences may simply reflect insignificant fluctuations, rather than real changes in the well-being of children. Assessing trends by looking at changes over a longer period of time is more reliable. State data for past years are available at the KIDS COUNT Data Center (datacenter.kidscount.org).

The *KIDS COUNT Data Book* utilizes rates and percentages because that is the best way to compare states to one another and to assess changes over time within a state. However, our focus on rates and percentages may mask the magnitude of some of the problems examined in this report. Therefore, data on the actual number of children or events are provided in Appendix 2 and at the KIDS COUNT Data Center.

We include data for the District of Columbia and some data for Puerto Rico in the appendices of the *Data Book*, but not in our state rankings. Because they are significantly different from any state, the comparisons are not instructive. It is more useful to look at changes for these geographies over time or to compare the District with other large cities. Data for many child well-being indicators for the 50 largest cities (including the District of Columbia) are available at the Data Center, which also contains some data for children and families in the U.S. Virgin Islands.

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Definitions and Data Sources

Domain Rank for each state was obtained in the following manner. First, we converted the state numerical values for the most recent year for each of the four key indicators within each domain into standard scores. We summed those standard scores in each domain to get a total standard score for each state. Finally, we ranked the states on the basis of their total standard score by domain in sequential order from highest/best (1) to lowest/worst (50). Standard scores were derived by subtracting the mean score from the observed score and dividing the amount by the standard deviation for that distribution of scores. All measures were given the same weight in calculating the domain standard score.

Overall Rank for each state was obtained in the following manner. First, we converted the state numerical values for the most recent year for each of the 16 key indicators into standard scores. We summed those standard scores within their domains to create a domain standard score for each of the 50 states. We then summed the four domain standard scores to get a total standard score for each state. Finally, we ranked the states on the basis of their total standard score in sequential order from highest/best (1) to lowest/worst (50). Standard scores were derived by subtracting the mean score from the observed score and dividing the amount by the standard deviation for that distribution of scores. All measures were given the same weight in calculating the total standard score.

Percent Change Over Time Analysis was computed by comparing the most recent year's data for 16 key indicators with the data for the base year. To calculate percent change, we subtracted the rate for the most recent year from the rate for the base year and then divided that quantity by the rate for the base year. The results are multiplied by 100 for readability. The percent change was calculated on rounded data, and the "percent change" figure has been rounded to the nearest whole number.

Economic Well-Being Indicators

Children in poverty is the percentage of children under age 18 who live in families with incomes below 100 percent of the U.S. poverty threshold, as issued each year by the U.S. Census Bureau. The federal poverty definition consists of a series of thresholds based on family size and composition and is updated every year to account for inflation. In calendar year 2011, a family of two adults and two children fell in the "poverty" category if their annual income fell below $22,811. Poverty status is not determined for people living in group quarters, such as military barracks, prisons and other institutional quarters, or for unrelated individuals under age 15 (such as foster children). The data are based on income received in the 12 months prior to the survey. SOURCE: U.S. Census Bureau, American Community Survey.

Children whose parents lack secure employment is the share of all children under age 18 living in families where no parent has regular, full-time, year-round employment. For children living in single-parent families, this means that the resident parent did not work at least 35 hours per week, at least 50 weeks in the 12 months prior to the survey. For children living in married-couple families, this means that neither parent worked at least 35 hours per week, at least 50 weeks in the 12 months prior to the survey. Children living with neither parent are also listed as not having secure

Definitions and Data Sources

parental employment because those children are likely to be economically vulnerable. The 2011 estimate for this measure should not be compared to estimates prior to 2008 because of substantial changes made to the 2008 American Community Survey questions on labor force participation and number of weeks worked. SOURCE: U.S. Census Bureau, American Community Survey.

Children living in households with a high housing cost burden is the percentage of children under age 18 who live in households where more than 30 percent of monthly household pretax income is spent on housing-related expenses, including rent, mortgage payments, taxes and insurance. SOURCE: U.S. Census Bureau, American Community Survey.

Teens not in school and not working is the percentage of teenagers between ages 16 and 19 who are not enrolled in school (full or part time) and not employed (full or part time). This measure is sometimes referred to as "idle teens" or "disconnected youth." The 2011 estimate for this measure should not be compared to estimates prior to 2008 because of substantial changes made to the 2008 American Community Survey questions on labor force participation and number of weeks worked. SOURCE: U.S. Census Bureau, American Community Survey.

Education Indicators

Children not attending preschool is the percentage of children ages 3 and 4 who were not enrolled in nursery school or preschool during the previous two months. Children enrolled in kindergarten are excluded from this analysis. Due to small sample size, the three-year American Community Survey was used to increase accuracy of the estimates. SOURCE: U.S. Census Bureau, American Community Survey.

Fourth graders not proficient in reading is the percentage of fourth-grade public school students who did not reach the proficient level in reading as measured by the National Assessment of Educational Progress (NAEP). Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress.

Eighth graders not proficient in math is the percentage of eighth-grade public school students who did not reach the proficient level in math as measured by the National Assessment of Educational Progress (NAEP). Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress.

High school students not graduating on time is the estimated percentage of an entering freshman class not graduating in four years. The measure is derived from the Averaged Freshman Graduation Rate (AFGR), which uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of regular diplomas awarded four years later. Estimates are based on provisional data. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD).

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Health Indicators

Low-birthweight babies is the percentage of live births weighing less than 2,500 grams (5.5 pounds). The data reflect the mother's place of residence, not the place where the birth occurred. SOURCE: Centers for Disease Control and Prevention, National Center for Health Statistics, Vital Statistics.

Children without health insurance is the percentage of children under age 18 not covered by any health insurance. The data are based on health insurance coverage at the time of the survey; interviews are conducted throughout the calendar year. SOURCE: U.S. Census Bureau, American Community Survey.

Child and teen deaths is the number of deaths, from all causes, to children between ages 1 and 19 per 100,000 children in this age range. The data are reported by the place of residence, not the place where the death occurred. SOURCES: **Death Statistics:** Centers for Disease Control and Prevention, National Center for Health Statistics, Vital Statistics. **Population Statistics:** U.S. Census Bureau.

Teens who abuse alcohol or drugs is the percentage of teens ages 12 to 17 reporting dependence on or abuse of either illicit drugs or alcohol in the past year. Illicit drugs include marijuana, cocaine, heroin, hallucinogens, inhalants or prescription drugs used nonmedically. Dependence or abuse is based on definitions found in the *Diagnostic and Statistical Manual of Mental Disorders.* These data are based on a two-year average of survey responses. SOURCE: Substance Abuse and Mental Health Services Administration, National Survey on Drug Use and Health.

Family and Community Indicators

Children in single-parent families is the percentage of children under age 18 who live with their own unmarried parent, either in a family or subfamily. In this definition, single-parent families may include cohabiting couples. Children living with married stepparents are not considered to be in a single-parent family. SOURCE: U.S. Census Bureau, American Community Survey.

Children in families where the household head lacks a high school diploma is the percentage of children under age 18 living in households where the household head does not have a high school diploma or equivalent. SOURCE: U.S. Census Bureau, American Community Survey.

Children living in high-poverty areas is the percentage of children under age 18 who live in census tracts where the poverty rate of the total population is 30 percent or more. In calendar year 2011, a family of two adults and two children fell in the "poverty" category if their annual income fell below $22,811. The data are based on income received in the 12 months prior to the survey. The census tract level data used in this analysis are only available in the five-year American Community Survey. The most recent year of data covers the time period 2007–11. SOURCE: U.S. Census Bureau, American Community Survey.

Teen births is the number of births to teenagers between ages 15 and 19 per 1,000 females in this age group. Data reflect the mother's place of residence, rather than the place of the birth. SOURCES: **Birth Statistics:** Centers for Disease Control and Prevention, National Center for Health Statistics, Vital Statistics. **Population Statistics:** U.S. Census Bureau.

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Primary Contacts for State KIDS COUNT Projects

The Annie E. Casey Foundation provides funding and technical assistance for a national network of KIDS COUNT projects in every state, the District of Columbia, the U.S. Virgin Islands and the Commonwealth of Puerto Rico. These projects, listed on the following pages, measure and report on the status of children at the state and local levels. They use the data to inform public debates and encourage public action to improve the lives of children.

The state KIDS COUNT projects publish a range of data-driven materials — state data books, special reports, issue briefs and fact sheets — that help policymakers and citizens identify the needs of children and families and develop appropriate responses to address these needs. Much of the local-level data collected by the state KIDS COUNT grantees are available at: datacenter.kidscount.org

State Grantees

For more information about the network of state KIDS COUNT grantees, including mailing addresses, please visit: www.kidscount.org

Alabama
VOICES for Alabama's Children
www.alavoices.org
334.213.2410

Alaska
KIDS COUNT Alaska
kidscount.alaska.edu
907.786.5431

Arizona
Children's Action Alliance
www.azchildren.org
602.266.0707

Arkansas
Arkansas Advocates
for Children & Families
www.aradvocates.org
501.371.9678

California
Children Now
www.childrennow.org
510.763.2444

Colorado
Colorado Children's Campaign
www.coloradokids.org
303.839.1580

Connecticut
Connecticut Association
for Human Services
www.cahs.org
860.951.2212

Delaware
University of Delaware
www.dekidscount.org
302.831.3462

District of Columbia
DC Action for Children
www.dckids.org
202.234.9404

Florida
Florida KIDS COUNT
University of South Florida
www.floridakidscount.org
813.974.7411

Georgia
Georgia Family Connection
Partnership, Inc.
www.gafcp.org
404.527.7394

Hawaii
University of Hawaii
Center on the Family
www.uhfamily.hawaii.edu
808.956.3760

Idaho
Mountain States Group
www.idahokidscount.org
208.388.1014

Illinois
Voices for Illinois Children
www.voices4kids.org
312.456.0600

Indiana
Indiana Youth Institute
www.iyi.org
317.396.2700

Iowa
Child & Family Policy Center
www.cfpciowa.org
515.280.9027

Kansas
Kansas Action for Children
www.kac.org
785.232.0550

Kentucky
Kentucky Youth Advocates, Inc.
www.kyyouth.org
502.895.8167

Louisiana
Agenda for Children
www.agendaforchildren.org
504.586.8509

Maine
Maine Children's Alliance
www.mekids.org
207.623.1868

Maryland
Advocates for Children & Youth
www.acy.org
410.547.9200

Massachusetts
Massachusetts Budget
& Policy Center
www.massbudget.org
617.426.1228

Michigan
Michigan League for
Public Policy
www.mlpp.org
517.487.5436

Minnesota
Children's Defense
Fund — Minnesota
www.cdf-mn.org
651.227.6121

Mississippi
Social Science Research Center
www.ssrc.msstate.edu/
mskidscount
662.325.7127

Missouri
Partnership for Children
http://pfc.org
816.531.9200

Montana
Montana KIDS COUNT
The University of Montana
www.montanakidscount.org
406.243.5113

C-55

Primary Contacts for State KIDS COUNT Projects

Nebraska
Voices for Children in Nebraska
www.voicesforchildren.com
402.597.3100

Nevada
Center for Business
and Economic Research
http://kidscount.unlv.edu/
702.895.3191

New Hampshire
Children's Alliance
of New Hampshire
www.childrennh.org
603.225.2264

New Jersey
Advocates for Children
of New Jersey
www.acnj.org
973.643.3876

New Mexico
New Mexico Voices for Children
www.nmvoices.org
505.244.9505

New York
New York State Council
on Children & Families
www.ccf.ny.gov
518.473.3652

North Carolina
Action for Children
North Carolina
www.ncchild.org
919.834.6623

North Dakota
North Dakota State University
www.ndkidscount.org
701.231.5931

Ohio
Children's Defense Fund — Ohio
www.cdfohio.org
614.221.2244

Oklahoma
Oklahoma Institute
for Child Advocacy
www.oica.org
405.236.5437

Oregon
Children First for Oregon
www.cffo.org
503.236.9754

Pennsylvania
Pennsylvania Partnerships
for Children
www.papartnerships.org
717.236.5680

Puerto Rico
National Council of La Raza
www.nclr.org
787.963.0156

Rhode Island
Rhode Island KIDS COUNT
www.rikidscount.org
401.351.9400

South Carolina
The Children's Trust
of South Carolina
www.scchildren.org
803.744.4035

South Dakota
SD KIDS COUNT Project
www.usd.edu/sdkidscount
605.677.6432

Tennessee
Tennessee Commission
on Children & Youth
www.tn.gov/tccy
615.741.2633

Texas
Center for Public Policy Priorities
http://forabettertexas.org/
childwellbeing.html
512.320.0222

U.S. Virgin Islands
Community Foundation
of the Virgin Islands
www.cfvi.net
340.774.6031

Utah
Voices for Utah Children
www.utahchildren.org
801.364.1182

Vermont
Voices for Vermont's Children
www.voicesforvtkids.org
802.229.6377

Virginia
Voices for Virginia's Children
www.vakids.org
804.649.0184

Washington
Children's Alliance
http://childrensalliance.org
206.324.0340

West Virginia
West Virginia KIDS COUNT Fund
www.wvkidscountfund.org
304.345.2101

Wisconsin
Wisconsin Council
on Children & Families
www.wccf.org
608.284.0580

Wyoming
Wyoming Children's
Action Alliance
www.wykids.com
800.400.3999

ABOUT THE ANNIE E. CASEY FOUNDATION AND KIDS COUNT

The Annie E. Casey Foundation is a private philanthropy that creates a brighter future for the nation's children by developing solutions to strengthen families, build paths to economic opportunity and transform struggling communities into safer and healthier places to live, work and grow.

KIDS COUNT®, a project of the Annie E. Casey Foundation, is a national and state-by-state effort to track the status of children in the United States. By providing policymakers and citizens with benchmarks of child well-being, KIDS COUNT seeks to enrich local, state and national discussions concerning ways to secure better futures for all children.

At the national level, the initiative develops and distributes reports on key areas of well-being, including the annual *KIDS COUNT Data Book*. The initiative also maintains the KIDS COUNT Data Center, which uses the best available data to measure the educational, social, economic and physical well-being of children. Additionally, the Foundation funds a nationwide network of state-level KIDS COUNT projects that provide a more detailed, community-by-community picture of the condition of children.

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Baltimore, MD 21202
www.aecf.org

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www.prb.org

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THE ANNIE E. CASEY FOUNDATION

701 ST. PAUL STREET
BALTIMORE, MD 21202
410.547.6600
WWW.AECF.ORG

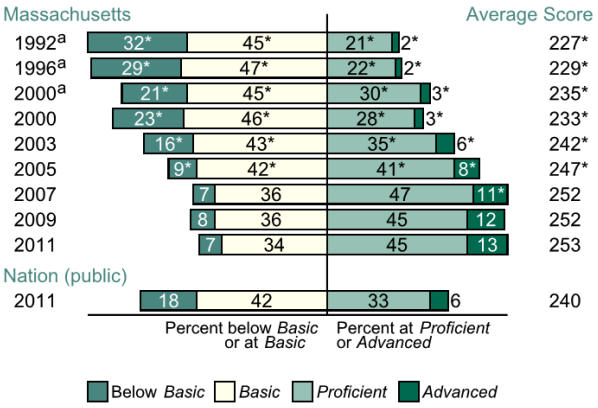
The Nation's Report Card Mathematics 2011 State Snapshot Report

Massachusetts
Grade 4
Public Schools

Overall Results

- In 2011, the average score of fourth-grade students in Massachusetts was 253. This was higher than the average score of 240 for public school students in the nation.
- The average score for students in Massachusetts in 2011 (253) was not significantly different from their average score in 2009 (252) and was higher than their average score in 1992 (227).
- In 2011, the score gap between students in Massachusetts at the 75th percentile and students at the 25th percentile was 35 points. This performance gap was not significantly different from that of 1992 (40 points).
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 58 percent in 2011. This percentage was not significantly different from that in 2009 (57 percent) and was greater than that in 1992 (23 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 93 percent in 2011. This percentage was not significantly different from that in 2009 (92 percent) and was greater than that in 1992 (68 percent).

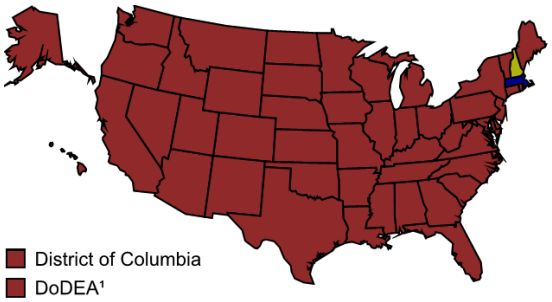
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
[a] Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

NOTE: Detail may not sum to totals because of rounding.

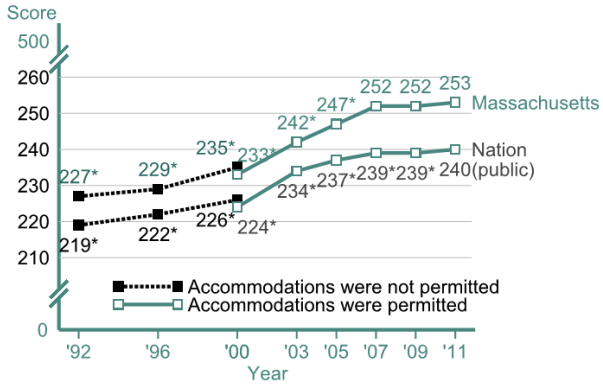
Compare the Average Score in 2011 to Other States/Jurisdictions



[1] Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Massachusetts** (253) was
- lower than that in 0 states/jurisdictions
- higher than those in 50 states/jurisdictions
- not significantly different from that in 1 state/jurisdiction

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above *Basic*	Percentages at or above *Proficient*	Percent at *Advanced*
Race/Ethnicity					
White	68	258	96	67	15
Black	9	235	81	27	3
Hispanic	15	236	80	32	4
Asian	6	267	98	76	29
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	257	92	60	22
Gender					
Male	50	255	92	60	16
Female	50	252	93	57	11
National School Lunch Program					
Eligible	34	239	83	36	4
Not eligible	66	261	97	70	19

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 24 points lower than White students. This performance gap was narrower than that in 1992 (36 points).
- In 2011, Hispanic students had an average score that was 22 points lower than White students. This performance gap was narrower than that in 1992 (34 points).
- In 2011, male students in Massachusetts had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 22 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (21 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.

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Institute of Education Sciences

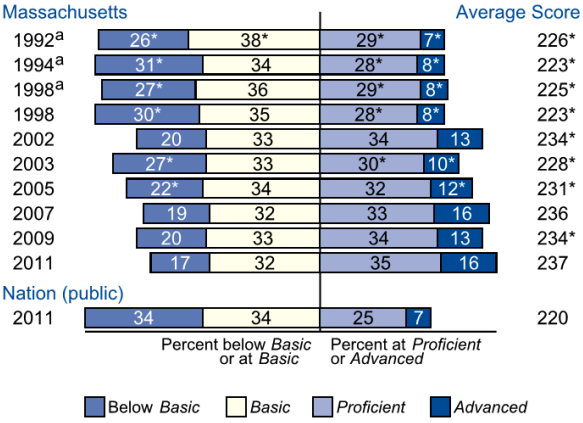
The Nation's Report Card Reading 2011 State Snapshot Report

Massachusetts
Grade 4
Public Schools

Overall Results

- In 2011, the average score of fourth-grade students in Massachusetts was 237. This was higher than the average score of 220 for public school students in the nation.
- The average score for students in Massachusetts in 2011 (237) was higher than their average score in 2009 (234) and was higher than their average score in 1992 (226).
- In 2011, the score gap between students in Massachusetts at the 75th percentile and students at the 25th percentile was 41 points. This performance gap was not significantly different from that of 1992 (39 points).
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 50 percent in 2011. This percentage was not significantly different from that in 2009 (47 percent) and was greater than that in 1992 (36 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 83 percent in 2011. This percentage was not significantly different from that in 2009 (80 percent) and was greater than that in 1992 (74 percent).

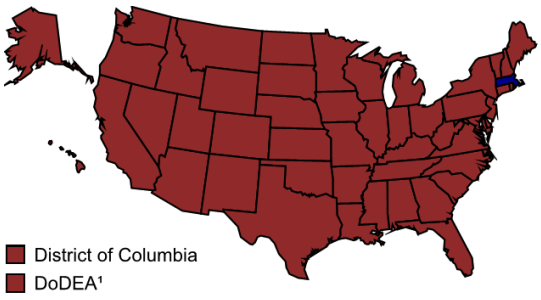
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
[a] Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

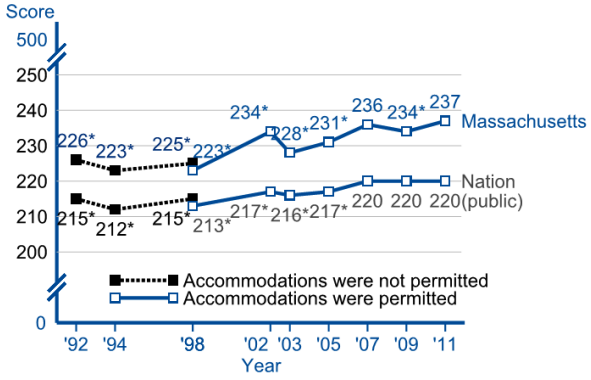


[1] Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Massachusetts** (237) was

- lower than that in 0 states/jurisdictions
- higher than those in 51 states/jurisdictions
- not significantly different from those in 0 state/jurisdiction

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above *Basic*	Percentages at or above *Proficient*	Percent at *Advanced*
Race/Ethnicity					
White	68	243	89	59	18
Black	9	216	61	24	3
Hispanic	14	216	62	23	4
Asian	6	243	85	56	25
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	246	88	60	25
Gender					
Male	49	234	80	47	13
Female	51	239	85	54	18
National School Lunch Program					
Eligible	33	218	66	25	4
Not eligible	67	246	91	63	21

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 27 points lower than White students. This performance gap was not significantly different from that in 1992 (26 points).
- In 2011, Hispanic students had an average score that was 27 points lower than White students. This performance gap was narrower than that in 1992 (34 points).
- In 2011, female students in Massachusetts had an average score that was higher than male students by 6 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 27 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (28 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Reading Assessments.

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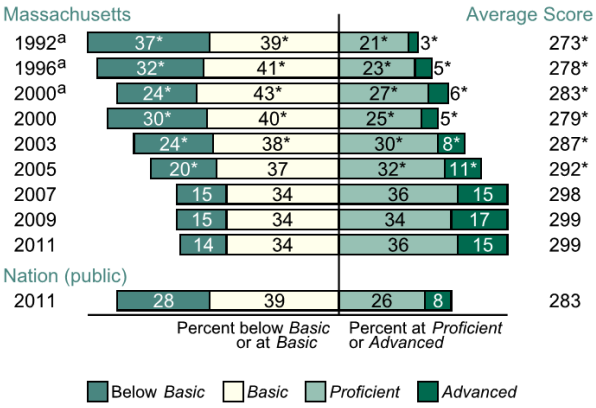
The Nation's Report Card Mathematics 2011 State Snapshot Report

Massachusetts
Grade 8
Public Schools

Overall Results

- In 2011, the average score of eighth-grade students in Massachusetts was 299. This was higher than the average score of 283 for public school students in the nation.
- The average score for students in Massachusetts in 2011 (299) was not significantly different from their average score in 2009 (299) and was higher than their average score in 1992 (273).
- In 2011, the score gap between students in Massachusetts at the 75th percentile and students at the 25th percentile was 46 points. This performance gap was not significantly different from that of 1992 (48 points).
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 51 percent in 2011. This percentage was not significantly different from that in 2009 (52 percent) and was greater than that in 1992 (23 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 86 percent in 2011. This percentage was not significantly different from that in 2009 (85 percent) and was greater than that in 1992 (63 percent).

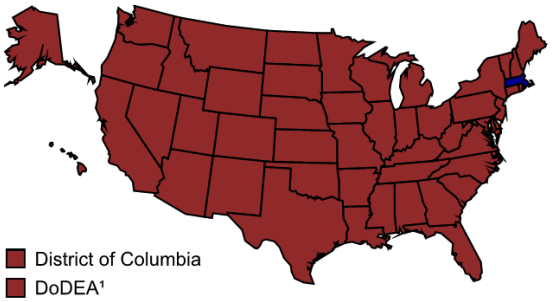
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
ª Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

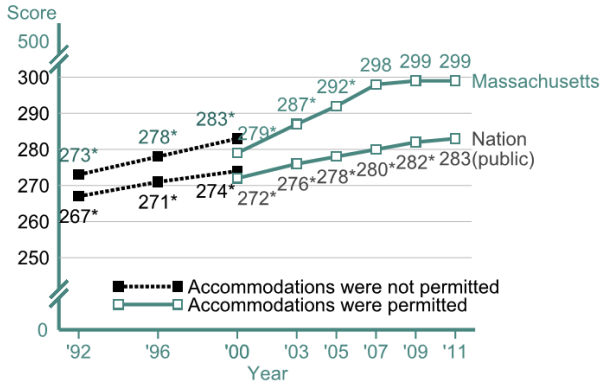


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Massachusetts** (299) was

- lower than that in 0 states/jurisdictions
- higher than those in 51 states/jurisdictions
- not significantly different from those in 0 state/jurisdiction

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above *Basic*	Percentages at or above *Proficient*	Percent at *Advanced*
Race/Ethnicity					
White	73	304	91	58	17
Black	8	275	65	26	4
Hispanic	13	273	64	21	3
Asian	4	321	94	73	39
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	‡	‡	‡	‡
Gender					
Male	51	299	85	52	17
Female	49	298	86	51	14
National School Lunch Program					
Eligible	33	280	72	29	5
Not eligible	67	308	92	62	21

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 29 points lower than White students. This performance gap was not significantly different from that in 1992 (34 points).
- In 2011, Hispanic students had an average score that was 31 points lower than White students. This performance gap was not significantly different from that in 1992 (38 points).
- In 2011, male students in Massachusetts had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 28 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (30 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.

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Institute of Education Sciences

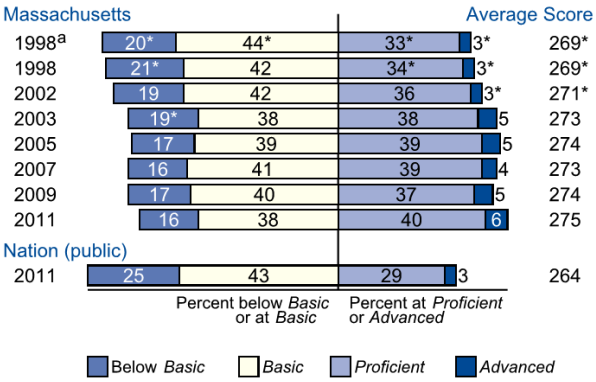
The Nation's Report Card Reading 2011 State Snapshot Report

Massachusetts
Grade 8
Public Schools

Overall Results

- In 2011, the average score of eighth-grade students in Massachusetts was 275. This was higher than the average score of 264 for public school students in the nation.
- The average score for students in Massachusetts in 2011 (275) was not significantly different from their average score in 2009 (274) and was higher than their average score in 1998 (269).
- In 2011, the score gap between students in Massachusetts at the 75th percentile and students at the 25th percentile was 44 points. This performance gap was not significantly different from that of 1998 (43 points).
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 46 percent in 2011. This percentage was not significantly different from that in 2009 (43 percent) and was greater than that in 1998 (38 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 84 percent in 2011. This percentage was not significantly different from that in 2009 (83 percent) and was greater than that in 1998 (79 percent).

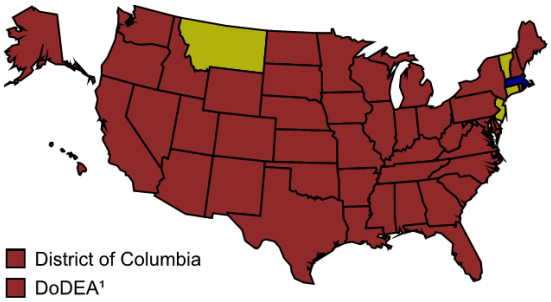
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
[a] Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

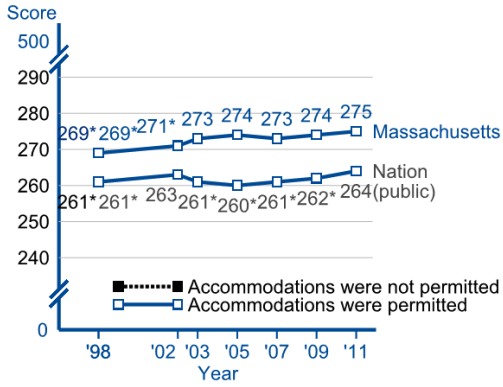


[1] Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Massachusetts** (275) was

- lower than that in 0 states/jurisdictions
- higher than those in 47 states/jurisdictions
- not significantly different from those in 4 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above *Basic*	Percentages at or above *Proficient*	Percent at *Advanced*
Race/Ethnicity					
White	73	282	91	53	8
Black	7	255	68	20	2
Hispanic	13	248	59	18	1
Asian	4	288	90	62	14
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	‡	‡	‡	‡
Gender					
Male	50	271	81	41	5
Female	50	280	88	51	8
National School Lunch Program					
Eligible	32	257	70	25	1
Not eligible	67	284	91	57	9

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 27 points lower than White students. This performance gap was not significantly different from that in 1998 (27 points).
- In 2011, Hispanic students had an average score that was 34 points lower than White students. This performance gap was not significantly different from that in 1998 (32 points).
- In 2011, female students in Massachusetts had an average score that was higher than male students by 9 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 27 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (29 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

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2013 KIDS COUNT PROFILE

MASSACHUSETTS

OVERALL RANK **3**

THE ANNIE E. CASEY FOUNDATION

ECONOMIC WELL-BEING

DOMAIN RANK **13**

Children in poverty	Children whose parents lack secure employment	Children living in households with a high housing cost burden	Teens not in school and not working
2011	2011	2011	2011
15%	**30%**	**41%**	**5%**
212,000 CHILDREN	421,000 CHILDREN	570,000 CHILDREN	21,000 TEENS
WORSENED	WORSENED	WORSENED	UNCHANGED
2005 14%	2008 26%	2005 40%	2008 5%

EDUCATION

DOMAIN RANK **1**

Children not attending preschool	Fourth graders not proficient in reading	Eighth graders not proficient in math	High school students not graduating on time
2009–11	2011	2011	2009/10
41%	**50%**	**49%**	**17%**
60,000 CHILDREN	N.A.	N.A.	13,551 STUDENTS
IMPROVED	IMPROVED	IMPROVED	IMPROVED
2005–07 44%	2005 56%	2005 57%	2005/06 21%

N.A. Not Available.

HEALTH

DOMAIN RANK **11**

Low-birthweight babies	Children without health insurance	Child and teen deaths per 100,000	Teens who abuse alcohol or drugs
2010	2011	2010	2010–11
7.7%	**2%**	**17**	**9%**
5,634 BABIES	24,000 CHILDREN	258 DEATHS	44,000 TEENS
IMPROVED	UNCHANGED	IMPROVED	UNCHANGED
2005 7.9%	2008 2%	2005 19	2005–06 9%

FAMILY AND COMMUNITY

DOMAIN RANK **7**

Children in single-parent families	Children in families where the household head lacks a high school diploma	Children living in high-poverty areas	Teen births per 1,000
2011	2011	2007-11	2010
31%	**9%**	**7%**	**17**
424,000 CHILDREN	127,000 CHILDREN	98,000 CHILDREN	3,909 BIRTHS
WORSENED	IMPROVED	WORSENED	IMPROVED
2005 29%	2005 10%	2000 5%	2005 22

2013 KIDS COUNT PROFILE

UNITED STATES

THE ANNIE E. CASEY FOUNDATION

ECONOMIC WELL-BEING

Children in poverty	Children whose parents lack secure employment	Children living in households with a high housing cost burden	Teens not in school and not working
2011	2011	2011	2011
23%	**32%**	**40%**	**8%**
16,387,000 CHILDREN	23,777,000 CHILDREN	29,486,000 CHILDREN	1,497,000 TEENS
WORSENED	WORSENED	WORSENED	UNCHANGED
2005 19%	2008 27%	2005 37%	2008 8%

EDUCATION

Children not attending preschool	Fourth graders not proficient in reading	Eighth graders not proficient in math	High school students not graduating on time
2009–11	2011	2011	2009/10
54%	**68%**	**66%**	**22%**
4,325,000 CHILDREN	N.A.	N.A.	870,542 STUDENTS
IMPROVED	IMPROVED	IMPROVED	IMPROVED
2005–07 56%	2005 70%	2005 72%	2005/06 27%

N.A. Not Available.

HEALTH

Low-birthweight babies	Children without health insurance	Child and teen deaths per 100,000	Teens who abuse alcohol or drugs
2010	2011	2010	2010–11
8.1%	**7%**	**26**	**7%**
325,563 BABIES	5,528,000 CHILDREN	20,482 DEATHS	1,752,000 TEENS
IMPROVED	IMPROVED	IMPROVED	IMPROVED
2005 8.2%	2008 10%	2005 32	2005–06 8%

FAMILY AND COMMUNITY

Children in single-parent families	Children in families where the household head lacks a high school diploma	Children living in high-poverty areas	Teen births per 1,000
2011	2011	2007-11	2010
35%	**15%**	**12%**	**34**
24,718,000 CHILDREN	11,131,000 CHILDREN	8,591,000 CHILDREN	367,678 BIRTHS
WORSENED	IMPROVED	WORSENED	IMPROVED
2005 32%	2005 16%	2000 9%	2005 40

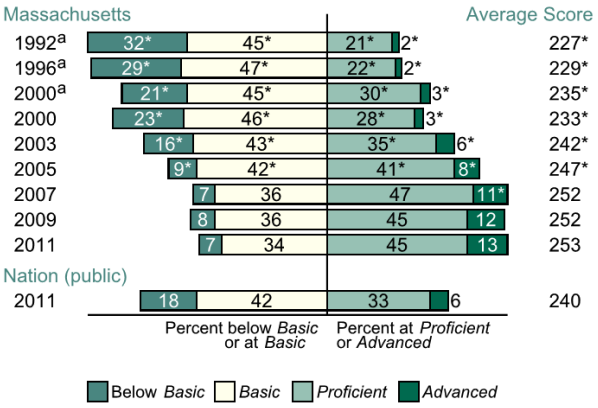
The Nation's Report Card Mathematics 2011 State Snapshot Report

Massachusetts
Grade 4
Public Schools

Overall Results

- In 2011, the average score of fourth-grade students in Massachusetts was 253. This was higher than the average score of 240 for public school students in the nation.
- The average score for students in Massachusetts in 2011 (253) was not significantly different from their average score in 2009 (252) and was higher than their average score in 1992 (227).
- In 2011, the score gap between students in Massachusetts at the 75th percentile and students at the 25th percentile was 35 points. This performance gap was not significantly different from that of 1992 (40 points).
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 58 percent in 2011. This percentage was not significantly different from that in 2009 (57 percent) and was greater than that in 1992 (23 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 93 percent in 2011. This percentage was not significantly different from that in 2009 (92 percent) and was greater than that in 1992 (68 percent).

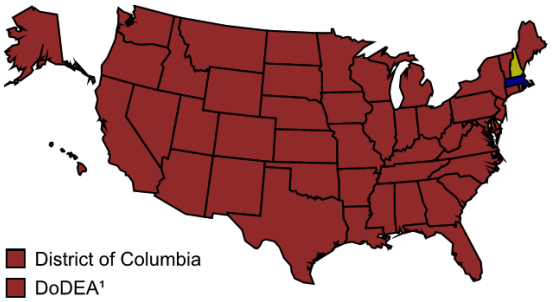
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
[a] Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

NOTE: Detail may not sum to totals because of rounding.

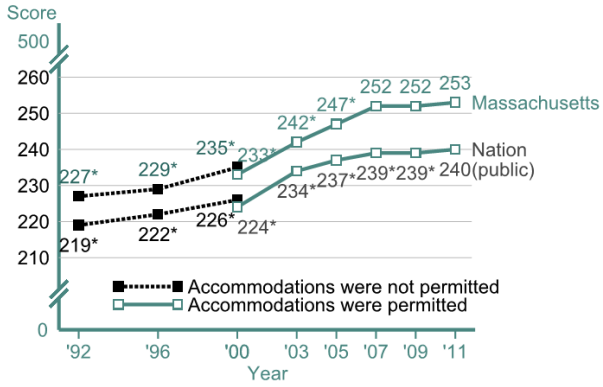
Compare the Average Score in 2011 to Other States/Jurisdictions



[1] Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Massachusetts** (253) was
- lower than that in 0 states/jurisdictions
- higher than those in 50 states/jurisdictions
- not significantly different from that in 1 state/jurisdiction

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above *Basic*	Percentages at or above *Proficient*	Percent at *Advanced*
Race/Ethnicity					
White	68	258	96	67	15
Black	9	235	81	27	3
Hispanic	15	236	80	32	4
Asian	6	267	98	76	29
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	257	92	60	22
Gender					
Male	50	255	92	60	16
Female	50	252	93	57	11
National School Lunch Program					
Eligible	34	239	83	36	4
Not eligible	66	261	97	70	19

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 24 points lower than White students. This performance gap was narrower than that in 1992 (36 points).
- In 2011, Hispanic students had an average score that was 22 points lower than White students. This performance gap was narrower than that in 1992 (34 points).
- In 2011, male students in Massachusetts had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 22 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (21 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.

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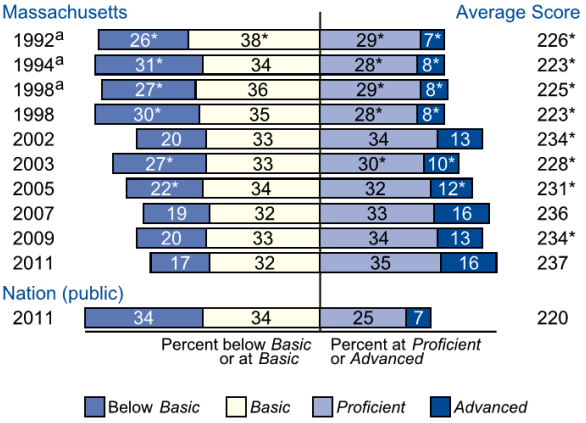
The Nation's Report Card Reading 2011 State Snapshot Report

Massachusetts
Grade 4
Public Schools

Overall Results

- In 2011, the average score of fourth-grade students in Massachusetts was 237. This was higher than the average score of 220 for public school students in the nation.
- The average score for students in Massachusetts in 2011 (237) was higher than their average score in 2009 (234) and was higher than their average score in 1992 (226).
- In 2011, the score gap between students in Massachusetts at the 75th percentile and students at the 25th percentile was 41 points. This performance gap was not significantly different from that of 1992 (39 points).
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 50 percent in 2011. This percentage was not significantly different from that in 2009 (47 percent) and was greater than that in 1992 (36 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 83 percent in 2011. This percentage was not significantly different from that in 2009 (80 percent) and was greater than that in 1992 (74 percent).

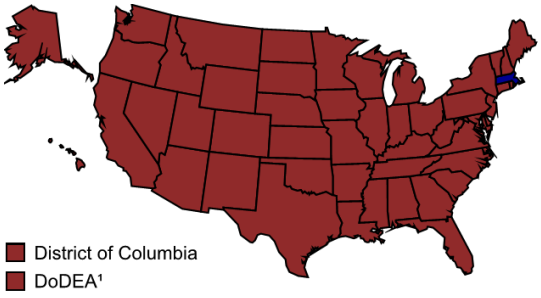
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
[a] Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

NOTE: Detail may not sum to totals because of rounding.

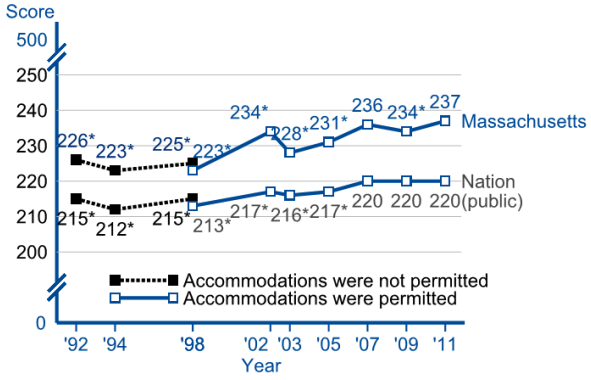
Compare the Average Score in 2011 to Other States/Jurisdictions



[1] Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Massachusetts** (237) was
- lower than that in 0 states/jurisdictions
- higher than those in 51 states/jurisdictions
- not significantly different from those in 0 state/jurisdiction

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above *Basic*	Percentages at or above *Proficient*	Percent at *Advanced*
Race/Ethnicity					
White	68	243	89	59	18
Black	9	216	61	24	3
Hispanic	14	216	62	23	4
Asian	6	243	85	56	25
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	246	88	60	25
Gender					
Male	49	234	80	47	13
Female	51	239	85	54	18
National School Lunch Program					
Eligible	33	218	66	25	4
Not eligible	67	246	91	63	21

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 27 points lower than White students. This performance gap was not significantly different from that in 1992 (26 points).
- In 2011, Hispanic students had an average score that was 27 points lower than White students. This performance gap was narrower than that in 1992 (34 points).
- In 2011, female students in Massachusetts had an average score that was higher than male students by 6 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 27 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (28 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Reading Assessments.

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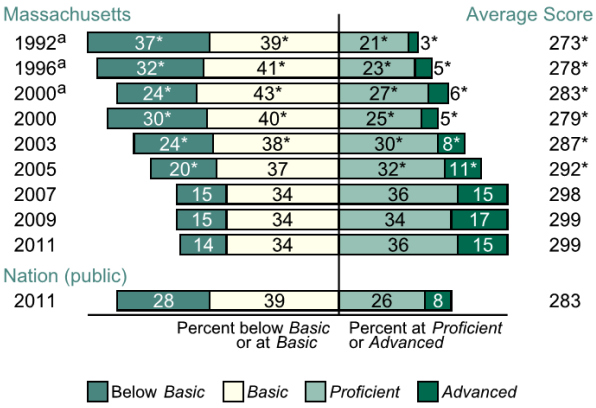
The Nation's Report Card Mathematics 2011 State Snapshot Report

Massachusetts
Grade 8
Public Schools

Overall Results

- In 2011, the average score of eighth-grade students in Massachusetts was 299. This was higher than the average score of 283 for public school students in the nation.
- The average score for students in Massachusetts in 2011 (299) was not significantly different from their average score in 2009 (299) and was higher than their average score in 1992 (273).
- In 2011, the score gap between students in Massachusetts at the 75th percentile and students at the 25th percentile was 46 points. This performance gap was not significantly different from that of 1992 (48 points).
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 51 percent in 2011. This percentage was not significantly different from that in 2009 (52 percent) and was greater than that in 1992 (23 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 86 percent in 2011. This percentage was not significantly different from that in 2009 (85 percent) and was greater than that in 1992 (63 percent).

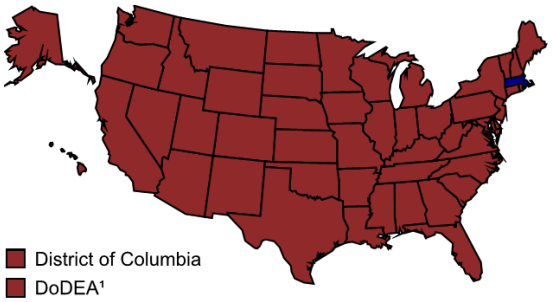
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
[a] Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

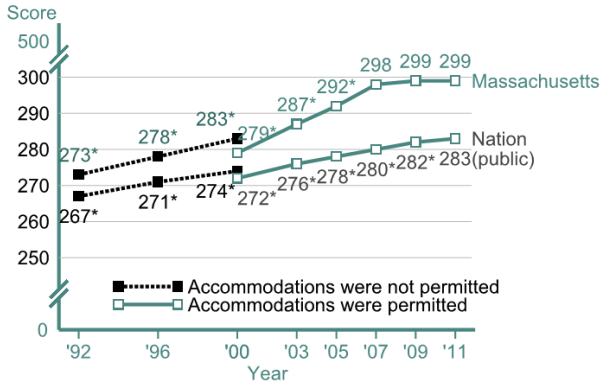


[1] Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Massachusetts** (299) was

- lower than that in 0 states/jurisdictions
- higher than those in 51 states/jurisdictions
- not significantly different from those in 0 state/jurisdiction

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above *Basic*	Percentages at or above *Proficient*	Percent at *Advanced*
Race/Ethnicity					
White	73	304	91	58	17
Black	8	275	65	26	4
Hispanic	13	273	64	21	3
Asian	4	321	94	73	39
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	‡	‡	‡	‡
Gender					
Male	51	299	85	52	17
Female	49	298	86	51	14
National School Lunch Program					
Eligible	33	280	72	29	5
Not eligible	67	308	92	62	21

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 29 points lower than White students. This performance gap was not significantly different from that in 1992 (34 points).
- In 2011, Hispanic students had an average score that was 31 points lower than White students. This performance gap was not significantly different from that in 1992 (38 points).
- In 2011, male students in Massachusetts had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 28 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (30 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.

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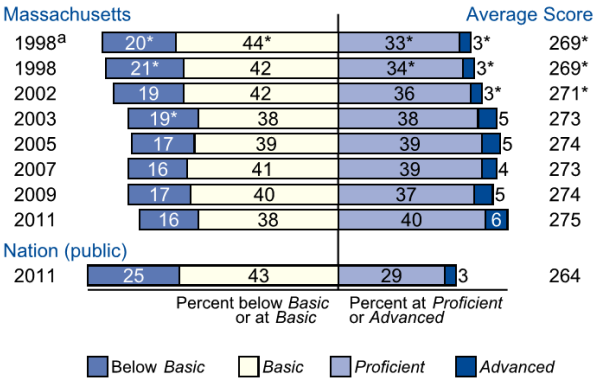
The Nation's Report Card Reading 2011 State Snapshot Report

Massachusetts
Grade 8
Public Schools

Overall Results

- In 2011, the average score of eighth-grade students in Massachusetts was 275. This was higher than the average score of 264 for public school students in the nation.
- The average score for students in Massachusetts in 2011 (275) was not significantly different from their average score in 2009 (274) and was higher than their average score in 1998 (269).
- In 2011, the score gap between students in Massachusetts at the 75th percentile and students at the 25th percentile was 44 points. This performance gap was not significantly different from that of 1998 (43 points).
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 46 percent in 2011. This percentage was not significantly different from that in 2009 (43 percent) and was greater than that in 1998 (38 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 84 percent in 2011. This percentage was not significantly different from that in 2009 (83 percent) and was greater than that in 1998 (79 percent).

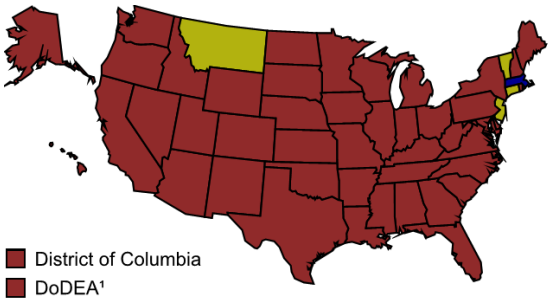
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
[a] Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

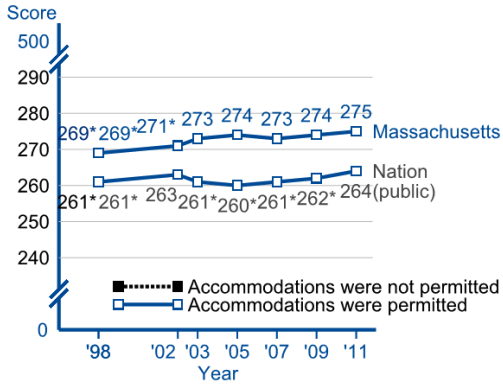


[1] Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Massachusetts** (275) was

- lower than that in 0 states/jurisdictions
- higher than those in 47 states/jurisdictions
- not significantly different from those in 4 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above *Basic*	Percentages at or above *Proficient*	Percent at *Advanced*
Race/Ethnicity					
White	73	282	91	53	8
Black	7	255	68	20	2
Hispanic	13	248	59	18	1
Asian	4	288	90	62	14
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	‡	‡	‡	‡
Gender					
Male	50	271	81	41	5
Female	50	280	88	51	8
National School Lunch Program					
Eligible	32	257	70	25	1
Not eligible	67	284	91	57	9

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 27 points lower than White students. This performance gap was not significantly different from that in 1998 (27 points).
- In 2011, Hispanic students had an average score that was 34 points lower than White students. This performance gap was not significantly different from that in 1998 (32 points).
- In 2011, female students in Massachusetts had an average score that was higher than male students by 9 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 27 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (29 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

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RACE TO THE TOP

Massachusetts Report

Year 2: School Year 2011–2012

U.S. Department of Education
Washington, DC 20202

February 1, 2013

Executive Summary

Race to the Top overview

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. ARRA provided $4.35 billion for the Race to the Top fund, of which approximately $4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.[1] In 2010, the U.S. Department of Education (Department) awarded Race to the Top Phase 1 and Phase 2 grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, and improving high school graduation rates; and ensuring students are prepared for success in college and careers.

Since the Race to the Top Phase 1 and 2 competitions, the Department has made additional grants under Race to the Top Phase 3, Race to the Top – Early Learning Challenge, and Race to the Top – District. In 2011, the Department awarded Phase 3 grants to seven additional States, which were finalists in the 2010 Race to the Top Phase 1 and Phase 2 competitions. Also in 2011, the Department made seven awards under the Race to the Top – Early Learning Challenge to improve quality and expand access to early learning programs, and close the achievement gap for children with high needs. In 2012, four more States received Early Learning Challenge grants. Most recently, in 2012, the Department made awards to 16 applicants through the Race to the Top – District competition to support local educational agencies (LEAs) implementing locally developed plans to personalize and deepen student learning, directly improve student achievement and educator effectiveness, close achievement gaps, and prepare every student to succeed in college and career.

The Race to the Top program is built on the framework of comprehensive reform in four education reform areas:

- Adopting rigorous standards and assessments that prepare students for success in college and the workplace;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices;
- Recruiting, developing, retaining, and rewarding effective teachers and principals; and
- Turning around the lowest-performing schools.

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, LEAs, and States will not be achieved through piecemeal change. Race to the Top requires that States and LEAs participating in the State's Race to the Top plan (participating LEAs)[2] take into account their local context to design and implement the most effective and innovative approaches that meet the needs of their educators, students, and families.

Race to the Top program review

As part of the Department's commitment to supporting States as they implement ambitious reform agendas, the Department established the Implementation and Support Unit (ISU) in the Office of the Deputy Secretary to administer, among others, the Race to the Top program. The goal of the ISU is to provide assistance to States as they implement unprecedented and comprehensive reforms to improve student outcomes. Consistent with this goal, the Department has developed a Race to the Top program review process that not only addresses the Department's responsibilities for fiscal and programmatic oversight, but is also designed to identify areas in which Race to the Top grantees need assistance and support to meet their goals. Specifically, the ISU works with Race to the Top grantees to differentiate support based on individual State needs, and helps States work with each other and with experts to achieve and sustain educational reforms that improve student outcomes. In partnership with the ISU, the Reform Support Network (RSN) offers collective and individualized technical assistance and resources to Race to the Top grantees. The RSN's purpose is to support Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms.

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review help to inform the Department's management and support of the Race to the Top grantees, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget, provided such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).[3]

[1] The remaining funds were awarded under the Race to the Top Assessment program. More information about the Race to the Top Assessment program is available at www.ed.gov/programs/racetothetop-assessment.

[2] Participating LEAs are those LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's Memorandum of Understanding with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA.

[3] More information about the ISU's program review process, State APR data, and State Scopes of Work can be found at http://www2.ed.gov/programs/racetothetop/index.html.

Executive Summary

State-specific summary report

The Department uses the information gathered during the review process (*e.g.*, through monthly calls, onsite reviews, and Annual Performance Reports (APRs)) to draft State-specific summary reports.[4] The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 2 report for Phase 1 and 2 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately September 2011 through September 2012.

State's education reform agenda

Since the passage of Massachusetts' Education Reform Act in 1993, the State has focused on accelerating student achievement gains. In 2011, Massachusetts' fourth and eighth graders led the nation in reading and mathematics performance on the National Assessment of Educational Progress. Despite having high overall levels of student achievement, Massachusetts recognizes that not every student in the State receives a world-class education. Through Race to the Top, Massachusetts is implementing a comprehensive reform plan to help ensure that the State prepares every student for success in college and career.

In August 2010, the Department awarded Massachusetts a $250 million Race to the Top grant to pursue its goals for improving student performance and closing student achievement gaps. The State's four objectives for the grant are as follows:

- *Great Teachers and Leaders:* Attract, develop, and retain an effective, academically capable, diverse and culturally proficient educator workforce to ensure that every student is taught by a great teacher, and every school and district is led by a great leader;
- *Curricular and Instructional Resources:* Provide curricular and instructional resources to give every educator the tools necessary to promote and support student achievement;
- *Concentrated Support in Low-Performing Schools:* Concentrate great instruction and additional supports for educators, students, and families in the lowest-performing schools and their districts to create the conditions needed for improved student achievement; and
- *College and Career Readiness:* Increase dramatically the number of students who graduate from high school ready for college and career.

Several of the State's programs target increased achievement in science, technology, engineering, and mathematics (STEM).

State Year 1 summary

In Year 1, Massachusetts prepared to implement its Race to the Top reforms through capacity building and planning in each reform area. The State established the Delivery Team within the Office of Planning and Research (OPR) to support effective project management.[5] Massachusetts adopted the Common Core State Standards (CCSS) and took the first steps toward providing curricular resources to LEAs. Massachusetts approved new educator evaluation regulations and prepared the first cohort of LEAs to implement the new systems in Year 2. Thirty-five low-achieving schools initiated a school intervention model (including one school closure) in Year 1, and the State provided additional supports in five urban LEAs through Wraparound Zone grants.

State Year 2 summary

Accomplishments

In Year 2, Massachusetts continued to implement strong systems to track progress of projects, assess risk, and provide support of project implementation as needed. The State fully implemented project management structures through the Delivery approach, which regularly assesses project progress and identifies potential problems based on predetermined goals and objectives. The Delivery process allows for a candid assessment of project risks and timely application of action plans for projects that may be getting off track. The State demonstrated a strong understanding of its progress and the areas that required additional support. Additionally, the State proactively collaborated with key stakeholders throughout the development of major components of its Race to the Top reform efforts, which resulted in greater buy-in from educators during implementation.

The State laid a critical foundation in the first two years of the Race to the Top grant to support educators for school year (SY) 2012-2013 implementation of the Massachusetts Curriculum Framework for English Language Arts and the Massachusetts Curriculum Framework for Mathematics, which incorporate the CCSS. In Year 2, more than 150 educators participated in development of model curriculum units, and roughly 2,500 educators attended conferences or presentations on the new standards. The State launched its first STEM Early College High School and supported 13 Innovation Schools.

Massachusetts prepared its LEAs to implement rigorous new educator evaluation systems that clearly differentiate educators, include measures of student growth, and connect to professional

[4] Additional State-specific data on progress against annual performance measures and goals reported in the Year 2 APRs can be found on the Race to the Top Data Display at www.rtt-apr.us.

[5] The Delivery team is a team within ESE that implements the Delivery method of implementation, which emphasizes the use of real-time data, focused analysis and reports, and strong leadership involvement to drive implementation.

Executive Summary

development. Twenty-one LEAs, including nine Level 4 districts[6], implemented educator evaluation systems based on the State's educator evaluation framework in Year 2. The State will use the results from an outside evaluation of implementation by the 21 LEAs to guide its support for other LEAs. Race to the Top participating LEAs will fully implement new educator evaluations in Year 3, and all other LEAs statewide are expected to implement new systems in Year 4. In Year 2, Massachusetts released a model evaluation system and extensive guidance for LEAs choosing to implement their own systems. Regional "Getting Started" workshops that explained the model evaluation system attracted over 1,000 educators.

Level 4 schools, which are called Priority Schools under the State's approved Elementary and Secondary Education Act (ESEA) flexibility request[7], received extensive support from the Massachusetts Department of Elementary and Secondary Education (ESE). In Year 2, 34 Massachusetts schools implemented school intervention models, and 21 implemented Wraparound Zone grants. Massachusetts structured both initiatives to identify barriers to student achievement and work to improve student performance through school reform and comprehensive support. Comprehensive school reviews drove school improvement and informed the State's efforts to help low-achieving schools and LEAs build capacity to increase student performance.

Central to these efforts was the State's network of Priority Partners, a group of educational organizations that work in partnership with low-achieving LEAs to improve academic outcomes. The State expanded the Priority Partners network from seven partners in Year 1 to 24 partners in Year 2. Priority Partners are identified by the State as having demonstrated effectiveness in working with schools to address at least one of the following areas: students' social, emotional and health needs, effectiveness in maximizing learning time, effective use of data, and district systems of support. Additionally, in December 2011, the State launched the Network of Priority Partners, which is intended to facilitate communication among Priority Partners both within and across LEAs. The Network will enable the partners to share information and best practices, and coordinate and align services. It will also provide relevant information to the partners on ESE initiatives and goals, to inform their efforts and allow the partners to identify opportunities for alignment.

Challenges

While Massachusetts has put concerted time and resources into efforts to implement the schools interoperability framework (SIF) in order to improve the data collection process, there continued to be significant delays in this project. The State fell short of meeting its performance measure for this project for the first two years of the grant. Progress in this area was impaired by factors such as challenges in filling positions and maintaining project staffing levels, and unexpected difficulties in working with LEA source data systems that are from the same vendor but are different versions of the product. The SIF project has many dependencies to other projects in Massachusetts' Race to the Top plan, so the current delays could have significant consequences for the completion of deliverables in other key areas of the Race to the Top grant. For instance, implementation of the SIF is needed for individuals using the teaching and learning system to access real-time data. Without that data, the teaching and learning system will not meet the needs of educators. Massachusetts has put a plan in place to address these challenges and the State has made some recent progress. In SY 2011-2012, year-end data for nine pilot LEAs were successfully collected through SIF. Massachusetts reported in its Year 2 APR that 119 LEAs were implementing SIF.

In SY 2011-2012, the State reported that 100 percent of LEAs implemented the CCSS, which are incorporated into the Massachusetts Curriculum Framework for English Language Arts and the Massachusetts Curriculum Framework for Mathematics. Nonetheless, the State faced an issue with timeliness of delivery of key materials to LEAs, such as model curriculum units and curriculum-embedded performance assessments (CEPAs). With the slow pace of piloting and rollout for model curriculum units and CEPAs, LEAs with lower capacity were left without exemplars to use as they began to transition to implementing new standards. The State initiated model curriculum map development late in SY 2011-2012, creating a tight timeframe for completing the maps and disseminating them to LEAs. Due to ties with the procurement of the teaching and learning system, the State's tools for interim assessments were not ready for piloting in Year 2. Additionally, the State continued to face delays in instituting MassCore, a rigorous diploma track designed to promote college and career readiness, as the default curriculum for high school students in the State. However, many LEAs engaged in local efforts to increase MassCore completion. The State reported in the SY 2011-2012 APR that over 69 percent of high school graduates completed the MassCore requirements for graduation.

LEAs faced challenges finalizing local collective bargaining agreements in time to prepare for implementation of educator evaluation systems in SY 2012-2013. The State reported in October 2012 that 88 of the 236 participating LEAs had ESE-approved evaluation system plans that align with the State's regulations. Given that agreements are being finalized after the start of the school year, LEAs will likely face challenges in implementation, as educators will have limited time to learn about the approved LEA system prior to implementation in SY 2012-2013.

[6] According to the State, definitions of Level 3 and Level 4 districts are as follows: Level 3—Districts with one or more schools among the lowest-performing 20 percent based on quantitative indicators. Level 4—Districts identified by quantitative and qualitative indicators through a district review; districts with one or more schools among the lowest-performing and least-improving 2 percent based on quantitative indicators.

[7] On September 23, 2011, the Department offered each interested State educational agency (SEA) the opportunity to request flexibility ("ESEA flexibility") on behalf of itself, its LEAs, and its schools, regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB), in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. For more information on ESEA Flexibility, see www.ed.gov/esea/flexibility.

Executive Summary

Looking ahead to Year 3

Massachusetts plans to fully implement the 2011 Massachusetts Curriculum Frameworks, which incorporate the CCSS, in Year 3. In addition, all Race to the Top participating LEAs will implement new educator evaluation systems. The State will continue to develop data systems and curricular materials that support these initiatives and will provide further guidance to LEAs as they roll out their new curricula and evaluations. ESE's training programs for teachers and leaders will provide support to additional educators. The State's supports for low-achieving schools, such as Wraparound Zones grants and the State's district review process, will be expanded to Level 3 schools, as well as continue for Level 4 schools, in order to support both sets of schools as they implement the reforms needed to improve student performance.

State Success Factors

Building capacity to support LEAs

ESE's OPR houses key functions and personnel that enable Massachusetts to track progress and provide support to LEAs. ESE filled all key OPR roles in Year 2, and merged the State's existing LEA review processes with processes specific to Race to the Top.

Massachusetts established a system of direct ESE liaisons, which operate out of existing District and School Assistance Centers, to provide targeted support and encourage best practices in Levels 3 and 4 districts. Level 4 districts receive a dedicated liaison. According to the State, higher-performing LEAs are able to make requests of the State for similar support on an as-needed basis.

Support and accountability for LEAs

The State focused its existing LEA support on Level 3 and 4 districts. Massachusetts grouped its Race to the Top projects into six major areas for external program evaluations, which will provide in-depth feedback from a subset of LEAs regarding implementation. In Year 2, the State secured an evaluation vendor for every project area that had LEA activity in that year. Program staff collected formative feedback about program implementation, such as information about the educator evaluation system from early adopter districts (see *Great Teachers and Leaders*).

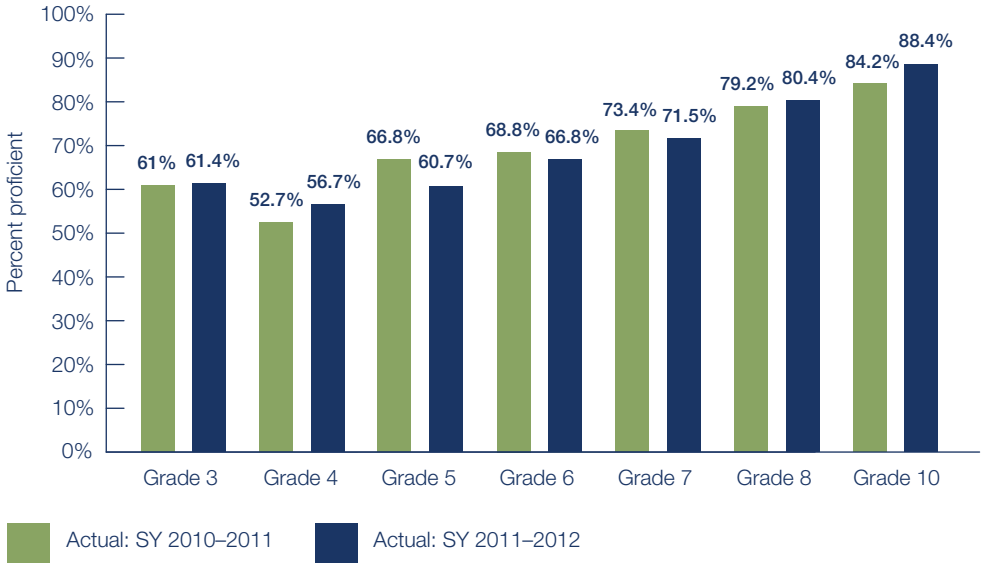
In Year 2, the State contributed to two of the Reform Support Network's publications that seek to spread best practices on supporting and collaborating with LEAs: *Effective Approaches to Collaboration: Models of Partnerships, Networks and Collaborative Strategies;* and *Driving Toward Results: Performance Management for Race to the Top Grantees*.[8]

Massachusetts plans to differentiate support to LEAs in Years 3 and 4 based on performance measure data.

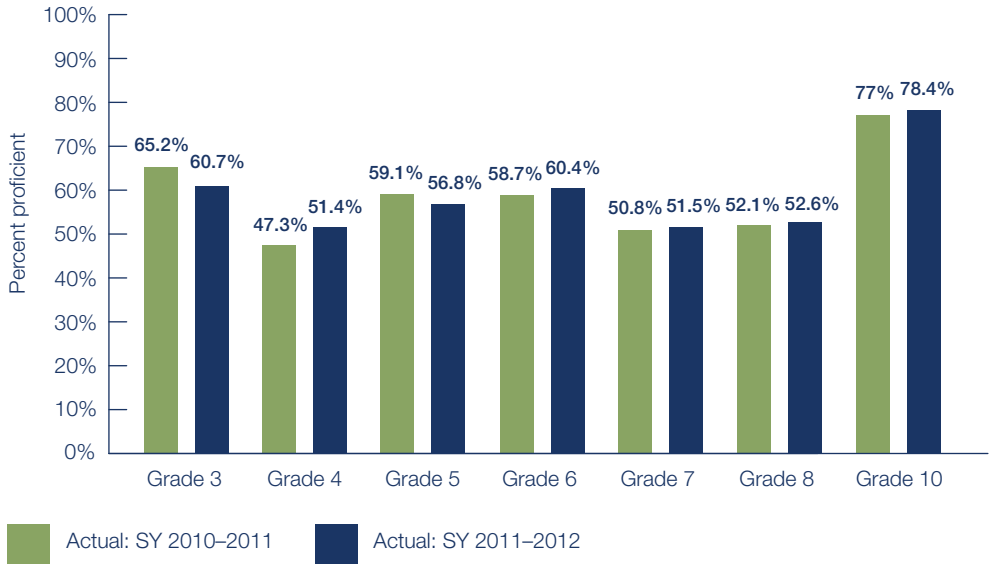
[8] The Reform Support Network's publications and documents can be found at http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/index.html.

State Success Factors

Student Proficiency on Massachusetts' ELA Assessment



Student Proficiency on Massachusetts' Mathematics Assessment



Preliminary SY 2011–2012 data reported as of: September 17, 2012

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

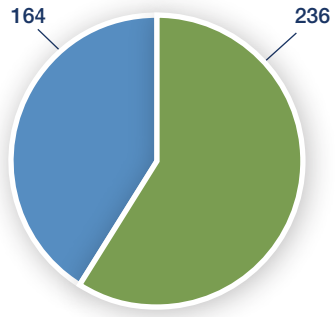
For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

State Success Factors

LEA participation

Of Massachusetts' 400 LEAs, 236 are participating in the State's Race to the Top plan. According to the State, these LEAs serve 69.3 percent of the State's students and over 82 percent of its students in poverty.

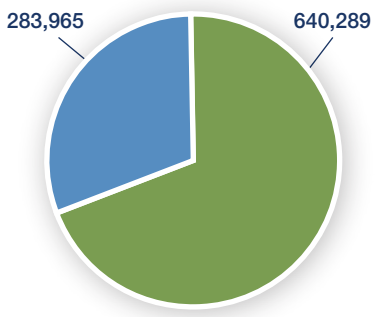
LEAs Participating in Massachusetts' Race to the Top Plan



Participating LEAs (#)

Other LEAs

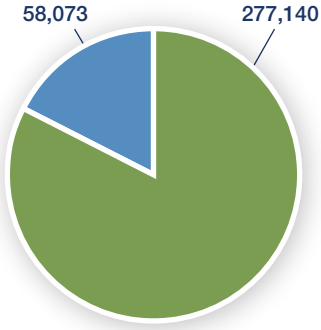
K-12 Students in LEAs Participating in Massachusetts' Race to the Top Plan



K-12 Students (#) in participating LEAs

K-12 Students (#) in other LEAs

Students in Poverty in LEAs Participating in Massachusetts' Race to the Top Plan



Students in Poverty (#) in participating LEAs

Students in Poverty (#) in other LEAs

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Stakeholder engagement

To plan effective stakeholder engagement efforts, the State convened personnel from each project office to discuss its communications approach. Massachusetts worked across boundaries and engaged with a variety of stakeholders to develop the District Analysis and Review Tool (DART). DART presents ESE's school data in a form that helps parents, policymakers, and the public access data regarding LEA and school performance. Massachusetts plans to use LEA- and vendor-reported data, as well as State data, to compile a comprehensive Year 2 report on Race to the Top implementation, which will be shared with stakeholders.

The State actively communicated with LEA staff and educators during the first two years of grant implementation, articulating the State's vision, theory of action, and strategy. ESE developed a Race to the Top newsletter that is disseminated to LEAs quarterly via email and posted on ESE's website. In SY 2011-2012, the State hosted a conference for LEAs and stakeholder organizations that focused on the alignment of the educator evaluation framework and the Massachusetts Curriculum Frameworks. Communication and collaboration with key stakeholders throughout the development of key projects such as the educator evaluation framework helped promote buy-in that has been valuable for some LEAs during the collective bargaining process.

Massachusetts undertook extensive stakeholder communication and outreach in Year 2 as part of a large-scale communications initiative that aimed to improve ESE's relationship with LEAs and educators in the field. For example, conferences and presentations on the new standards reached about 2,500 educators (see *Standards and Assessments*), and more than 1,000 LEA and school leaders attended "Getting Started" workshops on ESE's model educator evaluation system (see *Great Teachers and Leaders*). Stakeholder feedback played a key role in designing data systems, teacher licensure and preparation regulations, and many other projects (see *Data Systems to Support Instruction* and *Great Teachers and Leaders*).

An ESE survey indicated improvements in the ESE-LEA relationship, suggesting that ESE's focus on shifting from a compliance-oriented role to a support-oriented role has been effective. Massachusetts reported that the Delivery approach, which promotes communication and collaboration at the State level, was a key component of this shift.

State Success Factors

Continuous improvement

ESE used the Delivery method to ensure high-quality, timely implementation of Race to the Top projects. The Delivery Team regularly assessed progress against detailed Delivery plans that include implementation benchmarks and interim outcome measures. Regular evaluations enabled project managers to quickly and systematically address issues as they arose.

The Delivery Team monitored project implementation quality through three main processes: biweekly team check-ins, data reviews, and field visits. Biweekly team check-ins permitted team members to assess projects using a rubric and probing questions. Data reviews verified that projects were meeting the targets and trajectories specified in the delivery plan, such as outcome measures or the number of students or teachers the project affected. Field visits provided a qualitative look at implementation through teacher and administrator interviews. Together, these processes provided an early indication of the project's progress, quality of implementation, and potential challenges. Projects that Massachusetts identified as the most critical to its Race to the Top plan's overall success experienced especially rigorous assessments.

ESE further assessed progress and implementation quality through project manager meetings that convene once a month, executive sponsor meetings that occur every three weeks, and ad hoc meetings as needed. Executive sponsors are senior staff who lead each Race to the Top project area. Other project management methods included the Commissioner's monthly stocktakes, biannual reporting on performance measures defined in LEA Scopes of Work, and biweekly calls and other direct communication between the Race to the Top implementation manager and the Executive Office of Education. Additionally, vendors reported on performance measures through established templates. As with Delivery processes, these processes resulted in actions to address issues identified.

The State also used several project-specific methods to support continuous improvement. Several of Massachusetts' standards-related projects used surveys, emails, and in-person communication to assess LEA progress and experiences, as well as to identify areas for support. Information technology projects followed the Executive Office of Education's project management and software development processes, which included weekly status reports, schedules of key milestones, and risk assessments.

Successes, challenges, and lessons learned

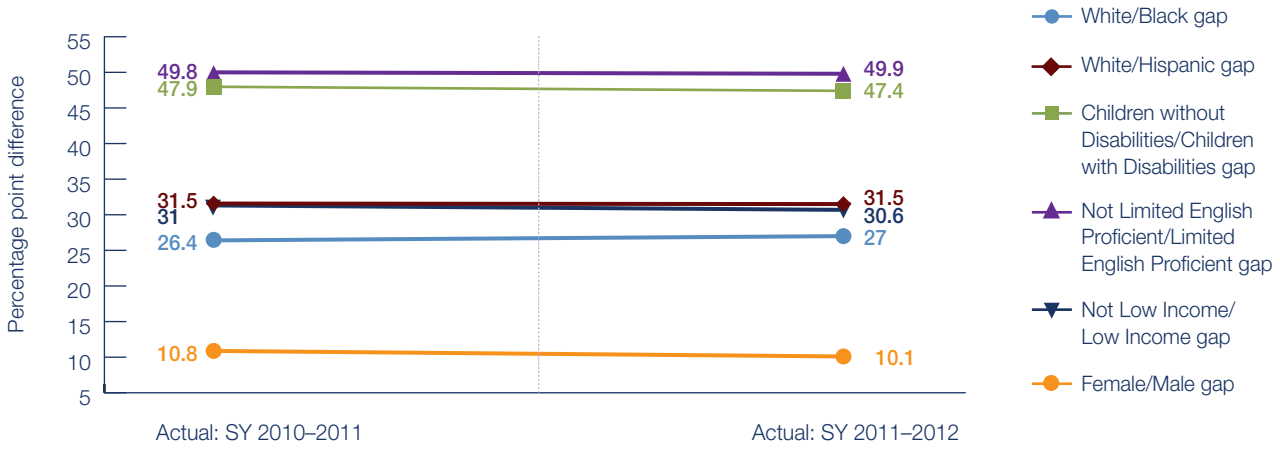
Massachusetts fully scaled up its key project management structures in Year 2. It established goals for its projects in each reform area and secured external evaluation vendors for all projects with Year 1 or Year 2 activity. The State provided further support and accountability through project manager meetings, executive sponsor meetings, monthly Commissioner stocktakes, and other processes. These structures helped identify areas for improvement, and aided in keeping projects on schedule, or developing action plans for projects that may be getting off track.

Through extensive communication and outreach, ESE improved its connection to educators in the field and began to shift from a compliance-oriented to a support-oriented role. The State leveraged a system of direct ESE liaisons for large urban LEAs. Support for Level 3 and Level 4 districts is based on existing structures, specifically regional centers that provide support. Level 4 districts have a dedicated liaison that is focused on project alignment and support. Stakeholder feedback suggested that these efforts improved buy-in for initiatives like the educator evaluation system. Key outreach sessions included the "Getting Started" workshops on the State's model educator evaluation system, which over 1,000 educators attended. In Year 3, the ESE aims to increase the degree to which it customizes LEA assistance.

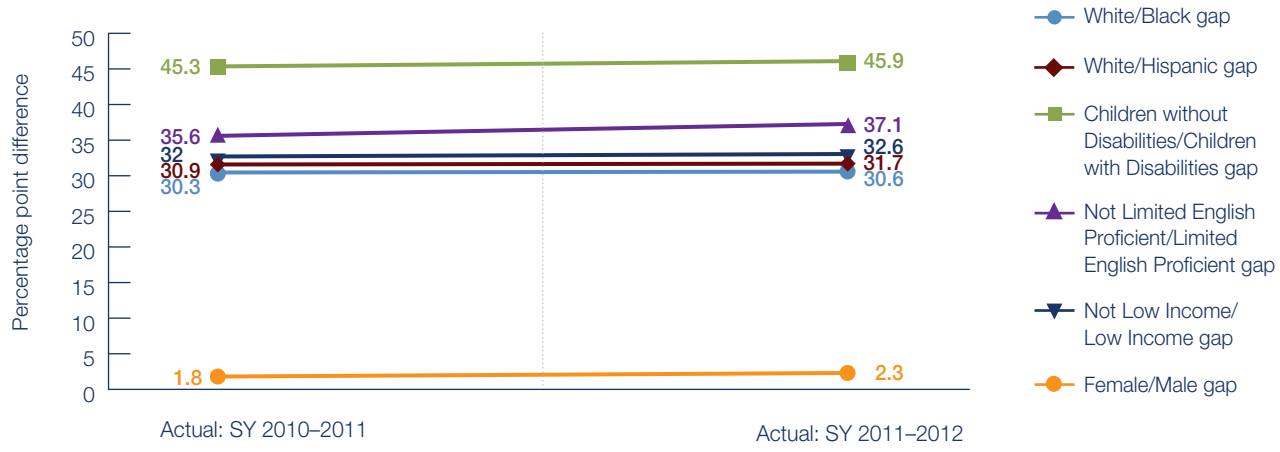
Massachusetts continued to face delays in implementing its new grants management system. Although the State reported in Year 1 that the system would be used for performance measure reporting for LEAs in Year 2, it continued to use an Excel spreadsheet template to collect performance measures from LEAs in June 2012. The State indicated that will implement the new system in June 2013. The State will preload information so that LEAs will not have to re-input information into the system. Once the grants management system is in place, the State will be able to more rapidly analyze performance data and use that data to provide LEAs with differentiated support.

State Success Factors

Achievement Gap on Massachusetts' ELA Assessment



Achievement Gap on Massachusetts' Mathematics Assessment



Preliminary SY 2011–2012 data reported as of: September 17, 2012

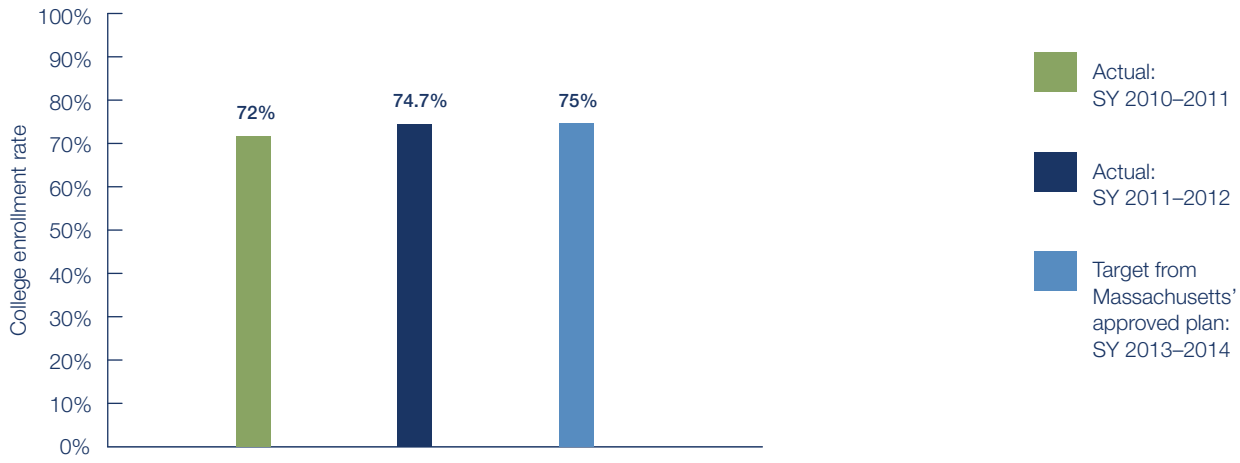
NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA and mathematics assessments. Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups. If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

State Success Factors

College Enrollment Rates



Preliminary SY 2011–2012 data reported as of: September 28, 2012

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Standards and Assessments

Implementing rigorous college- and career-ready standards and assessments that prepare students for success in college and career is an integral aspect of education reform in all Race to the Top States.

Supporting the transition to college- and career-ready standards and high-quality assessments

Adopting standards and developing assessments

The Massachusetts Board of Elementary and Secondary Education (BESE) unanimously voted to adopt the CCSS in English language arts (ELA) and mathematics in July 2010. Year 2 was the second of two transition years between the State's previous standards and the new standards, the Massachusetts Curriculum Framework for English Language Arts and the Massachusetts Curriculum Framework for Mathematics. In Year 3, students will be assessed against the standards from the Curriculum Frameworks.

Massachusetts also took steps to revise its standards for other subjects. ESE's science content lead served on the writing team for the Next Generation Science Standards, which link science content to the CCSS. The State also adopted the 2012 World Class Instructional Design and Assessment (WIDA) standards, which have been aligned to the CCSS. The State began to conduct professional development for educators on the WIDA standards in spring 2012.

ESE led the creation of model curriculum units and maps that will support LEAs in implementing the CCSS. More than 150 educators participated in curricular work group sessions to develop these units. The State reported in the SY 2011-2012 APR that 55 percent of grades and subjects had curriculum maps and at least one model curriculum unit. In Year 3, the State will pilot the model curriculum units in classrooms. Additionally, to further assess quality, Massachusetts will conduct a rubric-based panel review of the model curriculum units.

Through the RSN, Massachusetts collaborated with other Race to the Top States to guide its CCSS implementation efforts. In January 2012, the State met with 11 other Race to the Top States to discuss strategies to align educator effectiveness initiatives with CCSS implementation. It attended a similar RSN convening of Race to the Top States in April 2012 that specifically focused on educator engagement to facilitate the transition to the CCSS.

Standards and Assessments

In Year 2, Massachusetts developed 50 curriculum-embedded performance assessments (CEPAs). CEPAs are a task or series of tasks that provide students the opportunity to show mastery of multiple learning standards by creating a product or performance. Unlike a typical assessment, a CEPA may take place over the course of several days or weeks, and it allows students to demonstrate their knowledge by applying it in context. CEPAs are connected to model curriculum units to provide exemplars for educators of both effective instruction and assessment. For example, a model curriculum unit on "energy" for a high school science and technology/engineering class includes a CEPA asks that students construct a mousetrap car that uses a spring as a power source and meets certain criteria for construction and performance. A model curriculum unit for third graders that relates to writing about history includes a CEPA in which students are asked to develop a piece with words and illustrations that could be posted on the website of the local historical society and inform the public about the similarities and differences between the life of a student in Massachusetts today and the life of a student in the 1600s.

ESE also assisted LEAs as they aligned their own curricular documents to the CCSS. Eleven ESE content specialists provided direct assistance to LEAs in ELA and mathematics. The State shared examples of State-approved curriculum maps in ELA, mathematics, social studies, and science to help LEAs develop their own curriculum maps. In addition, the State provided mapping templates and guides, as well as train-the-trainer style trainings for curriculum work group members who in turn trained other educators in their home LEAs and schools. Data from a formal survey that was administered at the end of Year 2 will help ESE gauge LEA progress and identify areas for support.

Additionally, Massachusetts developed 50 CEPAs in Year 2. The State is continuing its development of CEPA guidelines and templates, and revisions of drafted CEPAs are currently underway.

To support the development of CCSS-aligned assessments, Massachusetts worked with the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium as a governing member and continued to play an active role. The State's Commissioner served as PARCC's chairperson, and Massachusetts participated in many of PARCC's working groups in Year 2. For example, the State appointed its ELA/literacy and mathematics content leads to PARCC Content Technical Working Groups, which developed the PARCC Model Content Frameworks for ELA/literacy and mathematics. In turn, ESE's educator design teams used these frameworks to create curricular documents.

Since PARCC assessments will not be available until SY 2014-2015, the State began adapting the Massachusetts Comprehensive Assessment System (MCAS) to align with the CCSS, to ensure that educators and students are assessed on the new standards. To help educators prepare to teach content that aligns with the revised MCAS, ESE has released sample MCAS items on its website. The teaching and learning system, once launched, will also provide access to sample MCAS items.

Supporting college and career readiness

Massachusetts promoted college readiness through several initiatives. ESE's pre-advanced placement (AP) trainings helped middle and early high school teachers prepare their students to meet high academic standards as AP students in 11th and 12th grade. Between fall 2011 and fall 2012, more than 1,000 teachers participated in nine regional trainings. This marked a significant improvement over Year 1, when the State provided this training for 462 educators. Massachusetts provided a grant opportunity for Level 3 districts to be reimbursed for educator participation in the pre-AP program, as part of its plan to expand access to the pre-AP training.

Although the adoption of MassCore as a statewide high school graduation requirement did not occur in Year 2, the State reports that many LEAs have examined whether they should make MassCore completion a requirement for high school graduation. MassCore requires students to complete one additional unit of mathematics (four in total), an additional lab-based science course (three in total), an additional unit of history or social science (three in total), and one course in the arts. To support LEAs in implementing the new standards and MassCore, ESE developed a guidance document that will help LEAs understand the conditions under which schools should offer students the opportunity to take Algebra I in eighth grade rather than in ninth grade. Through this document, ESE aims to ensure that eighth and ninth-grade Algebra I remain comparable.

The State promoted innovative school models aimed at helping students achieve higher standards for academic performance. Specifically, Massachusetts supported 13 Innovation Schools in Year 2 and approved an additional 25 in May 2012 for support in Year 3. Innovation Schools are in-district schools that have greater autonomy and flexibility on curriculum, scheduling, professional development, and other policies. ESE hosted a convening of existing and new Innovation School operators and provided ongoing technical assistance to Innovation Schools via webinars and other means. The State receives funds from the Gates Foundation and the Boston Foundation to support technical assistance. In addition, Massachusetts opened its first STEM Early College High School in Year 2 and five more schools entered the planning stage (see *Emphasis on Science, Technology, Engineering, and Mathematics*).

Standards and Assessments

ESE also addressed the critical role that school counselors play in facilitating college access for students through expansion of the Massachusetts Model for Comprehensive School Counseling Programs, a standards-based school counseling framework. Nineteen new LEAs took part in the initiative in Year 2.

ESE engaged stakeholders in its efforts to support college- and career-readiness. It collaborated with the Business Alliance for Education to guide messaging and outreach, and, in Year 3, a task force of local business, education, and community leaders will develop recommendations on how to better integrate college- and career-readiness into kindergarten through twelfth grade (K-12) education.

Dissemination of resources and professional development

Massachusetts provided professional development aimed at helping educators to understand the CCSS and the implications for classroom practice. A series of 26 regional presentations reached over 1,500 K-12 educators in winter and spring 2012. The State held a two-day conference on implementing the standards for about 600 administrators, as well as a conference on college readiness and PARCC assessments for 400 higher education faculty.

At the close of Year 2, Massachusetts was in the final stages of selecting a vendor for its new teaching and learning system in a joint procurement with Ohio. The system, called "Edwin Teaching and Learning" (Edwin) by Massachusetts, will provide access to the digital resource library, model curriculum units, interim assessments, and CEPAs. (For more on Edwin, see *Data Systems to Support Instruction*.)

ESE continued to develop resources for the planned digital resource library, which will allow educators to access both curricular and assessment resources. In Year 2, ESE worked to tag content from the current resource portal in preparation for its eventual migration to Edwin. Massachusetts worked with other States on developing common content tagging rules and other cross-State collaboration activities. ESE developed a rubric with Rhode Island and New York to evaluate model curriculum units that it has used to review units created by educator work groups, as described above. In Year 2, the State also decided to include vocational-technical materials within the teaching and learning system to support teachers and students in these programs.

Successes, challenges, and lessons learned

In Year 2, Massachusetts continued to ready itself for what the State calls "near full" implementation of new standards through extensive curricular development and educator outreach. Massachusetts took an active role in PARCC assessment development efforts and also engaged in creating resources to support standards implementation that extends beyond ELA and mathematics. Going into Year 3, the State was engaged with the challenge of ensuring that LEAs have the appropriate technology and infrastructure to support computer-based assessments.

The State's educators engaged in the development of model curriculum units and CEPAs, and learned more about preparing students for AP courses through pre-AP training. While ESE developed curriculum units and maps in partnership with LEA staff, the materials and resources were not completed until the end of the summer 2012. Due to the delay in the development of materials, LEAs did not have those resources available when preparing for the full implementation of the new standards in SY 2012-2013. As a result, LEAs, particularly those with lower capacity, may have lacked adequate supports for educators who are implementing the new standards. In addition, efforts to increase completion of a rigorous college and career-ready curriculum, MassCore, continued to be locally driven, and lacked the support of a statewide requirement.

Since the teaching and learning system is still under development, the interim assessments were not available to educators in Year 2 (see *Data Systems to Support Instruction*). The State is using an alternative system for providing instructional resources until the teaching and learning system is available for use.

Data Systems to Support Instruction

Statewide longitudinal data systems (SLDS) and instructional improvement systems (IIS) enhance the ability of States to effectively manage, use, and analyze education data to support instruction. Race to the Top States are working to ensure that their data systems are accessible to key stakeholders and that the data support educators and decision-makers in their efforts to improve instruction and increase student achievement.

Fully implementing an SLDS

Massachusetts is working to link, upgrade, and expand its data systems so that schools will be able to track data more closely and better address their students' learning needs. Central to this effort is the SIF, which is intended to reduce the data reporting burden for schools and LEAs while also enabling educators to access student data in real time. Nine LEAs piloted the SIF in Year 2, which allowed the State to improve the framework based on user feedback and implementation challenges. In addition, the State completed essential work in developing data requirements.

Massachusetts set a target of having 122 LEAs implement the SIF in Year 1, but fell short due to implementation challenges, with 65 LEAs implementing in Year 1. Massachusetts recognized that this project needed additional support, and made greater progress in Year 2. The State reported in the APR for SY 2011-2012 that 119 LEAs were implementing the SIF. The State indicated that in implementing LEAs, the SIF promoted a greater attention to data quality.

Massachusetts continued improving the Education Data Warehouse (EDW) in Year 2 by upgrading the hardware platform to expand capacity and improve performance. Stakeholder feedback indicated that the new hardware platform and other upgrades dramatically improved system performance. The State reports that these capacity improvements will enable the system to handle future upgrades and potentially promote wider educator use of the system.

Accessing and using State data

As noted earlier, Massachusetts and Ohio are jointly procuring a vendor to develop a teaching and learning system, called "Edwin Teaching and Learning" in Massachusetts. The States completed the requirements for the system and were in the final stages of selecting a vendor at the end of Year 2. Edwin will provide access to a digital resource library, model curriculum units, and CEPAs. It will also enhance ESE's competency tracking system for vocational and technical education.

Massachusetts plans to expand educator access to data through dashboards and portals. The dashboards will display critical student-, classroom-, and school-level indicators that will support data-driven instruction. The State developed the requirements for the dashboards in Year 2 and intends to build them in Year 3.

Using data to improve instruction

Massachusetts promotes data-informed instruction by training educators on the most effective use of data. ESE trained LEAs on data analysis and use in Year 2 and employed a team of data specialists that reached out to LEAs through District and School Assistance Centers to provide further assistance.[9] As Massachusetts continues to roll out new data system projects like Edwin and the educator data dashboards, it will provide additional training to educators. The State is developing its training strategy alongside the development of new data systems and has already identified an LEA to pilot new trainings before the data systems launch.

Successes, challenges, and lessons learned

Massachusetts is still behind in the SIF rollout, due to the serious delays the State faced in Year 1, and continued challenges in getting additional LEAs on board in Year 2. The State indicated that difficulty filling positions and maintaining project staffing levels affected progress in Years 1 and 2. In Year 2, the State continued to focus on accelerating progress in this area. The information technology (IT) program management office now has an ESE liaison to improve communication that should lead to strengthening the links between the IT staff (in the Executive Office of Education) and the ESE program office. The State also reported that IT staff reviewed the vendor contract to identify ways to promote better accountability for deliverables. One goal of the State's increased communication is to ensure that the projects are driven by the needs of the LEAs, schools, and educators. Additionally, the State indicated that it is considering how it can develop LEA capacity for data, perhaps by using an educational service agency model. The State has a commission that is considering how to build on educational collaborations to provide this support.

[9] District and School Assistance Centers help districts and their schools strategically access and use professional development and targeted assistance to improve instruction and raise achievement for all students.

Data Systems to Support Instruction

The State's effort to expand EDW capacity is ongoing. Upgrades have been made to the hardware platform to expand capacity and improve performance. The State reported that 100 percent of LEAs are using data provided by the EDW to inform instructional decisions. Additionally, the State conducted stakeholder interviews and workshops, and identified data sources for educator reports. ESE documented high-level requirements for the educator reports and dashboards; the State plans to begin development of the educator reports and dashboards in Year 3.

The State has faced challenges in finalizing the vendor selection for Edwin Teaching and Learning, but indicated that it anticipates making the award in Year 3.

Great Teachers and Leaders

Race to the Top States are developing comprehensive systems of educator effectiveness by adopting clear approaches to measuring student growth; designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals; conducting annual evaluations that include timely and constructive feedback; and using evaluation information to inform professional development, compensation, promotion, retention, and tenure decisions. In addition, Race to the Top States are providing high-quality pathways for aspiring teachers and principals, ensuring equitable distribution of effective teachers and principals, improving the effectiveness of teacher and principal preparation programs, and providing effective supports to all educators.

Improving teacher and principal effectiveness based on performance

Educator evaluation

In Year 2, Race to the Top participating LEAs prepared for implementation of new educator evaluation systems for instructional leaders and teachers based on BESE regulations. Participating LEAs are expected to implement new evaluation systems in SY 2012-2013, and all other LEAs in the State are expected to implement in SY 2013-2014. All LEAs must submit an educator evaluation plan for approval by ESE prior to implementation.

The State released a model educator evaluation system in January 2012 that aligns with the BESE regulations, called the Massachusetts Model System for Educator Evaluation (Model System). LEAs have the option to adopt this system, adapt it, or develop their own in alignment with the regulations. LEA-developed systems must clearly differentiate educators based on four performance levels and aid in connecting educators to appropriate professional development. To support LEAs that intend to develop their own systems, ESE released the Educator Evaluation Review Questionnaire, which it designed to help LEAs assess whether a system meets the requirements. Also as part of the preparation for the new systems, in Year 2, the State began developing data systems to accurately link teacher and student data.

Through the RSN, Massachusetts participated in several interstate webinars to discuss potential solutions for assessing student growth and measuring it in non-tested grades and subjects. ESE planned to establish LEA exemplars for measuring growth in non-tested subjects and implement student performance measures for non-MCAS subjects (also known as the district-determined measures); however, the State determined that it needed to release guidance on district-determined measures prior to collecting exemplars. ESE released the guidance in August 2012, and plans to collect the exemplars in Year 3.

As LEAs implement their new educator evaluations, the State will monitor collective bargaining progress, as well as LEAs' adoption of and adjustment to new systems. Massachusetts has indicated that some LEAs will likely have difficulty finalizing collective bargaining agreements in time for implementation. To assist LEAs in the collective bargaining process, the State collaborated with many individuals and organizations, including the American Federation of Teachers, Massachusetts, the Massachusetts Association of School Committees, the Massachusetts Association of School Personnel Association, the Massachusetts Association of School Superintendents, the Massachusetts Secondary School Administrators Association, and the Massachusetts Teachers Association, to develop model contract language. According to the State, LEA feedback on the model language and other materials has been positive.

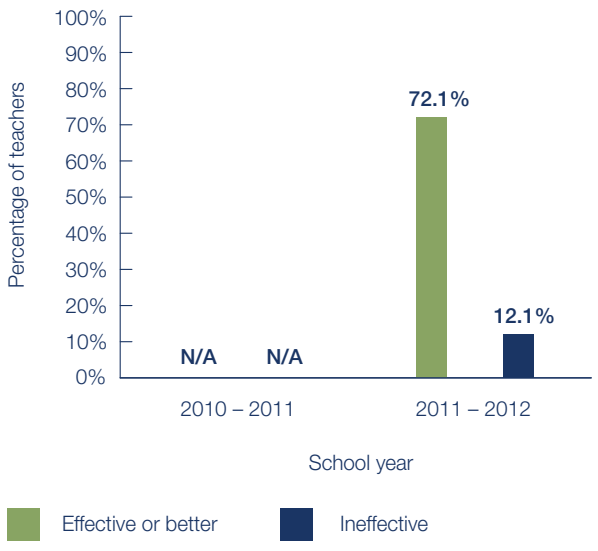
Massachusetts paired the Model System with extensive resources to assist with implementation, including facilitator guides and rubric guidance. The State will use the results of the Educator Evaluation Review Questionnaire to highlight successful approaches for LEAs in designing and implementing new evaluation systems. ESE also finalized a document that provides specific guidance on evaluating teachers of English learners and began developing a document that will provide specific guidance on evaluating teachers of students with disabilities.

Great Teachers and Leaders

ESE conducted trainings that support participant-wide implementation of new evaluation systems. Regional "Getting Started" workshops, attended by more than 1,000 LEA and school leaders, focused on the Model System and helped LEAs determine which components of the Model System to adopt. Other training included workshops in partnership with the Massachusetts Association of School Superintendents. ESE also assisted LEAs in creating implementation trainings for educators and evaluators. It released a list of approved vendors for such trainings and will share the cost with LEAs.

A total of 45 LEAs, including Level 4 districts and early adopter LEAs, implemented a pilot of the educator evaluation framework in Year 2. Massachusetts incorporated feedback from the pilot program into the design of the Model System, and ESE intends to use the evaluation vendor's report on the pilot program to support LEAs that have yet to fully implement a new educator evaluation system.

Percentage of teachers in participating LEAs with qualifying evaluation systems who were evaluated as effective or better or ineffective in the prior academic year



For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Additionally in Year 2, the State expanded the Superintendent Induction program from Level 3 and Level 4 district superintendents to all new superintendents. Programming for the second cohort began in summer 2011, and in November 2011 the State expanded the program to include a focus on supervision, evaluation, and human capital development. The State assumed a greater share of the cost of the program to promote participation among Level 1 and Level 2 districts. Of the 26 participants in the second cohort, 18 are from Level 1 or Level 2 districts. The State reported that it has received positive feedback about the coaching element of the program; more specifically, the State reported that both coaches and those who have experienced coaching have realized professional growth through participation in the program.

Human capital management

The BESE revised educator licensure regulations in the State to take into account educator performance. BESE's new performance-based licensure regulations, passed in December 2011, outline new educator preparation standards and align with new administrative leadership evaluation standards. Massachusetts developed a teacher licensure assessment system in Year 2 and intends to pilot the system in Year 3. The State finalized a contract for the development of a principal licensure performance assessment in August 2012.

Massachusetts also created a pilot program to improve LEA human resources systems so that they are more efficient and more supportive of educator effectiveness than existing systems. The State awarded grants to three LEAs to pilot new human resources systems; a technical assistance vendor will create a human resources reform toolkit based on this work. Massachusetts aims to use this work to create models for human resources systems that have an impact on the effectiveness of the educator workforce.

Ensuring equitable distribution of effective teachers and principals

ESE monitored the distribution of effective educators through the Education Personnel Information Management System (EPIMS) and Teacher Effectiveness Quality Improvement Plan (TEQIP) data systems. ESE collected data through these systems in each of the Race to the Top grant's first two years. In Year 2, ESE added a tool to the EPIMS and TEQIP data systems to collect educator evaluation ratings from the LEAs that implemented the educator evaluation framework in SY 2011-2012. Modifications to the system will enable these data systems to collect educator effectiveness data from all LEAs in Year 3. These data will inform the State's analysis of the equitability of teacher and principal distribution.

Massachusetts also gathered information on the status of its educator workforce through the Teaching, Empowering, Leading and Learning in Massachusetts (TELL Mass) survey, a statewide educator survey supported by Race to the Top funds. Massachusetts stated that the survey informed its efforts to recruit and retain effective teachers by providing information about teaching and learning conditions, which helped the State develop concrete plans to address specific issues.

Great Teachers and Leaders

Improved recruitment is a key part of Massachusetts' strategy to make its teacher distribution more equitable. In Year 2, ESE hired a contractor to integrate the aMAzing Teachers website, which recruits teachers specifically for low-performing schools, with the State's existing educator recruitment website. Massachusetts intends to develop a single website that serves as a gateway for educator preparation programs, licensure, and career ladder information. To ensure that this effort meets the needs of LEAs, the State solicited feedback from human resources personnel and other users of the existing tools. ESE created a test site in Year 2 and will continue to refine it during Year 3.

The State also funded two key initiatives that promote educator leadership and professional development: instructional leadership training through the National Institute for School Leaders (NISL) and National Board for Professional Teaching Standards (National Board) certification for teachers in high-needs schools. Each initiative emphasizes participation of educators from Level 3 and 4 districts. In Year 2, 230 educators participated in NISL training, and several more cohorts will begin in Year 3. Participation in the National Board project to date has been lower than expected, but the State is developing a communication plan to raise awareness of the programs in Levels 3 and 4 districts and aims to have 200 educators from high-need schools obtain National Board certification by the end of Year 4.

Improving the effectiveness of teacher and principal preparation programs

Massachusetts strengthened educator preparation program approval requirements in Year 2, through new regulations, passed in June 2012. To develop and refine the regulations, the State solicited feedback from stakeholders such as professional organizations and educator preparation programs.

In Year 2, the State developed requirements for a new web-based reporting system that will hold educator preparation programs publicly accountable for their performance. The system will track licensure candidates from program enrollment through their eventual employment in an LEA. In Year 3, Massachusetts intends to develop and release educator preparation program report cards.

To scale up effective teacher and principal preparation programs, Massachusetts released an application for grants to support expansion of proven models of success in recruiting and preparing effective teachers. These grants were planned to be made in Year 2, but will now be made in Year 3. The State indicated that it could not finalize requirements for the expansion grants until after it passed its new educator preparation regulations.

Providing effective support to teachers and principals

ESE began working to improve its vetting of professional development in order to promote effective support of educators. The State solicited feedback from numerous stakeholders as part of its revision to the Massachusetts Standards for Professional Development and selected the Standard Assessment Inventory survey to gain information on professional development quality throughout the State. Revised standards were approved in September 2012. The standards provide a foundation for a statewide professional development system that will be developed in Years 3 and 4.

To ensure that all of its resources work toward common goals, Massachusetts is aligning its professional development with Race to the Top objectives. As part of this process, ESE reviewed current professional development offerings and educator completion rates by content area and used its summer professional development institutes to focus on helping educators understand and implement the CCSS and take part in new educator evaluation systems.

In addition to its NISL training, Massachusetts implemented two educator mentoring programs in Year 2: the Superintendent Induction Program and online courses for mentors of teachers of English as a Second Language, special education, and STEM content. Massachusetts expanded the Superintendent Induction Program from Level 3 and Level 4 districts to all districts in Year 2. ESE reported that participant feedback about the program was positive. Fifty-eight educators participated in the online mentoring program in Year 2, and ESE expects about 150 to participate in Year 3.

Successes, challenges, and lessons learned

Massachusetts made substantial progress toward ensuring that all of its participating LEAs implement a rigorous educator evaluation system in SY 2012-2013 that supports instructional improvement. The State released the Model System along with guidance for LEA-developed evaluation systems and collective bargaining negotiations. ESE's extensive educator outreach included regional "Getting Started" workshops that were attended by more than 1,000 educators.

Forty-five Massachusetts LEAs piloted the State's educator evaluation framework in Year 2. The State incorporated feedback from the pilot into the Model System and continued to use the lessons from the pilot to guide its assistance and outreach to LEAs. ESE reported in October 2012 that 73 LEAs had ratified collective bargaining agreements to implement new evaluation systems and had ESE-approved evaluation system plans; 15 charter LEAs also had ESE-

approved evaluation system plans. Additionally, 26 LEAs reported that they had a tentative collective bargaining agreement. The low number of finalized collective bargaining agreements could have a significant impact on the implementation of the educator evaluation system in Year 3.

Beyond educator evaluations, the State supported educator effectiveness by working to develop new performance-based standards for teacher and leader certification. Massachusetts also awarded three grants to pilot innovative human resources systems. The State laid the groundwork to hold educator preparation programs accountable for their performance, passing strengthened regulations and working to develop a new web-based reporting system. The implementation of instructional leadership and mentoring programs such as NISL, the Superintendent Induction Program, and the online mentoring program further promoted effective instructional practice and leadership.

The State has faced some delays in other projects in this area. For instance, Massachusetts is not on track to meet its goals to expand the number of teachers with a National Board Certification. Although the State's goal was to have 200 educators in high-needs schools obtain National Board Certification by the end of the grant period, only eight educators were participating in this project. Only 34 candidates were enrolled in the STEM-focused educator preparation site (UTeach), against a target of producing 250 new STEM teachers through the program by the end of the grant period (see *Emphasis on Science, Technology, Engineering and Mathematics*). The absence of a State professional development director delayed many Year 2 professional development initiatives; however, the State hired a new director in November 2011, which, according to the State, allowed for a greater focus on such efforts.

Turning Around the Lowest-Achieving Schools

Race to the Top States are supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing one of four school intervention models.[10]

Intervening in the lowest-achieving schools

Implementing intervention models

Persistently lowest-achieving (PLA) schools[11] in Massachusetts continued their efforts to improve student performance, targeting the core conditions identified by the State as impacting student success. In Year 2, the State completed site visits to all 34 Level 4 schools. The State reports that LEAs have found the reviews helpful in identifying action steps for improvement.

The State reported that 34 schools that initiated one of the four school intervention models in SY 2010-2011 continued implementation in SY 2011-2012 (one school was closed in alignment with the school closure model). In November 2011, Massachusetts announced that the BESE declared Lawrence Public Schools a Level 5 district and in January 2012 appointed a receiver to manage the district. The district will receive intensive support to support improved student achievement.

In Year 2, ESE's review process gauged each Level 4 school's baseline conditions for effectiveness, examined their progress on their redesign programs, assessed the LEAs' support systems, and helped the school determine next steps for improvement. Based on these reviews, the State produced an emerging practices report that has guided efforts to improve LEA capacity. ESE's LEA capacity efforts focused on strengthening human resource systems (especially educator evaluation) and instituting project management structures that facilitate swift and effective identification of urgent priorities. Six Level 4 districts that faced especially great implementation challenges received assistance from District Plan Managers, who reported directly to the LEA superintendent.

[10] Race to the Top States' plans include supporting their LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

[11] ESE identifies the PLA schools based on the State's accountability rating system. ESE selects Level 4 schools from among the lowest-performing 20 percent of schools in the State based on high school graduation rates and student performance improvement. Schools that demonstrate the least improvement receive the Level 4 designation. In turn, Level 4 schools that fail to reach improvement benchmarks after three or more years receive Level 5 status, which results in management by ESE or a designated partner. The State also may designate a school district as chronically underperforming, resulting in the designation of a Level 5 district. All schools designated as Level 4 must implement an intervention plan, which needs to be aligned with the principles presented in the State's approved ESEA flexibility request. Level 4 schools that successfully apply for School Improvement Grant funding must implement one of the four school intervention models.

Turning Around the Lowest-Achieving Schools

ESE found that many LEAs needed support in developing strong governance practices. As a result, the State began working to improve school governance, in collaboration with the Massachusetts Association of School Committees, in 17 Level 3 and Level 4 districts. In Year 2, this project produced drafts of five modules on improving school governance, as well as an online data resource for sharing information and ideas.

Promoting student achievement in low-performing schools

In Year 2, Massachusetts also promoted reform of low-achieving schools through Wraparound Zone grants. Wraparound Zone schools created proactive systems for identifying academic and non-academic student needs, offered customized and multi-faceted interventions to at-risk students, connected social workers and families to school practices, and monitored the effectiveness of their programs. Participating LEAs submitted plans to the State that describe how they would accomplish these goals and make progress in other improvement areas.

Twenty-one schools in five LEAs implemented Wraparound Zones in Year 2. In support of these schools, the State's technical assistance vendor and Wraparound Zone coordinator conducted monthly technical assistance visits, and the State conducted mid-year monitoring and progress assessments. An evaluation vendor collected baseline data and provided feedback to the State and LEAs on progress. Wraparound Zone LEAs collaborated with one another through monthly cross-district coordinator meetings, calls, and peer learning exchanges.

To promote high-quality instruction in low-performing schools, Massachusetts trains and deploys teams of teachers and leaders who specialize in boosting student performance. Turnaround Teacher Teams and Turnaround Leader Teams recruit, train, place, and support both new and experienced educators in Level 3 and 4 schools. During the first two years, the State trained 22 leaders through the programs, and expects to place more than 200 of the trained teachers in low-performing schools in the next two school years.

ESE identifies and pre-approves Priority Partners to help Levels 3, 4, and 5 schools accelerate school improvement. Priority Partners pass through a thorough State vetting process that ensures that each has a proven ability to accelerate school improvement. Priority Partners specialize in three areas: Addressing Students' Social, Emotional and Health Needs; Leadership, Human Resources, and Financial Management; and Maximizing Learning Time.

In Year 2, ESE expanded its network from seven Priority Partners to 24 and expanded access from Level 4 LEAs alone to include Level 3 LEAs and the recently identified Level 5 LEA. The State created an Investment Fund to support partnerships between Priority Partners and LEAs and created the Network of Priority Partners, which convenes quarterly to facilitate collaboration between Priority Partners within and among LEAs. ESE intends to evaluate all Priority Partners annually to hold them accountable and will monitor progress of all Investment Fund recipients quarterly.

Using innovative funding models to support low-performing schools

In the City of Lawrence, Massachusetts, a collaborative funding model for Turnaround Teacher Teams splits costs among the LEA, the State, and private funders. The State and Lawrence contribute to the general operating support for the organization and costs associated with recruiting, selecting, training and supporting up to 50 aspiring teachers in Lawrence. The State and Lawrence each contribute one quarter of the total cost. Funds from private organizations account for one half of the total project cost. This funding model makes it possible for schools in Lawrence to leverage a pipeline of specially trained educators who have the potential to dramatically increase student achievement.

Massachusetts shared its practices with other Race to the Top States through the School Turnaround Community of Practice. In addition, Massachusetts contributed to an RSN publication that described the State's Essential Conditions for School Effectiveness. Further, State representatives led a webinar for other State teams in April 2012 that focused on sharing promising practices relating to Priority Partners.

Successes, challenges, and lessons learned

Massachusetts continued to build on its successes in supporting PLA and other low-performing schools. The State reported that, of the 34 schools that were implementing one of the four school intervention models in SY 2011-2012, 25 schools improved the percentage of students scoring proficient or higher (all grades combined) by three or more percentage points in ELA between 2010 and 2012, and 22 schools improved on the same measure by three or more percentage points in mathematics. In addition, some schools made even more significant gains. For example, seven schools improved the percentage of students scoring proficient or higher (all grades combined) by 15 percentage points or more over the past two years. The State did not initiate school intervention models in any new schools in SY 2011-2012.

The State's Turnaround Teacher and Leader Teams initiatives advanced more rapidly than anticipated in the State's plans. The network of Priority Partners expanded in Year 2, providing low-performing schools with a greater pool of high-quality partners for LEA improvement, and the State's Investment Fund ensured that LEAs were able to use those partners to address high need areas.

Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

State's STEM initiatives

Massachusetts' STEM Early College High Schools improve access to STEM courses and resources among traditionally underrepresented groups through LEAs' partnerships with colleges and universities that offer high school students the opportunity to earn 12 to 30 college credits in STEM fields. Massachusetts launched one STEM Early College High School in Year 2, and began the planning process for opening five others.

The State's STEM-focused educator preparation site, UTeach, enrolled 34 candidates in Year 2. Massachusetts aims to produce 250 new STEM teachers through the program by the end of the grant. Based on current enrollment figures, the State faces a challenge in meeting this goal.

State efforts to promote college and career readiness through enhanced standards in Year 2 also promoted a focus on STEM disciplines. The State reported that LEAs have engaged in locally-driven initiatives to improve the percentage of students completing MassCore, a rigorous diploma track designed to promote college and career readiness that requires high school students to take at least three years of lab-based science coursework and at least four years of mathematics. The State also supported higher STEM standards through its pre-AP training program, which helped more than 1,000 teachers between fall 2011 and fall 2012 learn how to prepare students for AP courses (see *Standards and Assessments*).

Successes, challenges, and lessons learned

Massachusetts will leverage lessons learned from the school that implemented the STEM Early College High School program in Year 2 to support the schools that will implement the program in Year 3. The State faced challenges in enrolling teachers in the UTeach program, but initiated efforts to improve its outreach strategy. In Year 3, the State plans to boost UTeach enrollment and continue engaging educators in pre-AP training, which has garnered positive feedback.

Progress Updates on Invitational Priorities

In its SY 2011-2012 APR, Massachusetts reported the following progress:

Innovations for improving early learning outcomes

In December 2011, Massachusetts was awarded a Race to the Top – Early Learning Challenge grant. The State's Race to the Top – Early Learning Challenge plan is designed to ensure that all children have access to high-quality pre-kindergarten education, through initiatives such as providing support to early childhood educators to improve their practice, creating the Massachusetts Early Learning and Development Assessment System, and increasing engagement with parents, families, and community members.

In keeping with the State's commitment to increasing coherence and alignment across the education continuum, and in order to leverage expertise and resources across sectors, Massachusetts Governor Deval Patrick signed legislation (H 4243) on September 26, 2012 creating an expert literacy panel to provide recommendations on how to improve the reading abilities of third graders in Massachusetts.

ESE worked collaboratively with the Department of Early Education and Care (EEC) on developing a birth to grade three framework. The framework is aimed at addressing third grade reading scores by aligning practices across the birth to age five system of early childhood services and the kindergarten through third grade (K-3) system of early elementary services. It addresses both the vertical and horizontal elements of: instructional tools and practices; data and assessment; instructional environment; engaging families; administrators and leadership quality; transition and pathways; teacher quality and capacity; and mechanisms for cross-sector alignment.

When the State adopted the new Massachusetts Curriculum Frameworks incorporating CCSS, it used the flexibility to add 15 percent State-specific content to include standards for pre-kindergarten in both ELA and mathematics. The curriculum and instruction materials being developed for the State's teaching and learning system includes materials for K–3 in all four core subjects (ELA, mathematics, history/social studies, and science) and supplemental ELA materials for grades two and three.

ESE is partnering with EEC to plan for the future development of Early Warning Indicator System (EWIS) data for early education sites. As of September 2012, EWIS data are now available for grades one through 12 statewide, which includes aggregate and student-level reports that identify students who are at risk of falling off track based on their academic level. The EWIS risk models were developed in partnership with a contracted partner, the American Institutes for Research. The EEC-level EWIS would mirror the elementary and secondary level-EWIS, providing risk level information on children from birth through kindergarten. Collecting and preparing EWIS data was ongoing throughout the period of July 1, 2011 to June 30, 2012, and the data were formally released to LEAs and schools at the end of September 2012.

Progress Updates on Invitational Priorities

ESE is partnering with EEC to include a School Readiness component within the preschool through college (P-20) Longitudinal Data System. The two Departments are currently working to develop the data and reporting requirements to provide educators from both Departments with information that will help improve the educational outcomes of young children who are high needs. The data are scheduled to be available to LEAs in the spring of 2013.

Expansion and adaptation of statewide longitudinal data systems

ESE has designated data systems as one of its six priority projects that will guide the work of the agency through its strategic planning delivery process. A core team developed the following aspiration for the agency: "To provide tools along with a technical and cultural environment that informs policies and decisions to support effective data use towards improving student achievement."

On October 21, 2011, EEC, ESE, and the Department of Higher Education (DHE) signed a data sharing agreement with the Executive Office of Education that serves as the basis for the Family Educational Rights and Privacy Act compliant P-20 database. Since that time, the agencies have begun assigning State Assigned Student Identifiers (SASIDs) under this agreement. In November 2012, college feedback reports resulting from this data exchange were released to agency and LEA users. In addition to the agencies listed above, the State also began the process of assigning SASIDs to the Adult Basic Education community. As of September 20, 2012, the data system has been populated with approximately 133,000 SASIDs.

Version 3.0 of the Education Data Warehouse has been in place for the past school year. Powered by an Exadata storage server, the new version has succeeded in correcting many of the inefficiencies and performance issues of prior versions. On the day that State assessment results were released, a record number of reports (17,333) were run without any performance issues.

The SIF project is ready to move into phase two. Over 100 LEAs are sending data on a near-real time basis to ESE and a pilot set of nine LEAs certified their Student Information Management System (SIMS) data through the SIF protocol in the end of year SIMS collection. In October 2012, the State attempted to certify the SIMS collection of the remaining LEAs and pilot the Student Course Schedule collection with a small number of LEAs.

P-20 coordination, vertical and horizontal alignment

ESE is continuing to work collaboratively with the EEC to develop a birth to grade three framework for enhancing developmental and learning outcomes for all children in Massachusetts. This framework is focused on improving third grade reading scores (as measured by the MCAS) by better aligning policies and practices across the birth to age five system of early childhood services and the K–3 system of early elementary services. ESE and EEC are increasing both vertical and cross-sector alignment by addressing issues related to instructional tools and practices, data and assessment, instructional environments, family engagement, the quality of leaders and administrators, teacher quality, and professional pathways for early educators.

Each of the six Readiness Centers hosted regional events during the spring of 2012 to provide educators from early education, elementary and secondary education, and higher education with additional guidance regarding the implementation of the Curriculum Frameworks in ELA and Mathematics. The sessions included ESE staff member presentations on a wide array of guidance materials, and small group sessions that were facilitated by regional educators. Attendees also received additional resources and tools that they could share with their colleagues to not only introduce, but embed the new standards in educational institutions across the State. ESE is working with the Executive Office of Education (EOE) and the Readiness Centers to plan additional training events for SY 2012-2013.

ESE is continuing to work with the EOE, EEC, and DHE to establish a P-20 database and share information across State education entities. Additionally, representatives from DHE and Massachusetts public institutions of higher education are participating in ongoing discussions about the implementation of key Race to the Top initiatives (including educator evaluation, the Curriculum Frameworks in ELA and mathematics, and PARCC) and their relationship to college readiness, student assessment, educator preparation and licensure, and increasing alignment between high schools and public institutions of higher education.

School-level conditions for reform, innovation, and learning

In 2010, the State passed education reform legislation that provides new tools, rules, and supports to accelerate the improvement of low-performing schools in Massachusetts. The law gives local superintendents and the Commissioner of Elementary and Secondary Education the ability to increase flexibility in these schools, such as by adding budgetary flexibility; increased planning time for teachers; and bonuses and other awards to attract and retain high-quality teachers. The law also requires that turnaround plans incorporate comprehensive services for high-need students and their families and strategies to engage families and communities in supporting student academic success.

Progress Updates on Invitational Priorities

In 2011, one year after the legislation's implementation, each of the Level 4 schools used one or more of these provisions. The alignment of the new autonomies in the reform legislation with the elements of the four federal SIG school intervention models is providing an extra incentive for schools to use these autonomies. The most commonly used provisions of the reform legislation include increased planning time for teachers, longer school days for students, comprehensive wraparound services to address students' non-academic barriers to learning, and new strategies to engage families and communities in supporting student academic success.

Looking Ahead to Year 3

The State's progress during the first two years of its Race to the Top grant laid the foundation for implementation of several key initiatives in Year 3 that aim to improve education in the State by setting high expectations for both teachers and students. All LEAs in Massachusetts will implement the State's new standards, and the State expects that all Race to the Top participating LEAs will implement rigorous educator evaluation systems in Year 3.

As the State implements these critical initiatives, it will continue to build resources, professional development, and data system capacity to support educator effectiveness and improved student performance. The State's teaching and learning system, Edwin Teaching and Learning, and the SIF will bring the State closer to its goal of providing teachers with real-time, high-quality data to inform instruction. ESE will continue to develop, pilot, and refine curricular materials to support educators' implementation of the new standards. The State will also provide further guidance on measuring student growth and support LEAs as they continue training educators who will conduct observations for the new educator evaluation systems.

Massachusetts' initiatives are expected to improve educator effectiveness through high-quality educator training and higher licensure standards. Several additional NISL cohorts will begin in Year 3, and the State expects to train and support more than 200 teachers as part of Turnaround Teacher Teams. New licensure regulations and teacher preparation accountability measures will hold training programs to a high standard. The State will pilot new licensure assessments in Year 3.

ESE will continue to support school innovation and improvement in low-performing schools. Wraparound Zones, Priority Partners, and school intervention models will help these schools achieve higher standards. Additionally, three STEM Early College High Schools opened in Year 3, offering students new and innovative ways to engage with high-quality content and instruction.

Budget

For the State's expenditures through June 30, 2012, please see the APR at www.rtt-apr.us.

For State budget information, see http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html.

For the State's fiscal accountability and oversight report, please see http://www2.ed.gov/programs/racetothetop/performance.html.

Glossary

Alternative routes to certification: Pathways to certification that are authorized under the State's laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English learners and students with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

Amendment requests: In the event that adjustments are needed to a State's approved Race to the Top plan, the grantee must submit an amendment request to the Department for consideration. Such requests may be prompted by an updated assessment of needs in that area, revised cost estimates, lessons learned from prior implementation efforts, or other circumstances. Grantees may propose revisions to goals, activities, timelines, budget, or annual targets, provided that the following conditions are met: the revisions do not result in the grantee's failure to comply with the terms and conditions of this award and the program's statutory and regulatory provisions; the revisions do not change the overall scope and objectives of the approved proposal; and the Department and the grantee mutually agree in writing to the revisions. The Department has sole discretion to determine whether to approve the revisions or modifications. If approved by the Department, a letter with a description of the amendment and any relevant conditions will be sent notifying the grantee of approval. (For additional information please see http://www2.ed.gov/programs/racetothetop/amendments/index.html.)

America COMPETES Act elements: The twelve indicators specified in section 6401(e)(2)(D) of the America COMPETES Act are: (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

American Recovery and Reinvestment Act of 2009 (ARRA): On February 17, 2009, President Obama signed into law the ARRA, historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The Department of Education received a $97.4 billion appropriation.

Annual Performance Report (APR): Report submitted by each grantee with outcomes to date, performance against the measures established in its application, and other relevant data. The Department uses data included in the APRs to provide Congress and the public with detailed information regarding each State's progress on meeting the goals outlined in its application. The final State APRs are found at www.rtt-apr.us.

College- and career-ready standards: State-developed standards that build toward college and career readiness by the time students graduate from high school.

Common Core State Standards (CCSS): Kindergarten through twelfth grade (K-12) English language arts and mathematics standards developed in collaboration with a variety of stakeholders including States, governors, chief State school officers, content experts, teachers, school administrators, and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and careers. As of December 2011, the CCSS were adopted by 45 States and the District of Columbia.

The **education reform areas** for Race to the Top: (1) Standards and Assessments: Adopting rigorous college- and career-ready standards and assessments that prepare students for success in college and career; (2) Data Systems to Support Instruction: Building data systems that measure student success and support educators and decision-makers in their efforts to improve instruction and increase student achievement; (3) Great Teachers and Great Leaders: Recruiting, developing, retaining, and rewarding effective teachers and principals; and (4) Turning Around the Lowest-Achieving Schools: Supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing school intervention models.

Effective teacher: A teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs,

or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

High-minority school: A school designation defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

High-poverty school: Consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

Highly effective teacher: A teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

Instructional improvement systems (IIS): Technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as instructional planning; gathering information (*e.g.*, through formative assessments (as defined in the Race to the Top requirements), interim assessments (as defined in the Race to the Top requirements), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in the Race to the Top requirements) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Invitational priorities: Areas of focus that the Department invited States to address in their Race to the Top applications. Applicants did not earn extra points for addressing these focus areas, but many grantees chose to create and fund activities to advance reforms in these areas.

Involved LEAs: LEAs that choose to work with the State to implement those specific portions of the State's plan that necessitate full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in the Race to the Top requirements). Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application.

Participating LEAs: LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year at the time of the award, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

The **Partnership for Assessment of Readiness for College and Careers (PARCC):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see http://www.parcconline.org/.)

Persistently lowest-achieving schools: As determined by the State, (i) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) the school's lack of progress on those assessments over a number of years in the "all students" group. (For additional information please see http://www2.ed.gov/programs/sif/index.html.)

Qualifying evaluation systems: Educator evaluation systems that meet the following criteria: rigorous, transparent, and fair evaluation

systems for teachers and principals that: (a) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) are designed and developed with teacher and principal involvement.

Reform Support Network (RSN): In partnership with the ISU, the RSN offers collective and individualized technical assistance and resources to grantees of the Race to the Top education reform initiative. The RSN's purpose is to support the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other and build their capacity to sustain these reforms.

The **School Improvement Grants (SIG)** program is authorized under section 1003(g) of Title I of the ESEA. Funds are awarded to States to help them turn around persistently lowest-achieving schools. (For additional information please see http://www2.ed.gov/programs/sif/index.html.)

School intervention models: A State's Race to the Top plan describes how it will support its LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- ***Turnaround model:*** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- ***Restart model:*** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- ***School closure:*** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- ***Transformation model:*** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Single sign-on: A user authentication process that permits a user to enter one name and password in order to access multiple applications.

The **SMARTER Balanced Assessment Consortium (Smarter Balanced):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematic standards and that will accurately measure student progress toward college and career readiness. (For additional information please see http://www.k12.wa.us/SMARTER/default.aspx.)

The **State Scope of Work:** A detailed document for the State project that reflects the grantee's approved Race to the Top application. The State Scope of Work includes items such as the State's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. (For additional information please see http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html.) Additionally, all participating LEAs are required to submit Scope of Work documents, consistent with State requirements, to the State for its review and approval.

Statewide longitudinal data systems (SLDS): Data systems that enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The SLDS help States, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes, as well as to facilitate research to increase student achievement and close achievement gaps. (For additional information please see http://nces.ed.gov/Programs/SLDS/about_SLDS.asp.)

Student achievement: For the purposes of this report, student achievement (a) for tested grades and subjects is (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms; and (b) for non-tested grades and subjects, alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth: The change in student achievement (as defined in the Race to the Top requirements) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

Value-added models (VAMs): A specific type of growth model based on changes in test scores over time. VAMs are complex statistical models that generally attempt to take into account student or school background characteristics in order to isolate the amount of learning attributable to a specific teacher or school. Teachers or schools that produce more than typical or expected growth are said to "add value."

RACE TO THE TOP

MASSACHUSETTS

YEAR 2 REPORT

JANUARY 2013

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A Letter From the Secretary

Dear Colleagues:

As I reflect on our first two years of implementing our Race to the Top (RTTT) plan, I am quite proud of all that we have accomplished so far. In keeping with our history of being leaders with regard to education improvement and reform, we have made bold choices and are implementing innovative strategies that are having significant impact on teaching and learning across our public education system.

We are implementing new pre-K through Grade 12 Curriculum Frameworks in English Language Arts and Mathematics, which means that we are redefining what students need to learn in order to be well prepared for college and career success. We are implementing new strategies to continuously enhance the quality of teaching in our schools, which means that our educators are using new instructional tools and are receiving better and ongoing professional support. We are making great strides in terms of improving our neediest schools, which means that students and their families are receiving the academic and other services needed to substantially improve student achievement. And we are building an improved architecture for sharing data and using technology, which means that we are increasing access to important information about student growth and achievement. Many other RTTT initiatives are being implemented in school districts across the Commonwealth. Taken together, these initiatives are contributing to the development of a 21st century public education system in Massachusetts, one that will meet each student where he or she is and provide the targeted support that each student needs to truly succeed.

We are at the halfway point on our exciting journey, and the next two years will be equally exciting and challenging in the best sense of the word. We have come together as a Commonwealth to make difficult but important decisions that will benefit our students for years to come, and we need to continue working together to ensure that we implement every RTTT initiative successfully. On behalf of Governor Patrick, I congratulate our students, parents and family members, and educators for their excellent work to date, and I also would like to thank our community-based and non-profit organizations, business and industry partners, funders, municipal officials, and legislators for the continued commitment to this important work.

We are on track to successfully execute our ambitious and comprehensive RTTT plan, and I look forward to working with you to achieve all of our goals.

Paul Reville
Secretary of Education

A Letter From the Commissioner

Dear Colleagues:

Massachusetts has led the nation in student performance for nearly a decade. Our students have scored first or tied for first on the National Assessment of Educational Progress in each test administration since 2005, and recently released results from the Trends in International Mathematics and Science Study show Massachusetts students score nearly at the top internationally as well. Our dropout rate is at its lowest in half a century, and our high school graduation rate has increased for five years in a row.

Yet with all this success, we still see room for improvement. We are particularly concerned with closing the gaps in student performance so that all Massachusetts students perform at high levels. Too many of our poor and minority students, our English language learners, and our students with disabilities are not enjoying the success that other Commonwealth students are achieving. We know we can do better.

Our goal in Massachusetts is to prepare all students for success in the world that awaits them after high school. Race to the Top represents a tremendous opportunity to help us achieve that goal. Our Race to the Top program encompasses a broad range of initiatives at the state, district, and school level, focused around four strategies:

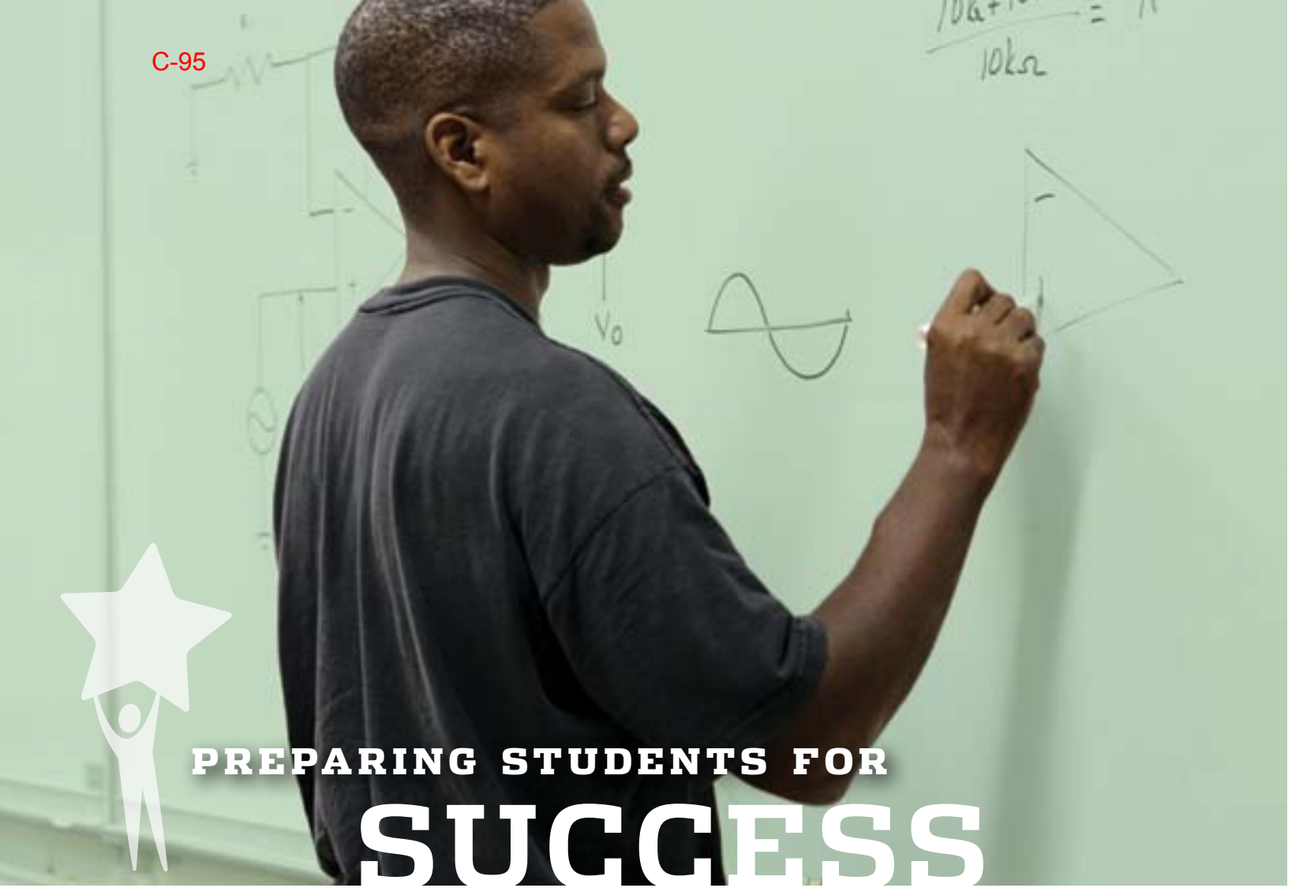
- Strengthening curriculum and instruction
- Improving educator effectiveness
- Turning around the lowest performing districts and schools
- Using data and technology to support student performance

With the resources Race to the Top provides, we have accelerated our efforts to improve the state's education system and ensure that our state's students are prepared to succeed.

2012 marks the halfway point in our Race to the Top program, and I am pleased to present this report to highlight some of the exciting progress underway. We understand that reforming and improving education cannot be accomplished overnight, and that success will not be marked by a single metric or moment in time. Instead, we are engaged in a journey of continuous improvement. Race to the Top has provided us with resources to accelerate that journey and to put into place the structural changes that will carry us and our students forward.

As I said when we first began planning our Race to the Top program, our goals are ambitious and bold, but they are achievable and—perhaps most importantly—they are work that is worth doing.

Mitchell D. Chester, Ed. D
Commissioner of Elementary and Secondary Education



PREPARING STUDENTS FOR SUCCESS

Massachusetts has a long tradition as a pioneer in public education. Since the days of Horace Mann, we have led the nation in creating the systems and structures needed to support student achievement. Stakeholders statewide agree that all students, regardless of their zip code, deserve a world-class education that prepares them for postsecondary opportunities, career training options, economically viable careers, and healthy, productive lives.

Our goal is to prepare all students for success in the world that awaits them after high school. We will achieve this by:

- Strengthening curriculum, instruction, and assessment
- Improving educator effectiveness
- Turning around the lowest performing districts and schools
- Using data and technology to support student performance

Our focus on these strategies was a major reason the Commonwealth of Massachusetts was awarded $250 million in Race to the Top funding from the U.S. Department of Education in 2010. The award was recognition that the state's reform agenda was already underway and that our objectives were aligned with those in Race to the Top. It also affirmed our support from our districts and charter schools, two-thirds of which signed on to implement the state's proposal. The funding has provided us resources to build on our accomplishments, accelerate ongoing improvement efforts, and target new strategies for reform.

We are now halfway through this program. This report highlights some of the major activities Massachusetts has undertaken as part of Race to the Top, though by no means is it a comprehensive accounting of everything we have accomplished in the last two years. We are committed to sustaining the momentum that we have achieved and believe that the innovations launched by Race to the Top will inspire the next generation of students and educators.

Race To The Top By The Numbers

$250
million over four years with half allocated to participating districts and half to ESE

234
participating districts and charter schools

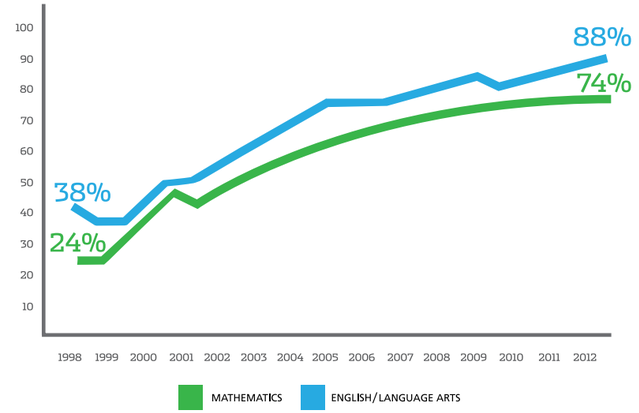
1,278
participating schools

661,800
K–12 students served (69.4% of students statewide)

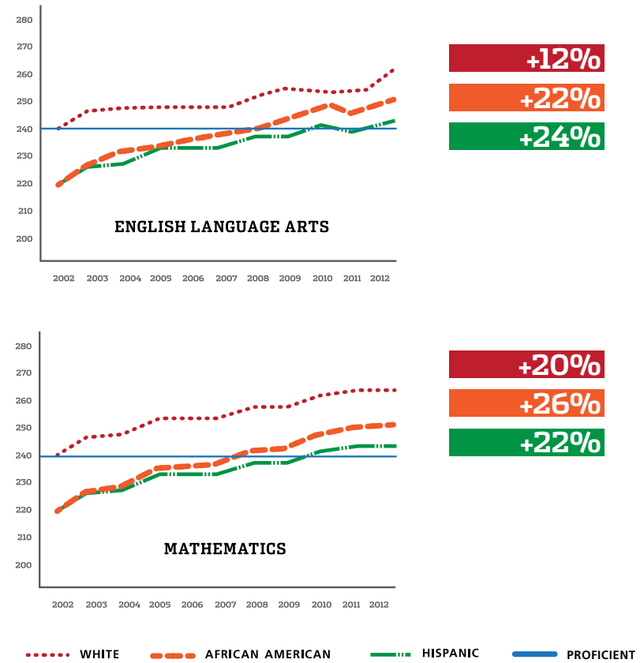
53
projects

More Than a Decade of Improvement

GRADE 10 MCAS PERCENT PROFICIENT OR ADVANCED



Narrowing the 10th Grade Proficiency Gap



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STRENGTHENING

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Standards-based reform has been a hallmark of Massachusetts' education reform strategy since the Education Reform Act of 1993. We are known for having some of the highest standards for our students nationwide, and our students perform well compared to their peers as a result.

But for the next generation of education reform, we knew that simply setting high standards would not be enough. We needed to revise our curriculum frameworks to better reflect what students need to know to succeed after high school. We also needed to help educators implement those standards effectively in classrooms by providing more guidance on what high quality standards-based curriculum and instruction looks like.

NEW MASSACHUSETTS CURRICULUM FRAMEWORKS

In December 2010, the Massachusetts Board of Elementary and Secondary Education voted to adopt new curriculum frameworks in English language arts and mathematics. This was a key element of our strategy to implement a rigorous curriculum that aligns to the expectations of two and four-year colleges and the needs of employers in our knowledge-based economy.

The new Massachusetts Curriculum Frameworks for English language arts and mathematics incorporate the Common Core State Standards, which were developed by a consortium of states to define what children should know and be able to do in each grade to stay on the path to college and career readiness. Beyond the standards outlined in the Common Core, Massachusetts also added standards for pre-kindergarten and made a small number of other additions or changes to standards in other grades.

All districts and charter schools are expected to align local curriculum with the new curriculum frameworks by the beginning of the 2013–14 school year. As of June 2012, 53 percent of Race to the Top districts (124) had already aligned both their English language arts and their mathematics curricula to the new Massachusetts Curriculum Frameworks.

MODEL CURRICULUM UNITS

Using Race to the Top resources and working with local educators, we have invested in developing tools that will help districts develop and implement high-quality curriculum. Teachers from more than 60 school districts across the Commonwealth have been working over the past two years to develop model curriculum units that span grades pre–K through 12. These units, being developed in English language arts, mathematics, science and technology/engineering, and history and social science, exemplify best practices for implementing the state's curriculum frameworks.

Some of the 34 model curriculum units we are piloting this year include: Third Graders are Independent Readers, Writers, Listeners, and Speakers; It's All About Energy; and The African-American Civil Rights Movement. Work on additional units is ongoing, with a goal of completing 100 model units by the end of 2014.

EARLY COLLEGE HIGH SCHOOLS

Research has shown that exposing high school students to college-level material can be a powerful means of increasing academic preparedness and motivation for college attendance. Thus, Massachusetts used Race to the Top funds to invest in establishing six Early College High Schools. These programs allow students to experience a college-level curriculum and accumulate college credit while still in high school, while providing substantial academic support. We focused these programs on science, technology, engineering, and mathematics (STEM) to increase the opportunity for students currently underrepresented in higher education to enter these fields in college.

Marlborough Public Schools launched the first STEM Early College High School in the 2011–12 school year with a cohort of 180 students in sixth and ninth grades, working in partnership with Framingham State University, business leaders, and employers from the surrounding area. By the 2012–2013 school year, 400 students were enrolled in the school. Maureen Greulich, instructional leadership director and district-level administrator for STEM in Marlborough, reports, "Students seem more excited to come to class and see what we are going to do and learn each day. They love working in groups, using the laptops, and seeing the connections between the subjects. They don't mind sharing their work and possibly being wrong, because they support each other so much. Students are definitely more willing to try new methods and work longer on harder problems."

Another innovative approach, the Academy for College Excellence (ACE), combined 27 students from eight vocational/technical schools into an Early College program sponsored by the Northeastern University College of Professional Studies. All of the students are enrolled in the information technology program at their local vocational schools and obtain advanced coursework and hands-on experience through ACE. The program is a hybrid, with some classes conducted at the Northeastern campus and other lessons delivered online.

The Voices of Early College High School Students

"The STEM classes are greatly valuable because they don't just teach the basics. The teachers guide and help the students to get there. Another way the STEM program sets apart from other classes is that STEM knowledge can be used throughout your whole life, especially when you get a career."

"This program is the key to success for me and probably many of the other students in the program. I will be the first in my family to graduate high school and the first to achieve the opportunity to be enrolled in college courses. This has been very helpful and informative."

"This program has given me a chance like none other. How many students can go into high school saying I'm already going to college?"

IMPROVING EDUCATOR EFFECTIVENESS

Excellent educators are the key to improving student achievement; they are the single most powerful in-school factor behind student success. As we designed our Race to the Top proposal, we knew we had to make major investments in improving the quality of our educator workforce to ensure that instruction was consistently strong statewide. These investments address the educator development continuum, from preparation and recruitment to evaluation and professional development.

EDUCATOR EVALUATION

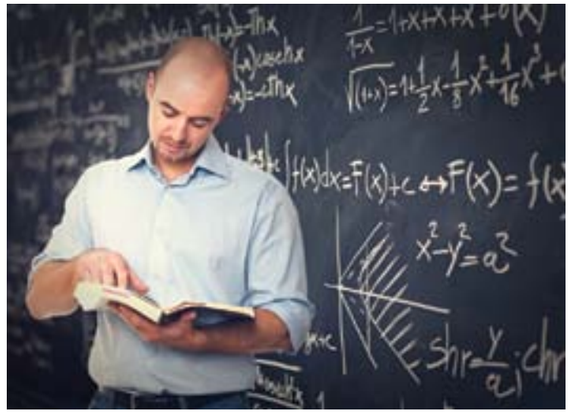
On June 28, 2011, the Massachusetts Board of Elementary and Secondary Education adopted new regulations for the evaluation of Massachusetts educators. The regulations were a critical milestone in a process that began the year before. Our Race to the Top application committed the state to develop and implement a new educator evaluation system in which student growth is a significant factor. The regulations require regular, meaningful evaluation of all educators—teachers, principals, administrators, and superintendents—and are intended to accomplish the following goals:

- Place student learning at the center
- Promote growth and development
- Recognize excellence
- Set a high bar for tenure
- Shorten timelines for improvement

Under the new regulations, evaluation is an annual five-step cycle beginning with self-assessment and concluding with a formative or summative performance evaluation. It is designed to be a continuous improvement process in which data from the performance rating is an important source of information for the educator's self-assessment.

Through the evaluation process, educators will eventually receive two ratings: a performance rating reflecting their level of professional practice on four standards and their progress toward customized goals, and a rating of their impact on student learning. The two ratings together will determine the type and duration of plan the educator must complete—anywhere from a 30-day improvement plan for the lowest performing educators to a two-year self-directed growth plan for experienced educators whose performance is rated proficient or exemplary and who have moderate or high impact on student learning.

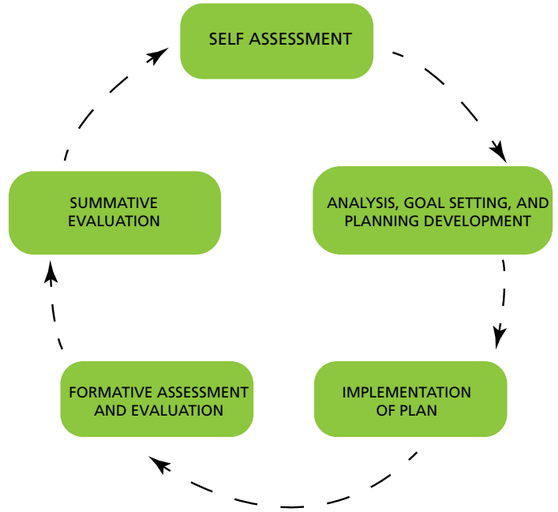
This approach allows districts to focus attention on the educators who need the most support for improvement while still ensuring that all educators have a plan to improve their practice. Meanwhile, educators will benefit from frequent, timely, and meaningful feedback on their performance and a systematic approach for improvement, both too often lacking in most districts' current evaluation practices.



Implementation of the educator evaluation frameworks began in the 2011–12 school year with 34 Level 4 (underperforming) schools across Massachusetts. In addition, 11 early adopter districts volunteered to pilot the process in the first year, providing valuable information and insights that will continue to inform the evaluation process as it expands, first to participating Race to the Top schools and districts in the 2012–13 school year, and ultimately to every public school and district in the Commonwealth the following year.

One of the challenges of statewide implementation is that each district must amend its local collective bargaining agreement to incorporate the new state requirements. Thus, the Department of Elementary and Secondary Education (ESE) provided model contract language as one of the tools for district implementation. Districts may choose to adopt or adapt that language or to revise their existing evaluation system to meet the regulatory requirements. As of November 2012, 123 districts had submitted their plans, with the majority opting to adopt the model contract language suggested by ESE with few or no changes. This included the largest district in the Commonwealth, the Boston Public Schools.

Another challenge is the need to train all educators on the new expectations, and to train all evaluators on how to evaluate others' performance fairly and consistently. New legislation passed in June 2012 requires districts to provide training developed by ESE to all evaluators and to all educators who must be evaluated under the regulations. ESE has since produced a Guide to Educator Evaluation Training Requirements and has made all required training materials available online. While districts may choose to use their own staff to deliver the professional development, ESE has also pre-approved a cadre of experienced vendors to support the training and has set aside funding to enable districts to engage the vendors at little to no cost. As of June 2012, over 12,000 educators and 1,700 evaluators (usually administrators) in Race to the Top districts had begun training on the new educator evaluation system.



The 5-Step Cycle to Continuous Improvement

"[The new educator evaluation framework] is a tool to encourage conversation about our practice....The teachers have been relieved by the process because it provides a thoughtful, systematic approach to looking at practice.

—CYNTHIA PARIS-JEFFRIES, PRINCIPAL, BLACKSTONE ELEMENTARY SCHOOL, BOSTON PUBLIC SCHOOLS

UTEACH

With an increased emphasis on STEM as both an academic track and an access point to our knowledge-based economy, there is a critical need for highly qualified science and math teachers in our middle and high schools, and that need is projected to grow over the next decade. To help meet this recruitment need, the state decided to participate in the UTeach program originally developed at the University of Texas at Austin in 1997. This program currently operates in 16 states and enrolls over 5,500 prospective teachers.

The program, seated at the University of Massachusetts Lowell, allows undergraduates in STEM majors to earn a minor in STEM teaching along with their bachelor's degree and to obtain a Massachusetts initial license to teach mathematics, science, or technology/ engineering upon graduation. UMass Lowell is the only university in New England to offer the UTeach program. The university ran the first course in spring 2012 with an enrollment of 28 students, and in fall 2012 an additional 52 STEM majors enrolled. These students come from undergraduate programs such as mathematics, biology, physics, computer science, and chemical engineering.

The success of UTeach rests in early and frequent field experiences for students under the watchful eye of mentor teachers in partner districts. The courses require students to teach three times in elementary and middle school classrooms and receive feedback from their mentor and from a UTeach Master Teacher. The program is underway in partnership with the Lowell, Methuen, and Dracut Public Schools and will begin operating in Lawrence schools in 2013. Participating teacher Cheryl Ortega of the Pawtucketville Memorial Elementary School in Lowell said, "I felt that the program allowed the interns a quick but effective look at the realm of teaching, and that they benefited from it. Additionally, my students experienced the learning of new concepts with materials they would never have encountered otherwise."

PRE-ADVANCED PLACEMENT TRAINING FOR EDUCATORS

Supporting educators' growth throughout their careers is another key element of our Race to the Top educator effectiveness strategy. One way we are accomplishing this is through our pre-Advanced Placement training program. The intent of this project is to increase the number of students who enroll and succeed in Advanced Placement courses, particularly in underserved schools and districts with large numbers of low-income and minority students. The program provides training to middle school and high school teachers so that they can implement new teaching strategies and increase content rigor in their classes, which then will improve student performance and create a college-ready culture before students enroll in AP courses.

The curriculum, called Laying the Foundation or LTF, is provided by Mass Insight Education, which contracts directly with districts to provide the professional development. More than 1,200 teachers from 75 districts across the Commonwealth have participated in this training in the content areas of English language arts, mathematics, general science, biology, physics, and chemistry. Jon Workman, a teacher at the Collins Middle School in the Salem Public Schools who has participated in the program, said, "My teaching practice has improved dramatically after two years of LTF training. Students are thinking critically and successfully participating in more rigorous learning activities. As a result of LTF, I have set higher expectations in my classroom. My students have met and exceeded those expectations."

TURNING AROUND

THE LOWEST PERFORMING DISTRICTS AND SCHOOLS

In our Race to the Top application, we noted that for a small number of our schools, student outcomes were so poor that the need to transform practices was urgent and dire. The state's 2010 Act Relative to the Achievement Gap set the criteria for identifying those schools and provided the rules, tools, and supports to address some of the conditions that contribute to underperformance.

The state's objective is to assist districts with establishing the capacity and systems of support necessary to improve teaching and learning in their lowest performing schools. Our theory of action is that the district, rather than the state, is best suited to provide the supports these schools need, and that the state's role is to help the districts serve this function.

IDENTIFICATION OF THE LOWEST PERFORMING DISTRICTS AND SCHOOLS

Since implementation of the Act in January 2010, the state has identified 44 underperforming (Level 4) schools. Together these schools, spread across 10 districts, serve over 22,000 students. Nearly 85 percent of their students are low income, 30 percent are English language learners, and 20 percent are students with disabilities. These students are served by more than 1,800 teachers and 700 other educators. If these schools were a district, it would be the fourth largest and third poorest district in the state.

These schools have been targeted for aggressive intervention through a turnaround plan developed in collaboration with the superintendent, the school committee, the local teachers' union, administrators, teachers, community representatives, and parents. ESE prioritized these districts for assistance and provided significant targeted supports to help connect them to useful turnaround resources where appropriate, and district leaders and local union presidents have been receiving ongoing technical assistance through ESE's Level 4 Schools Network.

After two years, 24 of the 34 Level 4 schools identified in 2010 have made combined gains in English language arts and mathematics of 10 percentage points or higher on their Composite Performance Index between 2010 and 2012. Initial research has identified strong leadership, effective instruction, data systems, and a well executed tiered set of interventions and supports for students as the most common factors differentiating those that improved rapidly from those that remained steady or declined.

WRAPAROUND ZONES

We recognized in our application that supporting student academic achievement meant more than just new instructional techniques or a new tutoring program; it also meant supporting the social, emotional, and health needs that can have a substantial impact on student learning. Thus, we established the Wraparound Zone Initiative through Race to the Top to help build district and school capacity to systematically address students' non-academic barriers to learning.

Seven districts are currently implementing Wraparound Zones in a total of 36 pilot schools. The strategies being used vary across districts, but all have several priorities in common. All participating schools work to establish a safe and supportive climate with a culture of positive regard and high expectations for all students. All implement a comprehensive, proactive system that identifies student academic and non-academic needs and connects at-risk students to targeted supports. These include resources from both the school district and the larger community in areas as broad as prevention, enrichment, early intervention, and crisis response services. Finally, each participating district focuses on strengthening the systems required to support and sustain these efforts and to replicate promising practices in other district schools.

As just one example, Springfield implemented a wraparound zone in each of its Level 4 elementary schools through a partnership with City Connect. A school site coordinator works with teachers and staff to review the needs of every student in the building and connect them to the appropriate resources in the school, district and community. In the 2011–12 school year alone, 98 percent of students in these schools—2,100 children—were connected to more than 13,000 services and enrichment activities.

PRIORITY PARTNERS FOR TURNAROUND

We also recognized in our proposal that our existing state capacity to support turnaround was insufficient to meet demand. Thus, we created the Priority Partners for Turnaround program to qualify proven organizations to support district and school turnaround.

Priority Partners have a strong track record of results and can demonstrate effectiveness in accelerating school improvement. These organizations are vetted through a rigorous review process that includes evaluation data, references from former clients, and an intensive interview with the organization's leadership team. Priority Partners participate in a quarterly networking session to coordinate practice and learn from one another's experiences. Partners were also eligible to compete for a competitive Priority Partners Investment Fund totaling $2.4 million to expand their services, develop a new set of services, or partner with other Priority Partners.

Currently 23 Priority Partners for Turnaround provide services in 54 districts; nine districts are being served by more than one of the Priority Partners. These organizations provide targeted support in social, emotional, and health needs; maximizing learning time; effective use of data; and district systems of support. Further, 12 of these districts are being served by seven Priority Partners that received funding from the Priority Partner Investment Fund.

C-100

USING DATA AND TECHNOLOGY TO SUPPORT STUDENT PERFORMANCE

Massachusetts' Race to the Top proposal also included a substantial investment in data and technology tools. Our goal was to provide cutting-edge technological tools and timely, relevant data and information to educators. We also aimed to promote a culture of effective, data-informed decision making at all levels of education, so that our educators would integrate the use of the best and most up-to-date data in their classrooms every day.

EDWIN

To meet these goals, ESE is launching Edwin, Massachusetts' new, comprehensive teaching and learning platform. The vision of Edwin is to provide educators with quality resources to continue to promote high levels of student achievement and to help reduce persistent proficiency gaps. This system is intended to support educators and foster teaching and learning, providing on-demand access to two sets of resources: Edwin Teaching and Learning, which will include instructional materials, curriculum planning tools, model curriculum units, and a variety of assessments including curriculum-embedded performance assessments, and Edwin Analytics, which will include data analysis and reporting tools.

Using Edwin, classroom teachers, principals, professional support personnel, and district leaders will be able to access data from a wide range of sources such as attendance, course enrollment, and college matriculation. Real-time student, teacher, and course data, as well as historical data including state assessment data, will give educators new, actionable information and tools to serve their current students and to grow as professionals.

The platform will also offer educators access to curriculum and instruction resources aligned with current Massachusetts curriculum frameworks that they can use to improve their practice and the programs that serve their students. This suite of tools will be phased in over time, with the first components available to some users in the 2012–13 school year.

Over the past year ESE has also made strides to improve the systems already in place. Most notably, we expanded the capacity of the Education Data Warehouse, which will eventually become the heart of Edwin Analytics. The warehouse provides school districts with access to over 60 reports detailing state assessment results and student enrollment information. After the improvements, we saw a 91 percent increase in the number of reports run when MCAS results are released, from about 100,000 in August 2011 to over 190,000 in August 2012.

EARLY WARNING INDICATOR SYSTEM

As one of the first tools from Edwin Analytics, over the last year ESE worked closely with the American Institutes for Research to create an early warning indicator system for students in grades 1 to 12. The purpose of the Massachusetts Early Warning Indicator System is to provide statistically validated data to schools and districts on the likelihood their students are on track to reach key academic goals. The system is a tool to identify students who may need additional supports. Educators use these data along with their knowledge of the child to understand why he or she is off track and identify appropriate interventions.

The risk models reflect national research and promising practices, feedback from a range of stakeholders, and extensive testing of risk indicators and statistical modeling using longitudinal Massachusetts data. They are based on four age groups, each linked to a relevant academic goal:

- Early elementary (grades 1 to 3): Proficiency on the 3rd grade reading MCAS test
- Late elementary (grades 4 to 5): Proficiency on the 6th grade English language arts and mathematics MCAS tests
- Middle grades (grades 6 to 8): Passing grades in all 9th grade courses
- High school (grades 9 to 12): On-time high school graduation

The first set of reports were released to school districts in September and will soon be available through Edwin Analytics.

SCHOOLS INTEROPERABILITY FRAMEWORK (SIF)

The infrastructural backbone of these new data and technology tools is the Schools Interoperability Framework (SIF), a means of automating data collection and reporting from districts. Once in place, SIF will allow districts near real-time information for educators about their students in Edwin and other state technology resources, so that educators will get reports for the students actually in their classrooms, not just those enrolled earlier in the year. This automatic updating will greatly increase the value of these tools for our state's educators. It will also simplify state data reporting requirements, currently a substantial burden for districts.

Our goal is that by 2014, all Race to the Top districts will have implemented SIF. Right now over 100 districts are sending data on a near-real time basis to ESE, and a pilot set of nine districts certified their end-of-year student enrollment data through the SIF protocol. Our goal for fall 2012 is to certify the student enrollment collection with the other participating districts and to pilot a second data collection with a small number of districts. Local school districts participating in SIF have reported that the SIF project has encouraged them to address internal challenges to improve the cleanliness of their data systems.

C-101

MAKING CHANGE FROM WITHIN:

LEADERSHIP, GOVERNANCE, AND INNOVATION

Our Race to the Top proposal set out an ambitious set of reforms across a broad set of policies and programs. We knew that in order to accomplish our objectives, we would need to strengthen our systems for leading and governing our work.

STRENGTHENING SUPERINTENDENTS, SCHOOL COMMITTEES, AND UNION LEADERSHIP

Successful school district leadership requires three parties to work together effectively: the superintendent, the school committee, and the local teachers union. Through Race to the Top, ESE worked with state associations to create programs targeted at each of these three groups to clarify their role in supporting student learning, to establish collaborative working relationships, and to support cooperation and shared decision-making.

The New Superintendents Induction Program is a three-year program available to superintendents new to the role or to their district. Professional development sessions, assignments, and intensive coaching center on four broad areas essential to effective district leadership: strategic instructional leadership, district leadership team development, human resource management, and supervision and evaluation. Currently 73 superintendents are participating in the program, with the support of 16 coaches.

The District Governance Support Project aims to provide a similar set of supports, but to school committee members rather than superintendents. The District Governance Support Project specifically focuses on the school committee's role in policy-making, budget-setting, selection of the district superintendent, collective bargaining, and other fiduciary responsibilities, as well as providing strategies and skill-building around helping to support student achievement and accountability. Five workshops have been delivered in about a dozen districts statewide as of June 2012, with more districts in planning phases or under consideration for future cohorts.

Finally, ESE is working with the state's union leadership and others to develop the Massachusetts Education Partnership, whose mission is to improve student achievement and success through collaborative labor-management relations in school districts across the Commonwealth. In the 2012–13 school year, the Partnership will pilot the program with several district labor-management teams who will work together to establish shared goals in student achievement and success

REGIONAL SYSTEM OF SUPPORTS

Race to the Top has also helped Massachusetts build a stronger system for educators to improve their professional practice. For instance, six regionally based District and School Assistance Centers (DSACs) have been established to help Level 3 districts and their

schools access and use professional development and targeted assistance. DSACs are staffed with data, literacy, and mathematics specialists, as well as a support facilitator and a Regional Assistance Director, often a retired superintendent from the region. A recent program evaluation conducted by the Donahue Institute at the University of Massachusetts found that 94 percent of DSAC service recipients agreed that the assistance they received was relevant to their educational priorities and sufficient to meet their needs.

In addition, six Readiness Centers also operate in Massachusetts. The Readiness Centers were established to advance Governor Patrick's goal of increasing integration and coherence across the education continuum. Regional consortia of partners provide high-quality professional development services for educators from early education through higher education; disseminate information about effective models and best practices; and convene educators to collaboratively address key education priorities, inform policy discussions, and leverage resources and expertise. The Centers are supporting numerous Race to the Top initiatives across the state, particularly around implementation of the new Massachusetts curriculum frameworks.

INNOVATION SCHOOLS

A signature component of the 2010 Act Relative to the Achievement Gap, Innovation Schools are in-district public schools that employ inventive strategies to accelerate student achievement while keeping school funding within districts. Innovation Schools, which are established by local school districts, can employ greater autonomy and flexibility with regard to curriculum, staffing, budget, schedule/calendar, professional development, and other district policies. Currently 44 Innovation Schools operate in communities throughout Massachusetts.

"The true power of the [New Superintendents Induction] program is the experience that the coaches bring to the table. They serve as a sounding board for us and provide incredible advice. They ask me a lot of good questions, and that makes me a better practitioner. In my 23 years as an educator, I have never worked with such a strong, proactive leadership group."

—JOE MARUSCZAK, SUPERINTENDENT, MENDON-UPTON SCHOOL DISTRICT

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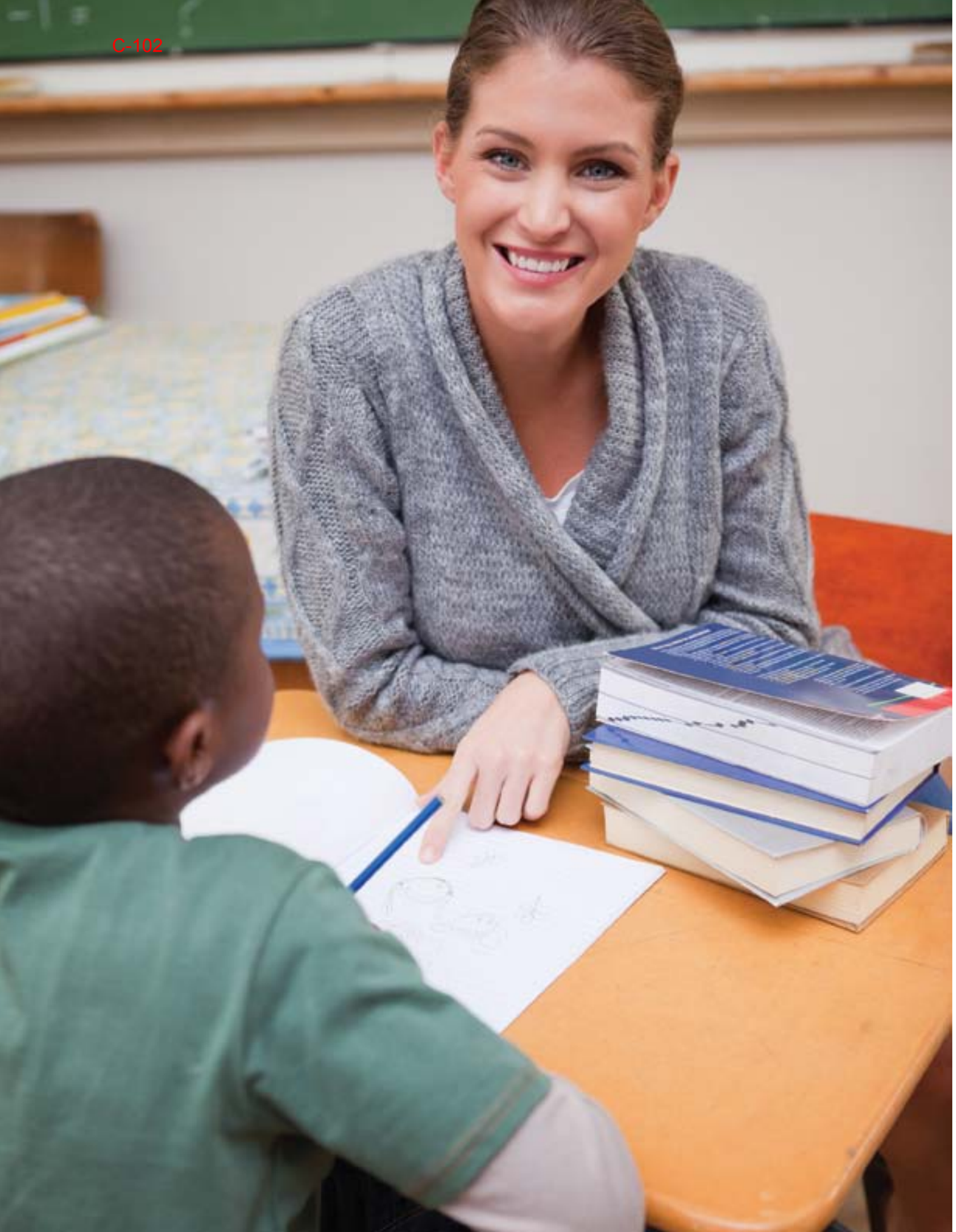

According to Steve Mahoney, founding principal of the Springfield Renaissance School, "Putting together and managing the planning of a new school is a great exercise in community conversation. We have to earn those autonomies every year. We don't get to do things differently unless we are producing results. Schools, like our students, are works in progress, and Innovation School status is an explicit commitment to having a very public collaborative conversation about what works best for our students."

LAWRENCE PUBLIC SCHOOLS RECEIVERSHIP

Despite the strides the state has made to improve the quality of governance in our districts, in some instances the circumstances in a district are so dire and the state's concern so great that immediate action is required. The Board of Elementary and Secondary Education took such action in November 2011 when it designated the Lawrence Public School district as Level 5, or chronically under-performing. This marked the first use of this designation since it was established in the 2010 Act Relative to the Achievement Gap.

Intensive planning and intervention have begun to transform this district of 13,000 students. The commissioner appointed Jeff Riley, a former principal and central office leader in the Boston Public Schools, as the receiver, with all the powers of the superintendent and the school committee. Riley worked with a local stakeholder group and the district leadership team to develop four key strategies for turning around the district:

- Extended time, strategic use of data, and high expectations for academic achievement
- Recruitment, retention, and cultivation of great people and proven partners
- Strengthened support and engagement for students beyond academics
- Increased autonomy and accountability for schools to promote student success

Implementation of these strategies began in August 2012. Notable in the state's work with Lawrence Public Schools has been the successful integration of several Priority Partners and a state-funded implementation director into the district's activities. By using the powers established in Act Relative to the Achievement Gap, the state has provided the Lawrence Public Schools with the authority and resources it needs to turn itself around. The final results are still several years hence, but the work is off to a strong start.

What's Coming Next

Massachusetts is at the halfway point of implementing its Race to the Top objectives. Many programs, resources, and tools have been developed and are now being deployed in districts; others are on the way. Over the final two years of the program, here is some of what the education community in Massachusetts should expect to see:

- Statewide implementation of the state's new curriculum frameworks in English language arts and mathematics, as well as revisions to other frameworks.
- Additional curriculum and instruction resources available to all districts to help them implement the new frameworks, including more model curriculum units, a digital library of curriculum tools, and curriculum-embedded performance assessments, available via Edwin Teaching & Learning.
- A potential shift to a new generation of assessments for English language arts and mathematics through the Partnership for the Assessment of Readiness for College and Careers (PARCC).
- Full implementation of the new educator evaluation framework in all districts.
- Continued training and support on educator evaluation, including resources for districts to help them select appropriate measures of student growth and achievement to support the evaluation rating of impact on student learning.
- New reports about the programs that prepare students to become educators, highlighting each program's characteristics and the performance of their graduates.
- A full suite of data analysis and reporting tools available statewide with near real-time access for all educators, including the Early Warning Indicator System and data on college enrollment, persistence, and completion, via Edwin Analytics.
- Further integration of Priority Partners into the state's Level 4 schools and expansion of the Priority Partners list to other areas of need.

More broadly, we will continue to support our educators, who are the most important resource we have for increasing student achievement. We will continue to nurture the partnerships we have built with stakeholders statewide. And we will continue to focus on leadership and governance and will use the tools the legislature has given us to promote excellence and hold districts accountable. Through these strategies, we will achieve our goal: to prepare all students for success in the world that awaits them after high school.

Please visit www.doe.mass.edu/rttt

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The contents of this report were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

C-105

Race to the **Top** Coalition

INVESTING IN OUR STATE'S CHILDREN

Toward Closing the Achievement Gap:

A One-Year Progress Report on Education Reform in Massachusetts

From the Race to the Top Coalition

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Data Analysis:
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Research Manager
The Boston Indicators Project

November, 2011

About the Race to the Top Coalition

The Race to the Top Coalition, an alliance of business, community, civic and education leaders and advocates, was convened by the Boston Foundation to support education innovation and secure the Commonwealth's share of $4.35 billion in federal Race to the Top stimulus money. In 2010, Massachusetts, which, according to U.S. Secretary for Education Arne Duncan ranked first among the 10 winning competitors, received $250 million in federal funds to promote education reform. As a result, Massachusetts has an unprecedented opportunity to provide all children with the quality education they deserve.

Members of the Race to the Top Coalition include:

Black Leaders for Excellence in Education

The Boston Foundation

Bessie Tartt Wilson Initiative for Children, Inc.

Boston Leaders for Education

Boston Municipal Research Bureau

Irene E. and George A. Davis Foundation (Springfield)

Greater Boston Chamber of Commerce

Leaders for Education

Massachusetts Charter Public School Association

Mass High Tech Council

Mass Insight

Metrowest Chamber of Commerce

Metro South Chamber of Commerce

Progressive Business Leaders Networks

Stand for Children

Strategic Grant Partners

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Race to the Top Coalition
INVESTING IN OUR STATE'S CHILDREN

Dear Members of the Massachusetts Community:

On behalf of the Race to the Top Coalition, I am pleased to share this progress report on the implementation of the Education Reform Act of 2010. The Coalition came together to advocate for reforms that will help to close achievement gaps in our state and will improve student outcomes for every graduate of the Massachusetts public school system.

The year 2010 was a remarkable one for education. In January, Governor Patrick signed historic legislation that put powerful new tools in the hands of school districts with struggling schools, and created new options for families, including new charter schools and in-district charters known as innovation schools.

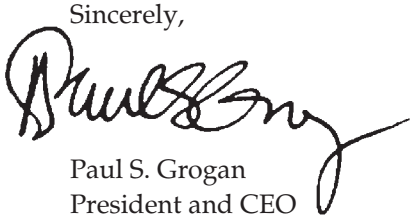
Just a few months later, Massachusetts was the highest scoring state in the Obama Administration's Race to the Top Competition, securing $250 million in new resources to support a redesign of our system, with particular emphasis on human capital, standards, assessments and school turnaround. Altogether, 276 districts signed onto the plan and began to rework the scaffolding of their system, including educator evaluation, data systems, curriculum and assessments.

As you will see in this report, the swift implementation of both the reform act and Race to the Top has yielded promising change. Thirty four schools were designated as turnaround schools, and with the help of new tools and resources, in just one year we have begun to increase student performance as measured by academic proficiency and growth rates. Sixteen new charters were awarded by the Department of Elementary and Secondary Education, creating thousands more seats in schools with a track record of success. And, educators in 13 early adopter districts have opened innovation schools to test out new programs, models and structures—all designed to help students achieve.

But the work is far from done. Despite progress made in the 34 turnaround schools, the infrastructure is not yet in place to sustain these gains once the turnaround period is over. And there is a large cohort of schools that appeared to lose ground last year in English and math. Responding to that disappointing news may require turning around entire systems, which has never been done before.

The Race to the Top Coalition will continue its work as an outside advocate and critical friend until the promise of the reform law and the resources of Race to the Top have helped all children to fulfill their potential and graduate from Massachusetts high schools well positioned for success in post-secondary pursuits.

Sincerely,



Paul S. Grogan
President and CEO
The Boston Foundation

I.
Introduction

2010 was a watershed year for education reform in Massachusetts. In January, Governor Deval Patrick signed *An Act Relative to the Achievement Gap* into law. With the stroke of a pen, this sweeping reform legislation ushered in a new generation of reform, and shifted the landscape of schooling in the Commonwealth. The law provided educators with new "rules and tools," including the power to intervene in turnaround schools, to open new high performing charter schools in the lowest performing districts, and to innovate through in-district charter schools. These reforms were designed to create a renewed sense of urgency around the need to close persistent achievement gaps by expanding proven strategies for reform. In addition, they were designed to position Massachusetts to qualify for federal Race to the Top stimulus funds.

A few months later, buoyed by this reform momentum, Massachusetts submitted a proposal to the U.S. Department of Education's Race to the Top competition. In doing so, the state proposed to pair the immediate action agenda created through the legislation with a four part systems change strategy: ensure every student is taught by a great teacher and every school and district is led by a great leader; provide every educator with the curricular and instructional tools they need to promote student achievement; turnaround the lowest performing schools; and prepare all students for success in college and career.

A total of 276 school districts signed on in support of the application, representing 88% of the state's students who live in poverty. On August 24, 2010, Massachusetts was awarded $250 million in Race to the Top funds, and was recognized as the highest scoring state among the twelve winning states. Reviewers commended the application's broad buy-in and the state's track record of implementing bold reforms as contributors to the selection.

Since then, Massachusetts has committed itself to a reform agenda designed to reinvent public schooling across the Commonwealth. The reform act created new parameters and a hybridized set of school structures, sending the message that there is no "one size fits all" model for effective schools. If implemented with fidelity, Race to the Top will, over four years, recreate the human capital pipeline by addressing teacher and administrator preparation, evaluation and professional development, and will redesign the standards and assessments so that all of Massachusetts' high school graduates are prepared for college or career. In time, reforms launched through Race to the Top will be felt in every school across the Commonwealth and will be visible to the general public.

At the moment, however, much of the reform has been embedded within the education community, and outside stakeholders have begun to wonder: What has changed? When will we see improvements in student performance, especially among our most vulnerable students?

The good news is there has already been promising change to school structures and to student outcomes. While this work is incomplete, districts and schools across the state have developed and begun to implement turnaround plans for the state's 34 lowest performing schools, and new school operators have opened charter schools in some of those same districts. The 2011 MCAS results show early promise in most of the turnaround schools, and confirm that replicating charter schools achieve impressive results with their students. In addition, an "innovation" movement has begun to take hold, with educators in 13 districts opening 18 in-district "charter like" schools called innovation schools that are designed to serve students better and unleash and expand the creative efforts inside of school districts.

There is much more to be done to fulfill the spirit of reform legislation and the Race to the Top. Level 3 schools, which are one level above "turnaround schools," have continued to struggle, with large numbers appearing to lose ground on the 2011 MCAS. In fact, 88 of the 269 Level 3 schools increased the percentage of students scoring "Warning/Failing" on the 2011 MCAS in both English Language Arts and math. No attempt has been made in this report to understand the cause of these troubling results; further

analysis will be needed. However, as the state prepares to identify another round of turnaround schools, some of these schools will undoubtedly be placed into Level 4 and charged with the development of a turnaround plan.[1] (More than half, 51%, of the Level 3 schools are located in the nine districts where the current turnaround schools are, raising capacity questions about the ability of the districts to support their turnaround.)

And, across the state, achievement gaps persist. New data from the National Assessment of Educational Progress, which acts as the "nation's report card," confirmed that while Massachusetts 4th and 8th graders outscored their peers in every other state for the fourth consecutive year, there continue to be significant achievement gaps between white students and African American and Hispanic students, and between low-income and non-low-income students.[2] While there has been progress toward closing those gaps over the last 19 years, the pace of that progress is slow. Gaps between white and African American and Hispanic students average 27.5 percentage points on the reading and math assessments in grades 4 and 8.[3] Low-income students lag behind their non-low-income peers by an average of 26.25 percentage points.[4] None of these gaps have narrowed significantly since the last administration of NAEP, in 2009.

Achievement gaps are apparent in MCAS scores and in high school and college graduation rates. They can also be seen in Advanced Placement participation and performance rates. According to the College Board, in 2010, 33.2% of seniors in Massachusetts left high school having taken at least one Advanced Placement exam in their senior year (23.1% scoring a passing grade or higher). Yet, only 2.4% of African American students left high school having scored a passing grade on an AP exam. For Latino students, the numbers are slightly better: 4.9% scored a passing grade. For white students, 75.6% scored a 3 or better.[5]

In terms of excellence and academic rigor, Advanced Placement participation and performance are some of the most commonly recognized indicators, and are often used as a proxy for college readiness.

Closing these achievement gaps will be critically important if Massachusetts is to prepare all of its students for post-secondary success.

This report takes an in-depth look at the three primary strategies of the Achievement Gap Act: turnaround schools, charter schools and innovation schools, and asks three questions:

- What has happened since the passage of the reform act?
- Are there early signs of progress or challenge?
- Does the implementation appear to be fulfilling the intent of the law: strategically connecting students with high performing schools and rapid school improvement, while unleashing innovation in school districts statewide?
- What have we learned from the last year and where are there opportunities to accelerate reform?

To answer those questions, first we considered the 'theory of change' behind *An Act Relative to the Achievement Gap*. We then reviewed publicly available data, and interviewed key stakeholders, including staff from the Department of Elementary and Secondary Education, district level staff, and a sampling of external partners, including union representatives.[6] Information gathered from stakeholder interviews helped to shape the questions for additional consideration and recommendations; no comments are individually attributed.

Passing legislation and winning the national Race to the Top (RTTT) contest will not be significant if our state fails to close the achievement gap and prepare all of our students for success in their post-secondary pursuits. The road ahead is likely to be challenging. Schools will need advocates and pressure to sustain the work. As a critical friend to the reform effort, the Race to the Top Coalition is committed to keeping the data in the public eye and developing reports and tools that focus on the pace and progress of reform. By doing so, we hope to sustain political will and public support for reform.

This is the first review of the dramatic reforms that have taken place over the last year. The goal is to set a baseline against which improvements and system redesign can be assessed.

A review of Race to the Top implementation will follow this publication, which will attempt to describe the building blocks of reform that have been launched since winning RTTT funds, and will seek to create tools to help stakeholders understand and track the progress of Race to the Top in Massachusetts. We will select

key intermediate metrics and long-term outcomes that point to broad changes in student performance. Potential metrics to track include:

- 75% of the state's lowest performing schools turning around by 2014;
- 85% of high school graduates across the state completing a college-ready curriculum by 2014;
- closing racial, ethnic, and income-based achievement gaps by 2014;
- district and state implementation of key reforms to drive and sustain long-term systems change.

Further analysis will be required to establish whether the pace of the Massachusetts reform agenda is leading or even keeping pace with other states.

Ultimately, the success of these systems change efforts will be measured by our students' success in the Commonwealth's knowledge economy. The stakes are high for students, and the time to prepare them is now.

II.
Summary & Recommendations

Turnaround Schools

Summary: Early progress can be observed in the Level 4 schools, especially as measured by student growth. Concerns persist about state and district capacity to meet turnaround goals and prevent Level 3 schools from becoming Level 4.

Recommendations:

1. Build or recruit internal and external capacity to support and sustain the turnaround work in districts, especially for those districts with large numbers of turnaround schools.
2. Build long-term capacity in school districts for turnaround schools by addressing today's challenges, including human resources and staffing turnarounds and forming partnerships with lead and supporting turnaround partners. Ensure that external partners are skilled in turning schools around, have a track record of doing so and are accountable to school districts for improving student performance in schools.
3. Work with districts and partners to deepen strategies to address conditions in Level 3 schools, before they fall to Level 4.
4. Work with districts to develop plans for "post-turnaround." Consider creating incentives for turnaround schools to become innovation schools so that they can preserve their autonomies and sustain their improved performance. Explore costs associated with models for sustaining improvement and turnaround.
5. Commission and publicize research about what is working, including the impact of autonomies, extra time and effective partners.

Charter Schools

Summary: In one year, the state has identified high performing "proven providers" and has approved a dramatic expansion of charters, especially in Boston. There is continued need to connect high performing charters to students in the Gateway Cities. The replication in Boston fulfills the spirit of the legislation by replicating in one of the neediest districts, but the promise of attracting proven providers to operate high performing charters in other low-performing urban districts has not yet been fulfilled.

Recommendations:

1. Create incentives for proven providers to open charters in cities with excess room under their charter caps (including Springfield and Worcester), and support the development of a human capital pipeline of prospective charter leaders.
2. Identify strategies to connect charters to unused school facilities.
3. Review the statutory language related to Horace Mann Charters and ease barriers to start up and amendments to and renewal of charters. Consider strategies to provide incentives for the creation of new Horace Mann Charters.
4. Review state capacity to support a rigorous application and accountability process for charter schools.

Innovation Schools

Summary: 18 schools have opened as innovation schools, and another has recently been approved in 13 districts. The Innovation Plans focus on serving specific populations of students, implementing new programming, and altering structures for teachers. While most of the schools have been initiated by district level leaders, it appears the Achievement Gap Act's goal of sparking innovation within districts is gaining traction.

Recommendations:

1. Support ongoing growth by brokering partnerships with innovation schools.
2. Urge turnaround schools to consider innovation school status as a long-term strategy for sustaining the turnaround.
3. Provide support to large districts with significant interest in the model.
4. Continue providing planning and implementation support.
5. Continue efforts to publicize the model.

III.
About the Achievement Gap Act

Theory of Change & Implementation Highlights

An Act Relative to the Achievement Gap sought to rapidly improve student performance across the state, by strategically addressing the greatest needs in our public education system: closing persistent achievement gaps that can be seen in nearly every district. The law created new "rules and tools" as well as new school, district and state-level responsibilities for improving the Commonwealth's lowest performing schools.

The Act also sought to create a 21st century system of public schools that would give families and students across the state multiple options for excellent public schools inside and outside school districts. Drawing on core principles of autonomy and flexibility, the Act expanded seats in high performing charter schools and created a new type of in-district charter, innovation schools.

The new system, articulated in the Act will ultimately require a different kind of partnership between schools, districts, and the state's Department of Elementary and Secondary Education (DESE). In particular, the DESE will need to transform itself into an agency that is able to provide guidance and differentiated supports, as well as rigorous accountability.

Turnaround Schools

The Act sought to dramatically and quickly improve student performance in the lowest performing schools by giving Superintendents: new tools to intervene quickly and change policies and practices within the underperforming school; new authority to require staff to reapply for their positions in turnaround schools, including the ability to limit, suspend, or change provisions within the teachers' contract (as they apply to the school); and a new expedited process for bargaining work rules in the turnaround schools with local teachers unions.

Implementation Highlights: 34 Level 4 schools in nine districts. Thirty-five of the lowest performing schools in nine districts were identified as Level 4 (or turnaround schools), resulting in changes in the staffing, partners, school day and budgets of each school.[7] These turnaround schools and their districts enroll a much higher concentration of low-income students than the state average: 87% among the schools and 78% among the districts compared to the statewide average of 34%. Turnaround schools also enroll higher percentages of Limited English Proficient students, 29%, compared to 22% in the nine districts in which the turnarounds are located and 7% statewide.

Turnaround schools received new resources from Title I and Race to the Top. They also hired new staff from inside and outside the school district, lengthened their school day for students and teachers, brought in new partners and programs, and focused in a laser like way on student performance data. As a result, many of these schools already are beginning to show progress on the state's MCAS exams.

Charter Schools

The best charter schools in Massachusetts have demonstrated that low-income students and students of color can achieve at the highest levels. However, because of charter caps, these public schools still serve only a fraction of the students who need them. The Act sought to connect these high performing schools with the neediest students by expanding the number of seats available in the lowest performing schools districts and by holding charters accountable for serving the most vulnerable subgroups of students.

Implementation Highlights: 16 new Commonwealth and Horace Mann Charters. In February 2011, the Board of Elementary and Secondary Education awarded a historic 16 new charters, which represented the highest number of charters ever granted in a single year and means that over the next few years, thousands of additional students in the state's lowest performing districts will have access to charter public

schools, providing families with a high quality option for their children. Thirteen of those charters were Commonwealth Charters, which will create more than 6,500 new seats in charter schools in Boston, Chelsea, Holyoke, Springfield, Lawrence and New Bedford over the next few years. Three Horace Mann charters were granted; those in-district charters will enroll 1,200 students.

Innovation Schools

The law created a new type of in-district charter school that operates with autonomy and flexibility in key areas: curriculum, budget, school schedule and calendar, staffing, professional development, and school district policies. The innovation school model acknowledges that in every district there are successful educators and schools. With access to this new model, educators will be able to serve students better and implement new strategies, which will maximize gains in student learning. Innovation schools can be a vehicle to accelerate growth in every district. This tool—unlike the turnaround model or the smart cap lift on charters—can be used by a broad range of districts.

Implementation Highlights: 18 operating (and 19 approved) innovation schools. Thirteen districts have authorized innovation schools, providing teachers in Revere, Boston, Worcester, Springfield and Cape Cod with tools historically available only to charter operators to reimagine and redesign their schools. In some of these communities, central office staff has begun to identify district level systems changes that can support and grow a portfolio of innovative schools and schools with autonomies.

Interventions, Innovations and Improvements

The Act Relative to the Achievement Gap in Massachusetts can be organized into three broad categories: interventions, innovations and improvements.

Interventions

- Authorizes the Commissioner of Elementary and Secondary Education to designate up to 72 schools, or no more than 4% of all schools, as either "underperforming" (Level 4) or "chronically underperforming" (Level 5) based on student achievement and improvement measures.
  - These schools may be selected from a pool of the lowest 20% performing schools.
  - Student achievement and improvement measures will be determined largely by MCAS scores.
- Enables the Commissioner to designate no more than 2.5% of all districts as "chronically underperforming" districts. Districts may be selected from the lowest 10% of districts.
- Targets schools and districts for aggressive intervention through a turnaround plan developed in collaboration with the superintendent, the school committee, the local teachers' union, administrators, teachers, community representatives and, most importantly, parents. The plan is expeditiously implemented by the district superintendents and the Commissioner.
- Intervention powers include the ability to more expeditiously dismiss or replace poor performing teachers and administrators, as well as the authorization to reopen and amend collective bargaining agreements in order to drive rapid improvement.
  - In both Level 4 and Level 5 schools, teachers may be dismissed for "good cause" with the right to arbitration.
  - In Level 4 schools, collective bargaining agreements may be reopened without arbitration, but with the option of a dispute resolution process featuring a panel of three members, including one representative each from labor and management, and a third from the American Arbitration

Association, all of whom shall have an education background, with unresolved issues to be settled by the Commissioner.

- In Level 5 schools, the Commissioner shall resolve any disputes.
- In underperforming district intervention, the Commissioner may elect to trigger dispute resolution in which case the three person panel either must act unanimously or any disputes will be settled by the Commissioner.

- Allows for expedited turnaround plans for schools that have been previously designated as underperforming and where the district has a turnaround plan that has had a public comment period and approval of the local school committee. Only Boston qualified under this language to do things more quickly than other districts.

Innovations

- Allows up to 14 new Horace Mann schools to be established under a new process that removes the requirement of union approval, a current barrier to growth. This type of in-district public school, approved by the local school committee and superintendent, provides additional local control over innovative educational programs and the ability to retain educational dollars within the community. The City of Boston is allowed to establish no fewer than four of these schools.
- Establishes new innovation schools, which are in-district public schools with increased autonomy and flexibility to operate. These unique schools, through collaboration with teachers and parents, will promote high levels of student achievement through an innovation plan and represent an in-district alternative to other types of charter schools.

Improvements

- Raises the state spending cap for charter schools from 9% to 18% of new school spending in the lowest 10 percent performing districts.
- Also streamlines current charter school caps by eliminating the cap that limits the state's total charter school population to 4%. Preserves current caps of no more than 72 Commonwealth Charter Schools and no more than 48 Horace Mann Charter Schools.
- Establishes new requirements on charter schools to develop recruitment and retention plans, "backfill" student vacancies in half of the highest grades (rounding down and not beyond the ninth grade), and provide greater transparency and accountability in the approval process.
- Maintains charter tuition and facilities funding formulas, and stipulates that in FY11 and thereafter, reimbursements shall not be less than the FY10 per pupil amount.
- Increases and extends reimbursement to school districts affected by charter school growth (from 100/60/40 percent reimbursement over three years to 100/25/25/25/25/25 over six years). This reimbursement reform will allow for a greater recognition of the fixed educational costs districts face.
- Requires charter operators to be "proven providers" if they open in the lowest performing districts (and the cap is at least at 9%).
- Enables municipalities to sell excess properties to charter schools.

IV.
Turnaround Schools

Theory of Change:	Dramatically improve performance in the lowest performing schools, and address achievement gaps head-on by giving the state and districts expedited intervention authority. The state will identify turnaround schools and will transform itself into an agency that provides guidance, differentiated supports and accountability. Establish a finite timeline within which schools need to make improvements. The new flexibilities, paired with new funds for school turnaround, will help schools improve. Through Race to the Top, the state will build supports for and capacity in districts to support school turnaround.
Funding:	Funding from the Federal Government's Title I School Improvement Grants (1003a and 1003g) and funds from Race to the Top will support the turnaround in the lowest performing schools.
Progress:	Early progress can be observed in the Level 4 schools, especially as measured by student growth. Yet concerns persist about state and district capacity to meet turnaround goals and prevent Level 3 schools from becoming Level 4.
Fidelity of Implementation:	Level 4 schools enroll large numbers of low-income, Latino, and African American students. Focusing on these schools begins to fulfill the law's intent of targeting the most persistent achievement gaps. Thirty-five schools were identified as Level 4; one school has closed. The 34 Level 4 schools each adopted one of 4 models of school turnaround. The schools addressed staffing flexibility differently, some requiring teachers to reapply for their positions, others did not. All have extended the school day, including some combination of increased instructional and professional development time.
Summary:	Nearly all of the Level 4 schools made strides on the 2011 MCAS in either English Language Arts or Math, or both, with nearly every school increasing proficiency rates. Leaders in districts with Level 4 schools identified the longer day and the staffing flexibilities as key contributors to implementing the turnaround plan. Further analysis is needed to determine what's working, what's not, and in particular how the schools' new autonomies contributed to these gains. As the state prepares to identify another cohort of Level 4 schools, districts will face capacity and human capital challenges. The Department of Elementary and Secondary Education is rethinking its strategy of an external intermediary to support turnaround and should identify a new support strategy to develop internal district capacity and new external partners who can support them as quickly as possible.
Recommendations:	1. Build or recruit internal and external capacity to support and sustain the turnaround work in districts, especially for those districts with large numbers of turnaround schools. 2. Build long-term capacity in school districts for turnaround schools by addressing today's challenges, including human resources, staffing turnarounds and forming partnerships with lead and supporting turnaround partners. Ensure that external partners are skilled in turning schools around, have a track record of doing so and are accountable to school districts for improving student performance in schools. 3. Work with districts and partners to deepen strategies to address conditions in Level 3 schools, before they fall to Level 4. 4. Work with districts to develop plans for "post-turnaround." Consider creating incentives for turnaround schools to become innovation schools so that they can preserve their autonomies and sustain their improved performance. Explore costs associated with models for sustaining improvement and turnaround. Commission and publicize research about what's working, including the impact of autonomies, extra time and effective partners.

Key Provisions

Turning around the lowest performing schools is a central tenet of both *An Act Relative to the Achievement Gap* and the Massachusetts Race to the Top proposal. Both recognize the urgent need to improve outcomes for students who attend these schools.

The education reform law signed in 2010 created a new framework for school turnaround, granting new powers to superintendents and creating a sense of urgency around the need for dramatic improvement. As part of the law, the Commissioner of Elementary and Secondary Education is authorized to designate one or more schools in a school district as "underperforming" (Level 4) or "chronically underperforming" (Level 5). Multiple indicators of school quality must inform the underperforming or chronically underperforming designation, including student performance data, school or district review indicators and other factors outlined in regulations adopted by the Board of Elementary and Secondary Education.

Once a school is designated as Level 4, the law gives superintendents the ability to reassign or replace teachers and administrators in those schools and dismiss those with a track record of poor performance, as well as authority to reopen and renegotiate (on an expedited timeline) collective bargaining agreements as they pertain to the school. The new law lowered the standard for dismissal of teachers with professional teaching status (more commonly referred to as tenure) from "just cause" to "good cause."

The legislation reset the clock on turnaround efforts. The state had been engaged with districts on school turnaround previously, and schools already in turnaround restarted their turnaround timeline, to be on the same three-year trajectory as the new Level 4 schools.

Turnaround schools have three years to improve their students' growth and performance, through a turnaround plan that is developed in collaboration with the superintendent, the school committee, the local teachers' union, administrators, teachers and community stakeholders, including parents. The turnaround plan sets the working conditions for the school during its turnaround (Level 4) designation. If, after three years, these schools have not met the improvement goals set for them by the DESE, the schools could be declared "chronically underperforming." Level 5 schools may be put into state receivership. Massachusetts does not currently have any schools identified as Level 5.

If a school exits Level 4 status and moves up to become a Level 3 school, the negotiated provisions of the turnaround plan can be extended at the Commissioner's discretion. According to the Accountability and Assistance Regulations for Schools and Districts, *The superintendent may propose to continue and the commissioner may allow to continue more than one such feature of the turnaround plan*. Under the Regulations, two years after the school's removal from Level 4, the commissioner shall conduct a review to determine whether to continue the provisions.[8]

This turnaround agenda was a foundational component of the state's Race to the Top plan. As part of RTTT, the state committed to turning around 75% of the lowest performing schools within three years.

Through the School Redesign Grant program (part of the federal Title I grant program) districts are eligible to apply for turnaround funds on behalf of each of its Level 4 schools. The first cohort of schools to receive funding included 12 schools in three districts which received a total of $27,510,901 (paid out over 3 years). The second cohort of funded schools included 18 schools in eight districts which received $24,798,188.[9] In total the state's lowest performing schools have received $52,309,089.

Schools receiving this funding were required to choose one of four intervention models and must demonstrate their capacity to implement that model effectively over three years. The models have different requirements for the percentage of the staff that may retain their positions. Districts home to nine or more turnaround schools (Boston and Springfield) were required to use the "turnaround" or "restart" model in at least half of the schools, which meant that in those buildings, no more than 50% of the original staff could return to the turnaround school—or school management would have to be handed over to a charter management organization or education management organization.

At the national level, reformers are watching turnaround efforts and results closely. Some have begun to question what happens if the 12 RTTT states don't show improvement in student achievement as early as 2012. In Massachusetts, one year's worth of data

from turnaround schools and early indications from in-district charter and innovation schools are already demonstrating promising results.

Turnaround Schools: By the Numbers

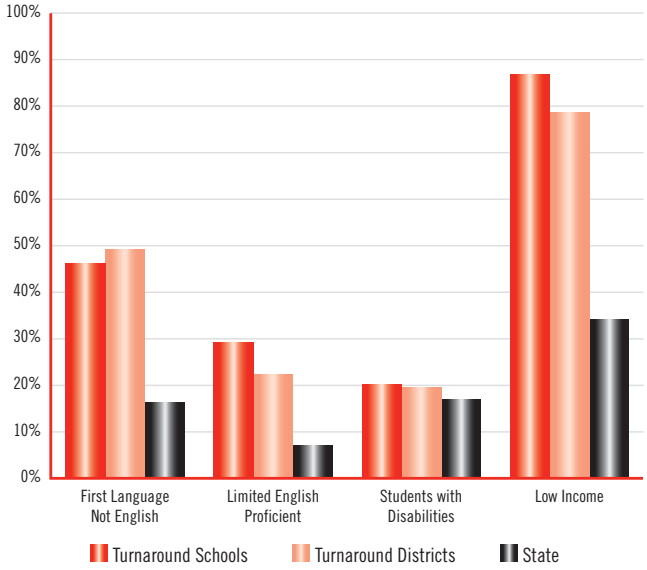
- January 2010: *An Act Relative to the Achievement Gap* gives new authority to superintendents to intervene in low performing schools.
- March 2010: The Department of Elementary and Secondary Education identifies 35 schools as "Level 4" schools, located in nine urban districts.[10] These schools enroll a higher concentration of low- income students, and the schools and their districts disproportionately enroll Massachusetts' Latino students. Furthermore, these schools enroll twice the number of African American students as the other schools in their district.
- A total of 269 schools were identified as Level 3 schools; 139 of these schools are in the same nine districts as the 35 Level 4 schools.
- In April 2010, the BESE adopts new regulations for turnaround schools.
- In September 2010, the DESE awards the first round of School Redesign Grants to support the turnaround process. A total of 12 schools from three districts received grants. In March 2011, a second cohort of schools receive SRG grants; 18 schools in eight districts receive funds. The schools include Level 4 schools and low performing Level 3 schools.

Context: who are the students in turnaround schools?

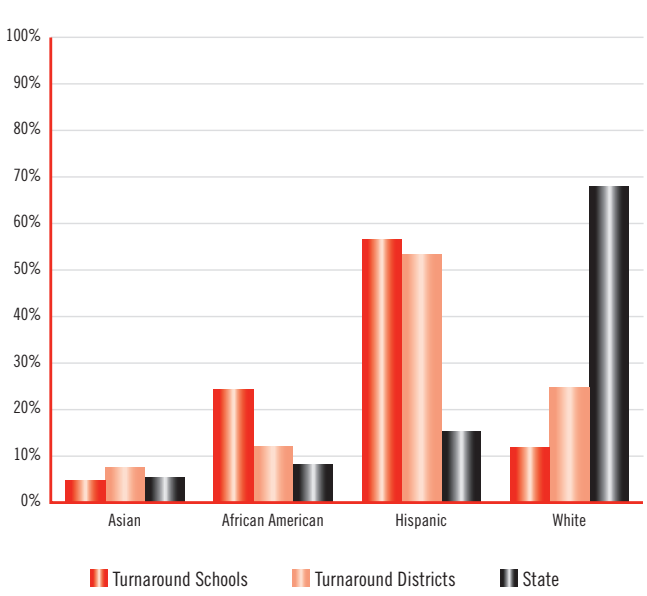
- **First Language Not English or Limited English Proficient Students:** 46% of students at turnaround schools and 49% of students within the nine districts are English Language Learners compared to 16% statewide. At the turnaround schools, a larger percent of these students are Limited English Proficient, 29%, compared to 22% among the nine districts and 7% statewide.
- **Students with Disabilities:** Turnaround schools and their districts enroll a slightly higher percentage of Students with Disabilities than the statewide average: 20% and 19.5% compared to 17% statewide.
- **Low Income:** Turnaround schools and their districts enroll a much higher concentration of low-income students than the state average: 87% among the schools and 78% among the districts compared to the statewide average of 34%.
- **Race/Ethnicity: The 34 turnaround schools and their districts disproportionately enroll Massachusetts' Latino students:** 56.5% of students enrolled in turnaround schools and 53% of students in the districts are Latino compared to the 15% statewide average Latino enrollment.
- **Turnaround schools enroll African American students at twice the concentration of their district average:** 24% of students enrolled in turnaround schools are African American compared to a 12% average enrollment among their districts. Statewide, 8% of students are African American.
- **Turnaround schools enroll a smaller percentage of Asian students than the district's average and the state:** on average, 5% of turnaround students are Asian compared to 7.5% across the nine districts. Statewide, 5.5% of students are Asian.

Enrollment Characteristics: Turnaround Schools, Districts, State, 2011

First Language Not English, Limited English Proficient, Students with Disabilities and Low-Income Students



Enrollment Characteristics: Turnaround Schools, Districts, State, 2011



- **The average enrollment of white students in turnaround schools is less than half the district's average enrollment:** on average, 12% of students in turnaround schools are white compared to 25% of their districts average. Statewide, 68% of students are white.

Noteworthy Accomplishments

The results of the 2011 MCAS suggest that students in turnaround schools are beginning to demonstrate improved outcomes. Anecdotally, superintendents and principals attribute this to a new school culture, heightened focus on student data and (in some cases) a handpicked team of experienced and new faculty members.

Nonetheless, schools cannot be expected to fully "turnaround" in only one year. The pace of improvement, as well as the number of students scoring proficient and advanced, are part of the story of improvement. For that reason, our analysis of turnaround performance is based on three key indicators of turnaround success:

- Decrease in the percent of students who score warning/failing
- Increase in Composite Performance Index
- Progress toward target—measured by Student Growth Percentile

Staff of the Boston Indicators Project analyzed student performance data from the Massachusetts Department of Elementary and Secondary Education and produced a detailed analysis of school-by-school performance and growth.[11]

Some of the performance gains include:

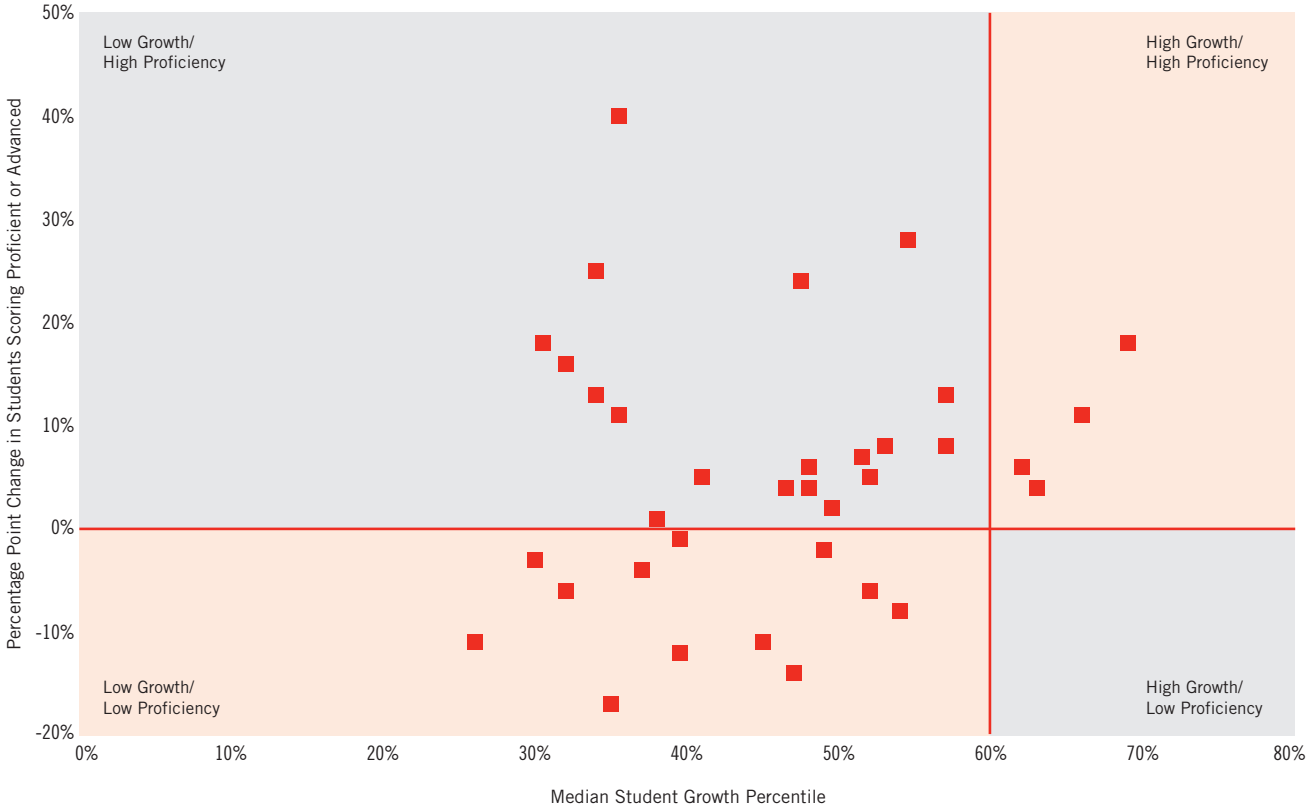
- Three (or almost 9%) of the Level 4 schools are making gains in student performance, meaning that they reduced the number of students scoring warning or failing on the MCAS, increased the number of students scoring proficient or advanced and (perhaps most significantly) their students progressed faster than 60% of like students across the state.
- Seven schools (almost 21%) reduced the number of students scoring warning or failing on the MCAS, increased the number of students scoring proficient or advanced, and had students who demonstrated about as much growth as like students statewide.
- Three schools reduced the number of students scoring warning or failing on the MCAS, and increased the number of students scoring proficient or advanced but showed less growth than like students statewide.
- Four schools showed progress in either ELA or math and demonstrated comparable growth.
- Only three schools appeared to be stalled, meaning they did not make progress in any of the key indicators of turnaround.[12]

Highlights of the 2011 MCAS data are on page 17. These results appear to suggest that the Level 4 schools are on a growth and improvement trajectory. Most of the charter schools had roughly the same rate of growth when compared to their academic peers statewide. (Student growth in the 40–60% range is considered average.) But importantly, turnarounds appear to be focused on increasing the percentage of their students who score Proficient or Advanced on the MCAS.

Additional analysis will be required to better understand the causes of these results.

Indicators of Progress for Turnaround Schools

Change in the Percent of Students Scoring Proficient & Advanced 2010–2011, 2011 Student Growth Percentile English Language Arts



This chart shows both growth and a change in Proficiency and Advanced in English Language Arts. Growth in the 40%-60% range is considered average growth.

Highlights from the 2011 English Language Arts MCAS

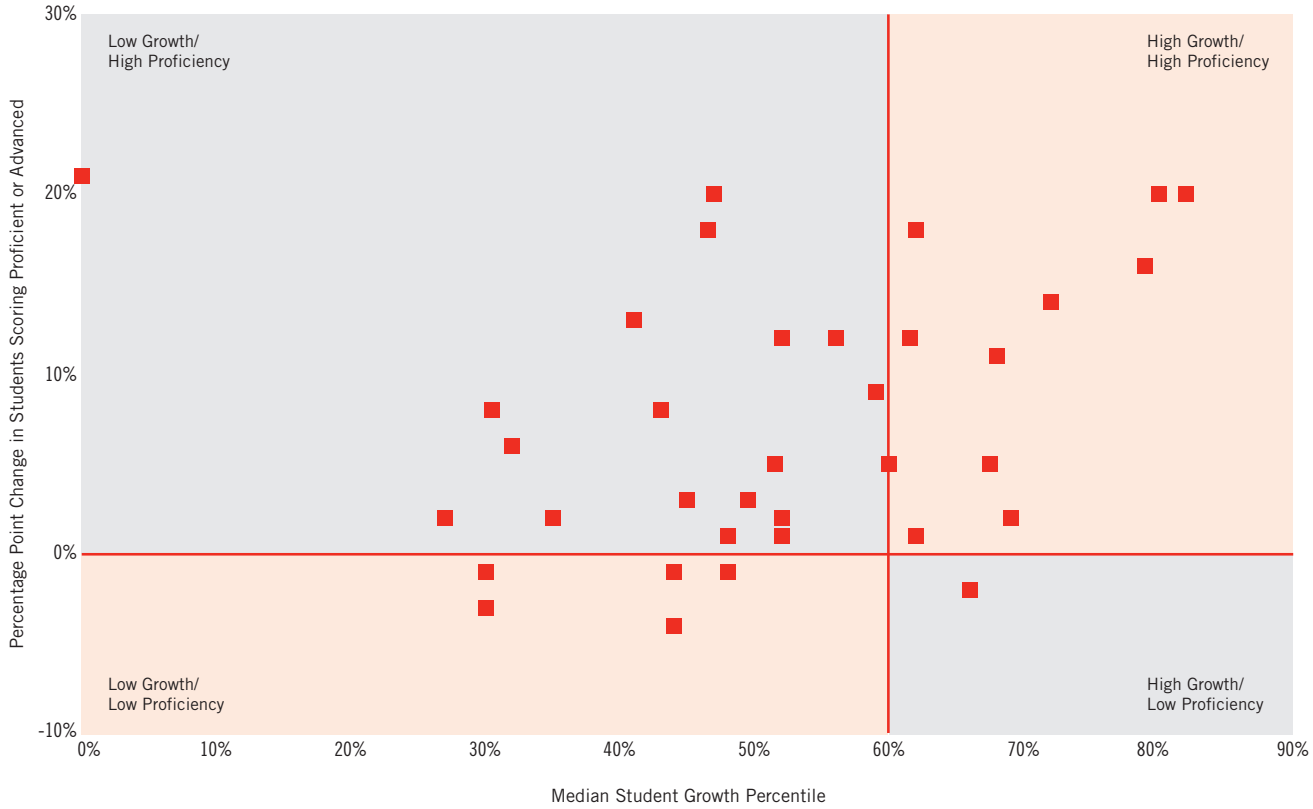
- Twenty-three turnaround schools increased their rates of students scoring Proficient or above in English Language Arts.
- Four turnaround schools demonstrated "high growth" in English Language Arts: Orchard Gardens in Boston, John J. Doran School in Fall River, E.J. Harrington in Lynn, and the Alfred G. Zanetti school in Springfield. This means their student growth rate was better than 60% of their academic peers statewide. Most turnarounds fall into the 40–60% growth percentile, which means the student growth was about the same as their academic peers around the state.

Highlights from the 2011 Math MCAS

- Twenty-five turnaround schools increased their rates of students scoring Proficient or above in Math.
- Twelve turnaround schools demonstrated "high growth" in Math, which means their students' growth was better than 60% of their academic peers statewide.
- Eleven turnaround schools demonstrated high growth and increased rates of Proficiency.

Indicators of Progress for Turnaround Schools

Change in the Percent of Students Scoring Proficient & Advanced 2010–2011, 2011 Student Growth Percentile
Math



This chart shows both growth and a change in Proficiency and Advanced in Math.

Superintendent Reflections on Year One of Turnaround:

In September and October of 2011, Superintendents who lead districts with at least one Level 4 school were invited to participate in either an interview or a survey designed to capture their experience with the first year of turning around one or more schools. All nine districts that are home to Level 4 schools participated, and responses were collected from either the Superintendent or his/her senior level designee.[13] The survey questions can be found in the sidebar on page 25.

In general, Superintendents had positive comments about the new intervention tools provided by the legislation, and the initial signs of progress in the 34 turnaround schools. Nearly all of the surveyed Superintendents indicated that the tools were "the right ones," "were very helpful," and "really provided the leverage needed to start the change process."

Districts reported that the tools provided allowed them to extend time (learning time and professional development time for teachers), form professional collaboration teams, create incentives for individuals and teams, and grant principals decision-making authority over schedules and school policies.

Bargaining Agreements

In particular, Superintendents identified the ability to reopen collective bargaining as critical to the work. "Having the authority to request that the school committee and any union can bargain or reopen a collective bargaining agreement in order to alter the

compensation, hours and working conditions of the administrators, teachers, principal and staff at any underperforming school" was noted as being particularly helpful. As another district noted: "The most important part of the legislation was the conciliation process that led to the flexibilities necessary to accelerate the reform work. The Level 4 reform work was dramatically enabled through this process."

Another district noted that the Superintendent's authority to request that the school committee and any union can bargain or reopen a collective bargaining agreement resulted in a new agreement around compensation, hours and working conditions of the administrators, teachers, principal and staff in the underperforming schools.

Related to that, having to bargain changes to collective bargaining agreements based on the Joint Resolution Committee Agreement was cited as a key contributor to securing these agreements.

One district summed up the general reaction to these authorities: they "facilitated the lengthening of the school day, increased time for professional development and teacher collaboration, established the instructional leader position, increased principal authority to establish the workday or work year, and provided hiring and staffing flexibility. However, each of these elements had to be bargained, resulting in approximately half of our school redesign dollars being dedicated for more time and in some cases more than half of these funds needing to be used to support additional time."

One Superintendent noted that the legislation's focus on Level 4 schools may have represented a missed opportunity to intervene in Level 3 schools and prevent them from becoming Level 4. "Why do we need to wait for a school to be in trouble before acting? The law is good on intervention, but less so on prevention."

Human Capital

All of the Superintendents identified human capital as core to their strategy and a challenge in the Level 4 schools. Having the discretion to require that the principal and all administrators, teachers and staff reapply for their positions in the school, following consultation with applicable local unions, was cited as very helpful.

In most cases, as required by federal turnaround requirements, the principals were replaced, and in most of the districts with a small number of turnarounds, principals were hired from within the district. Two districts with large numbers of turnarounds noted that they recruited principals from outside the system. Several districts noted that replacing the principal was a "difficult but necessary step." When asked to describe what they were looking for in a principal, Superintendents described "experienced leaders," "someone who knows academics," "someone who can be a change agent."

Not every principal appointment was successful, and at least one district has already seen changes in the leadership of turnaround schools. "We selected a great team of experienced turnaround leaders but there were changes during year one. We are confident that the replacements selected will be effective. The district worked with parents and staff in the affected schools to select and introduce new school leaders midyear. This helped transform what might have been an obstacle into an opportunity for collaborative school improvement."

Districts expressed confidence in the leadership abilities of the turnaround leaders, though several noted that the district itself needed to "develop internal capacity to train our current leaders to meet the demands of turning around persistent low-performing schools." Several felt the expertise existed within the district, though many noted that the current workforce—in schools and in the central office— is not trained for turnaround work. One district said: "It is difficult to imagine that we can develop the capacity in the short time required for turnaround."

Whether teachers were asked to reapply for their positions was treated differently across districts. In the majority of surveyed districts, the district reported that most of the teachers with professional teaching status (more commonly referred to as tenure) found placements elsewhere in the district.[14] A July 5 *Boston Globe* story on turnaround teachers in Boston suggests this may not have been the case in Boston, with a number of teachers leaving the district. Further analysis is warranted to determine the percentage of teachers with professional teaching status who did not return to each district.

Districts with more than one or two Level 4 schools noted that while the principals of those schools enjoyed greater flexibility in hiring than their non-level four counterparts, it was a challenge to fill the large numbers of teaching vacancies that were created by the turnaround, and to move large numbers of teachers into other buildings. One principal noted that he had been able to fill his vacancies, because he started early and was able to identify specific teachers to recruit, or networks to tap into. But "what happens when those teachers start to leave? When I think about sustaining the turnaround, where does my pipeline of good teachers come from?" Also, districts noted the need to recruit experienced math and science teachers.

Depending on the turnaround model used, schools retained between 10% and 85% of their instructional staff over the first two years of turnaround, with an average staff retention rate of 55%. One district noted: "The principals hired teachers who shared their vision for dramatically improving student achievement. The teachers that replaced the excessed teachers understood the urgency in these schools, believed that students can and should be successful and wanted to be part of the transformation."

Another referenced the changed culture among the veteran teachers, reporting "we used to think we had to look out the window; now we know [that] we need to look in the mirror" when seeking both the challenges and the solutions related to improving student learning.

Superintendents agreed that it may be too early to say how staffing changes are contributing to the turnaround process, noting that the number of interventions put in place at each Level 4 school are numerous and address each of the conditions for effective schools identified by DESE and in the district's own redesign plan (such as effective leadership, cultures of teacher collaboration, student assessment, social-emotional support for students, tiered instruction, family and community engagement, etc.). Superintendents felt more confident in stating that over a nine-month period there is evidence that most of the school redesign plans have been implemented with some success. More qualitative research across turnaround schools will help to identify the school and classroom practices, as well as partnerships, that are most effective across all the Level 4 schools.

Nonetheless, the flexibility to hire and add additional staff was cited in nearly every interview. Putting together the right team has resulted in schools in which "everyone is incredibly focused on what kids need." Noted another Superintendent: "It wasn't that the teachers in the turnaround school were all bad. But the culture in the building needed to change."

One Superintendent reported that the staffing autonomy means that teachers in Level 4 schools "cannot be 'bumped' out of their positions. This has stabilized the staff at our turnaround schools. This means the staff is now able to pick up in September where they left off in June with minimal changes to the team."

Unrealistic Timelines

Despite the mostly positive comments on the turnaround process, nearly all of the Superintendents noted that the timeline for developing and implementing turnaround plans—as well as the magnitude of change, including the new teacher evaluation system—was overwhelming. Nearly every district noted that it was difficult to meet key deadlines given the very short timeline between schools being designated as turnaround and the start of the new school year.

One noted: "It's been like drinking from a fire hose." Another said, "We're building the plane as we're flying it." Nonetheless, a third district acknowledged: "the timelines that were outlined to complete important steps in the turnaround process seemed short and unreasonable at the time. Having completed the process I understand that we would not be where we are in the implementation stage if we did not have these timelines."

In response to the aggressive timelines, there was not unanimity on the part of the Superintendents about whether the tools equipped them to make changes quickly enough. One Superintendent noted: "Our conversations with the union returned often to the spirit of the legislation: whatever reforms we were discussing needed to be guided by what's in the best interest for students." Another noted that by requiring districts to negotiate with the union, the process was slower than it needed to be, given the aggressive timeline for turnaround. At least one district commented that the process would be more efficient without the need to bargain new agreements.

Partners

Several districts noted that partners were core to the development and implementation of their turnaround plan. Some of the key partnerships cited include:

- Achievement Network
- Center for Collaborative Education
- City Connects
- City Year
- The District Management Council
- Focus On Results
- Mass 2020
- Teach Plus[15]

These are strong organizations with varying expertise, but shared track records of success. No distinction was made (in the interview questions or in the responses) about the role of these partners as lead or supporting partners.

One district noted: "Our partners have worked collaboratively to align their work with the district's goals and expectations. Each partner has a specific and unique function but only one goal: improve student achievement."

National research articulates a role for lead partners, including performance contracts through which the partner is accountable to the central office in a district. Often those partners are managed by a special unit within the central office.

Further analysis will be required to determine the most effective partnerships. In addition, a deeper review of the turnaround process will be necessary to track the partnership contract and funds expended, which this report does not attempt to do.

The Department of Elementary and Secondary Education

All of the Superintendents referenced assistance from the Department of Elementary and Secondary Education (DESE) and referred to the support from staff as "invaluable." "Having a former superintendent [Dr. Karla Baehr] leading the turnaround work made all the difference." Staff members in the turnaround office were repeatedly cited as "going the extra mile" and "working hard to get information to us as early as possible."

Another Superintendent noted: "The state is working to determine how best to balance the partnership and collaboration role with their compliance and monitoring responsibilities." The Level 4 Network appears to be widely viewed as an important network of resources and support. In addition, the state's list of "Essential Conditions" for turnaround was referenced as being an important contributor to the gains made by turnaround schools.

One district noted that the DESE is working to develop cross-functional work within the agency. Of particular urgency, noted this leader, was the need to connect oversight and management of turnaround efforts with the work to implement Common Core, the pre-AP training for teachers and the Massachusetts Model for School Counseling. Building a new culture within the DESE is one of the goals of the state's RTTT application.

Turnaround Plans

A review of the agreements for turnarounds revealed that they included the following common elements:

- **A longer school day:** Districts added between 30–90 minutes to the school day, and that time was used to implement the turnaround plan through either student contact time or through additional planning and professional development time. In some cases, this additional time was phased in over the course of the first year.
- **Additional pay for the additional time:** Teachers earn a stipend for the additional hours. In some cases this is annualized toward retirement; in other cases, it does not contribute to their retirement earnings. In addition, several districts offered performance pay for teams of teachers (or in some cases, the entire school staff) based on increases in student achievement.
- **Professional Development:** Turnaround school staff receive additional professional development hours throughout the year. Oftentimes, the agreement identified specific professional development content. Most common was a requirement for additional training in Sheltered English Immersion or instruction for English Language Learners.

- **Evaluation:** Agreements on evaluation link teacher and administrator evaluation to indicators of student learning and, in some instances "turnaround indicators." In several instances, the agreement is to use the state's new evaluation framework and model system.

Challenges that Remain

1. Level 3 schools

Several Superintendents raised the issue of Level 3 schools, and indicated that meeting the needs of the Level 4 schools may have come at some cost to the Level 3 schools. (The nine districts with Level 4 schools are home to 50% of the Level 3 schools.) One noted: "The district pooled resources to ensure that our Level 4 schools had everything they needed. This has put a burden on the district and has caused some resentment in other schools not identified for improvement." Districts with large numbers of turnarounds indicated that the focus on a large number of Level 4 schools diverted focus from Level 3 schools.

While additional study of the Level 3 schools is needed, the 2011 MCAS data show that 135 Level 3 schools increased the percentage of students scoring Warning or Failing on the 2011 ELA MCAS and 138 increased the Warning/Failing percentages in Math. Eighty-eight Level 3 schools (almost 33%) had an increase in the percentage of students scoring Warning or Failing on the MCAS in both ELA and math and had growth percentiles at or below the average (60%).

Only 2.6% of the Level 3 schools demonstrated high growth in ELA, and 6.3% demonstrated high growth in Math.

The state should consider how implementing its Race to the Top plan will address the concerns raised by Superintendents about the need to prevent Level 3 schools from falling into a Level 4 designation. The investments in the District and School Assistance Centers and the recent award of Wraparound School planning grants was designed to address whether that kind of investment can prevent Level 3 schools from becoming Level 4, but a larger, more systemic response is needed, particularly in the lowest performing Level 3 schools.

2. Capacity

Districts cited ambitious timelines, and voiced concerns over the looming prospect of adding Level 4 schools. This seemed to stem from human capital challenges, and district and state capacity to support school turnaround without compromising the work in other schools.

The state's Race to the Top plan calls for the development of a cadre of skilled partners with the capacity to support turnarounds, and support district efforts to improve all schools. Given the timing of the first round of turnaround, the state's ability to broker these partnerships was limited, and informal. By now, however, the state has built a set of approved vendors and partners.

The state has not yet established a mechanism to connect turnaround partners with schools in need. The original Race to the Top proposal called for the establishment of a turnaround intermediary. However, concerns about the long-term financial sustainability of such an organization have led the DESE to consider alternatives to establishing that external intermediary. The DESE should further develop strategies for building turnaround capacity within districts and should ensure that there exists an ability to attract and develop a cadre of external "lead" turnaround partners and to successfully connect schools and expert partners.

Building the capacity of external partners to support districts in this work could help alleviate this tension. The DESE should identify its strategy for building the turnaround function, including growing and recruiting turnaround partners.

3. What happens next?

Level 4 schools have three years to turnaround (defined as meeting growth and proficiency goals set by the state). If, at the end of three years, schools have not improved enough, they may be identified as Level 5, which could result in state receivership. What that means, and how that process will be managed (including who the external receivers might be) is not yet clear. The DESE is working on its Level 5 strategy, and that will become critical within the next year as schools potentially move closer to Level 5.

Conversely, if a school improves enough to move out of turnaround status, it runs the risk of losing the autonomies that contributed to its improvement. State regulations give the Commissioner of Elementary and Secondary Education the authority to identify and continue working conditions in the former Level 4 schools for two-year cycles. Schools that are showing gains are already beginning to ask whether being on track to turnaround means that they lose the ability to sustain these hard won gains. (A number of turnaround agreements with the districts note that the agreements cease when the turnaround period ends.) Clarity on this issue and options for schools (e.g. conversion to innovation school status) would be helpful to the Level 4 schools.

4. Additional study

As the DESE prepares to identify another round of Level 4 schools, learning what's working in the current cohort of schools will be critical. Several districts indicated that they wish there had been an opportunity to learn from districts that were "ahead" on the turnaround effort. The state should look at districts' vision and strategy for turnaround, and ensure that this next round of Level 4 schools can benefit from that experience.

In particular, further analysis should be conducted to determine the link between staffing flexibility and the pace of turnaround. The current sample size is too small to draw any firm conclusions, and with only one year of data it would be difficult to definitively identify staffing as a key contributor to the turnaround. However, given that nearly all interviewed Superintendents, and an anecdotal sampling of principals indicated that this autonomy was critical to them, it merits further study. If staffing flexibility can be linked to accelerated turnaround, the state should partner with districts to develop new staffing policies in partnership with their local teachers unions.

Detailed Performance Results from Turnaround Schools

Note: *not every turnaround school is listed in this section, though this analysis is followed by a detailed chart that includes every Level 4 school. All schools were included in the aggregate analysis. Here, groups of schools are highlighted.*

Making Progress: Three of the 34 turnaround schools showed progress on all key indicators of turnaround success for both English Language Arts and Mathematics with a reduction in the percent of students scoring warning/failing, an increased in Composite Performance Index (CPI) and a Student Growth Percentile of 60 or higher, showing the students at these schools progressed at a faster rate than 60% of their academic peers statewide.

		English Language Arts			Math		
		Change in % Failing	Change in CPI	Student Growth Percentile	Change in % Failing	Change in CPI	Student Growth Percentile
Springfield	Alfred G. Zanetti	-8	+9	66	-21	+17	82
Lynn	EJ Harrington	-7	+7	69	-13	+11	72
Boston	Orchard Gardens School	-5	+5	63	-17	+14	79

An additional seven turnaround schools reduced the percent of students scoring Warning/Failing in both ELA and Math and increased their Composite Performance Index, which captures the growth toward Proficiency and had a median SGP between 40 and 60, meaning their progress was about the same as academically-similar students statewide.

		English Language Arts			Math		
		Change in % Failing	Change in CPI	Student Growth Percentile	Change in % Failing	Change in CPI	Student Growth Percentile
Worcester	Chandler Elementary Community	-14	+8	51.5	-17	+11	52
Worcester	Union hill School	-14	+7	49.5	-14	+12	56
Springfield	Elias Brookings	-10	+8	47	-12	+13	46.5
Springfield	Gerena	-10	+6	46.5	-27	+13	59
Boston	Dearborn School	-9	+6	54	-7	+4	60
Boston	Elihu Greenwood School	-7	+7	52	-10	+7	43
Springfield	White Street	-5	+4	45	-8	+5	48

Uncertain: Three schools showed progress on some key performance indicators, but had lower growth compared to students statewide.

		English Language Arts			Math		
		Change in % Failing	Change in CPI	Student Growth Percentile	Change in % Failing	Change in CPI	Student Growth Percentile
Springfield	High School of Commerce	-5	+9	35.5	-4	+1	30
Springfield	Brightwood	-4	0	30	-20	+11	32
Springfield	John F. Kennedy Middle	0	-1	34	0	0	35

An additional four schools—all in Boston—showed progress in one subject or the other, but not both and demonstrated average relative growth.

		English Language Arts			Math		
		Change in % Failing	Change in CPI	Student Growth Percentile	Change in % Failing	Change in CPI	Student Growth Percentile
Boston	Harbor School	-9	+6	54.5	+2	-1	44
Boston	The English High	-1	+3	47.5	+2	-1	45
Boston	John P. Holland School	+2	-1	35	-6	+3	48
Boston	Paul A. Dever School	+3	-4	48	-15	+10	68

Stalled: Three turnaround schools were stalled to show progress in either ELA or Math, with the exception of the Henry Lord Middle School, which showed high growth in Math.

		English Language Arts			Math		
		Change in % Failing	Change in CPI	Student Growth Percentile	Change in % Failing	Change in CPI	Student Growth Percentile
Fall River	Henry Lord School	+3	-2	49	+2	-2	66
Boston	The English High	+3	-3	26	+3	-1	27
Boston	John P. Holland School	+3	-3	32	+2	-3	30

School Turnaround Questions

District Superintendents were asked to respond to the following questions:

1. Were the tools provided by the 2010 Education Reform Legislation helpful to you in developing your turnaround plan? Were they enough or the right tools?
2. When you started the turnaround process, did you replace the principals of the Level 4 schools?
3. When you started the turnaround process, did you have the human capital you needed to staff the turnaround schools, and support them? Do you have that now?
4. What happened to the teachers who were not rehired at the Level 4 School: were they reassigned within the district, or dismissed?
5. In schools using the *transformation* model approximately what percentage of teachers chose to return or was asked to return?
6. In schools using the *turnaround* model approximately what percentage of teachers chose to return or was asked to return?
7. Have you observed a difference in the pace of turnarounds that may be linked to the model of turnaround (e.g. turnaround, in which no more than 50% of teachers are rehired or transformation, which offers greater flexibility in retaining/rehiring staff)?
8. In the schools where there were observable student performance improvements, does it appear as though staffing flexibilities played a role? If so, could you generally describe the impact?
9. How will the new educator evaluation system accelerate the turnaround process (or will it)? Will there be any immediate impact on the other schools in your district?
10. How would you characterize the technical assistance you or your team has received from the DESE? Do you have any comments to share about the future of that support?
11. How will the turnaround gains be sustained after the school improvement grant funds are gone?
12. Looking back over the last year, if you could restart the clock, what do you wish had been handled differently (by the state, your district, the schools, etc.)?
13. Do you have other comments on the RTTT work that we should include (e.g. about educator evaluation? Data systems and tools? Common Core?)

District	School Name	English Language Arts					
		2010			2011		
		W/F %	CPI	SGP	W/F %	CPI	SGP
Lynn	E J Harrington	28	61.0	42	21	67.5	69
Springfield	Alfred G. Zanetti	18	71.9	62.5	10	81.3	66
Boston	Orchard Gardens School	33	58.7	52	28	63.9	63
Fall River	John J. Doran	38	54.5	36	30	60.2	62
Lowell	Charlotte M. Murkland Elementary	31	57.5	22	19	65.7	57
Lynn	Connery	35	61.1	45.5	29	69.8	57
Boston	Harbor School	21	72.3	41	12	78	54.5
Boston	Dearborn School	34	58.8	45	25	64.5	54
Holyoke	Morgan Elementary	47	49.0	44.5	30	56.9	53
Boston	Elihu Greenwood School	28	57.2	27	21	64.6	52
Boston	William Monroe Trotter	26	62.6	64.5	23	60.7	52
Worcester	Chandler Elementary Community	45	50.9	33.5	31	59	51.5
Worcester	Union Hill School	32	57.0	40	18	64.3	49.5
Fall River	Henry Lord Middle	13	79.1	52	16	77.3	49
Boston	Paul A. Dever School	31	58.4	59	34	54.4	48
Fall River	Matthew J. Kuss Middle School	12	82.5	49	8	83.1	48
Boston	The English High	17	73.1	39	16	75.7	47.5
Springfield	Elias Brookings	47	54.5	41.5	37	62.2	47
Springfield	Gerena	56	44.9	41	46	50.8	46.5
Springfield	White Street	34	55.4	45	29	59.7	45
Boston	UP Academy (formerly Patrick F. Gavin Middle)	32	71.5	31	33	71.8	41
Lawrence	Arlington Elementary School	26	64.1	39	22	61.6	39.5
Springfield	Homer Street	40	51.9	22	22	63.1	39.5
Boston	Blackstone School	36	53.5	39	38	52.6	38
Lawrence	South Lawrence East Middle	21	73.7	47	23	71.3	37
Holyoke	Wm. J. Dean Vocational Technical High School	27	68.4	29	20	72.3	35.5
Springfield	High School of Commerce	19	72.4	26	14	81	35.5
Boston	John P. Holland School	35	56.2	33.5	37	55.3	35
Chelsea	Chelsea High School	13	76.6	40	10	81	34
Springfield	John F. Kennedy Middle	21	70.2	37	21	69.4	34
Boston	John F. Kennedy School	22	63.2	40.5	22	65.9	32
Springfield	Chestnut Street Middle	29	68.6	41	32	65.8	32
Boston	Jeremiah E. Burke High School	21	65.3	28	16	71.9	30.5
Springfield	Brightwood	43	50.8	32	39	50.9	30
Springfield	M. Marcus Kiley Middle School	24	66.3	33	27	63.3	26
Median Turnaround School		**29.0**	**61.1**	**40.0**	**23.0**	**64.6**	**47.0**

Math						Change from 2010 to 2011					
2010			2011			ELA			Math		
W/F %	CPI	SGP	W/F %	CPI	SGP	W/F %	CPI	SGP	W/F %	CPI	SGP
35	57.0	49	22	68.2	72	-7	7	69	-13	11	72
36	56.9	59	15	74.2	82	-8	9	66	-21	17	82
50	50.4	63	33	63.9	79	-5	5	63	-17	14	79
39	54.7	47	35	58.8	52	-8	6	62	-4	4	52
29	60.4	31.5	14	74.8	80	-12	8	57	-15	14	80
36	59.5	50.5	37	67.3	61.5	-6	9	57	1	8	61.5
46	52.3	49	48	51.4	44	-9	6	54.5	2	-1	44
52	48.3	58	45	51.8	60	-9	6	54	-7	4	60
67	35.6	53	48	45.3	67.5	-17	8	53	-19	10	67.5
39	55.4	37.5	29	61.9	43	-7	7	52	-10	7	43
42	51.1	64	34	55.1	69	-3	-2	52	-8	4	69
51	46.2	49	34	56.9	52	-14	8	51.5	-17	11	52
40	51.3	54	26	63.2	56	-14	7	49.5	-14	12	56
24	68.9	73	26	66.7	66	3	-2	49	2	-2	66
38	56.1	58.5	23	65.7	68	3	-4	48	-15	10	68
25	72.1	68	23	71	62	-4	1	48	-2	-1	62
25	66.6	37	27	65.6	45	-1	3	47.5	2	-1	45
53	48.6	31	41	61.3	46.5	-10	8	47	-12	13	46.5
80	32.3	30	53	45.7	59	-10	6	46.5	-27	13	59
33	57.4	52.5	25	62.5	48	-5	4	45	-8	5	48
43	64.9	60	48	61.6	52	1	0	41	5	-3	52
32	59.4	48	28	61.6	44	-4	-2	39.5	-4	2	44
53	43.6	24.5	28	59.9	47	-18	11	39.5	-25	16	47
			32	57.7		2	-1	38			
47	54.1	34	48	57.2	30.5	2	-2	37	1	3	30.5
40	62.9	31	35	62.8	49.5	-7	4	35.5	-5	0	49.5
42	59.9	26	38	60.6	30	-5	9	35.5	-4	1	30
40	57.0	51	34	59.8	48	2	-1	35	-6	3	48
25	67.8	32	18	73.8	41	-3	4	34	-7	6	41
57	44.3	28	57	44.5	35	0	-1	34	0	0	35
27	65.2	51	13	78.9	62	0	3	32	-14	14	62
58	50.3	31	60	47.1	30	3	-3	32	2	-3	30
26	60.8	20	21	65.8	51.5	-5	7	30.5	-5	5	51.5
66	37.1	8	46	48.4	32	-4	0	30	-20	11	32
56	43.5	29.5	59	42.3	27	3	-3	26	3	-1	27
						ELA			Math		
40.0	**55.8**	**48.5**	**34.0**	**61.6**	**51.8**	**-6**	**3**	**7**	**-6**	**6**	**3**

V.
Charter Schools

Theory of Change:	Scale what works and connect the highest performing charter schools with the neediest students by lifting the cap in the lowest performing districts and monitoring their efforts to recruit and retain the most vulnerable subgroups.
Progress:	In one year, the state has identified high performing "proven providers" and has approved a dramatic expansion of charters, especially in Boston. Yet there is continued need to connect high performing charters to students in the Gateway Cities.[16]
Fidelity of Implementation:	The replication in Boston fulfills the spirit of the legislation by replicating in one of the neediest districts, but the promise of charters in other low performing urban districts has not yet been fulfilled.
Summary:	Charter school students continue to outperform their peers in district schools, including on the 2011 MCAS exams. Sixteen new charters have been approved and thousands more students are enrolling in charter schools, mostly in Boston. Critics of charters have long contended that charters do not enroll the most challenging students, and the education reform law put a number of processes in place to ensure that English Language Learners and Special Education Students can access and succeed in charter schools across the state. Enrollment data (available in November 2011) will demonstrate enrollment patterns for charter schools. In the meantime, there has been a move to serve English Language Learners (notably from the Match Community Day School, which will specialize in serving ELL students in grades K-12).
Recommendations:	1. Create incentives for proven providers to open charters in the Gateway Cities, and support the development of a human capital pipeline of prospective charter leaders. 2. Identify strategies to connect charters to unused school facilities. 3. Review the statutory language related to Horace Mann Charters and ease barriers to start up. Consider strategies to incent the creation of new Horace Mann Charters. 4. Strengthen state capacity to support a rigorous application and accountability process for charter schools.

Key Provisions

An Act Relative to the Achievement Gap included a "smart cap lift," doubling the number of charter school seats available in the lowest performing districts from 9% of district net school spending to 18%. New seats will be phased in between 2011 and 2012 (with the cap lifting to 12 percent in 2011 and increasing by 1% annually thereafter). Only "proven providers" with track records of running successful schools are eligible to apply for the new charters. To address criticisms that charter schools do not recruit or retain the neediest students, new reporting provisions were included in the statute that require schools to report on their work to recruit and retain critical subgroups, including English Language Learners. If schools don't meet their recruitment and retention goals, the Board can revoke

VI.
Innovation Schools

Theory of Change:	Empower districts to innovate by creating a new type of in-district charter school that gives schools flexibility over time, staffing, budget, curricula and governance.
Progress:	The first three Innovation Schools opened in September 2010. Since then, an additional 16 Innovation Schools have been approved by local school committees.
Fidelity of Implementation:	18 schools have opened as innovation schools, and another has recently been approved. The Innovation Plans focus on serving specific populations of students, implementing new programming, and altering structures for teachers. While most of the schools have been initiated by district level leaders, it appears the Achievement Gap Act's goal of sparking innovation within districts is gaining traction.
Funding:	$1,500,000 from the Massachusetts Race to the Top fund and $600,000 from the Bill and Melinda Gates Foundation have supported planning and implementation efforts for new or conversion Innovation Schools. In the first round of planning grants, $350,000 was awarded.
Summary:	The state has awarded 24 planning grants to support 26 schools; another round of planning grants will be awarded in January 2011.
Recommendations:	1. Support the ongoing growth of school by brokering partnerships with Innovation Schools. 2. Urge turnaround schools to consider innovation school status as a long term strategy for sustaining the turnaround. 3. Provide support to large districts with significant interest in the model. 4. Continue providing planning and implementation support 5. Continue efforts to publicize the model.

Key Provisions

Innovation schools are a signature component of *An Act Relative to the Achievement Gap*. The creation of these schools provides educators and other stakeholders across the state with the opportunity to create new in-district and charter-like schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts. These schools operate with autonomy and flexibility in six key areas: curriculum; budget; school schedule and calendar; staffing (including waivers from or exemptions to collective bargaining agreements); professional development; and school district policies. Innovation schools were modeled after Boston's pilot schools.

The first innovation school in Massachusetts was the Paul Revere School in Revere, which opened its doors as an innovation school in September 2010. Other innovation schools that opened in the first year of operation include the Pathways Early College Innovation School, sponsored by the Mahar Regional District in collaboration with Wachusett Community College, and the Massachusetts Virtual Academy in Greenfield.

its charter. Finally, if a student leaves a charter school before completing the highest grade within that that school, the school is required to "back fill" that seat, provided the vacancy occurs within the first half of the grades served.

Charter Schools: By the Numbers

- 42 charter school prospectuses were submitted in August 2010 and in September 2010; 25 of those 42 were invited by the Department of Elementary and Secondary Education to submit final proposals for consideration. 23 final applications were submitted in November.
- **On February 28, 2011 16 new charters were granted by the Board of Elementary and Secondary Education, the highest number of charters ever granted in Massachusetts in a single year.**[17]
- The 16 schools included Commonwealth Charters and Horace Mann Charter Schools. Commonwealth Charter Schools operate independently of the local school district. Horace Mann Charter Schools are developed and operated in close cooperation with the host school district, and require approval of the local school committee.

Noteworthy Accomplishments

- New regulations for charter schools were adopted, which defined proven providers and outlined new requirements for tracking student enrollments, as well as school recruitment and retention plans for sub-populations of students (including English Language Learners and Special Education Students).
- DESE began collecting policies and procedures related to English Language Learners from each school as part of the school opening process.
- DESE staff with expertise in English Language Learners have been a part of the chartering process, which means that charter schools now can get feedback on their plans to serve ELL students as part of the application process.
- All new and existing charter schools have submitted recruitment and retention plans to the DESE that describe their outreach to and support for student subgroups.
- Greater focus on English Language Learners prompted the Match Charter School to apply for, and successfully receive, a charter to open the Match Community Day School, a K-12 school designed specifically to serve English Language Learners that is operated in partnership and consultation with Community Day School in Lawrence, which has a track record of serving ELL students well.

Data

In 2010–2011, there were 63 Commonwealth and Horace Mann Charters across the state. Fifty percent of the students enrolled in charters are considered "low income," compared to 34.2% statewide. The percentage of low-income students is significantly higher in the urban areas. In Boston, 72% of the students enrolled in charters are low income (compared to 74% in the Boston Public Schools district).

Although charters enroll a comparable number of students whose first language is not English (14.9% in charters, 16.3% statewide), charters do enroll fewer students who are classified as Limited English Proficient: 4.3% of charter school students are LEP, compared to 7.1% of the state.

Charter schools also tend to enroll fewer Special Education students: 13.5% of charter school students are students with special needs; statewide, 17% of students are classified as having special needs.

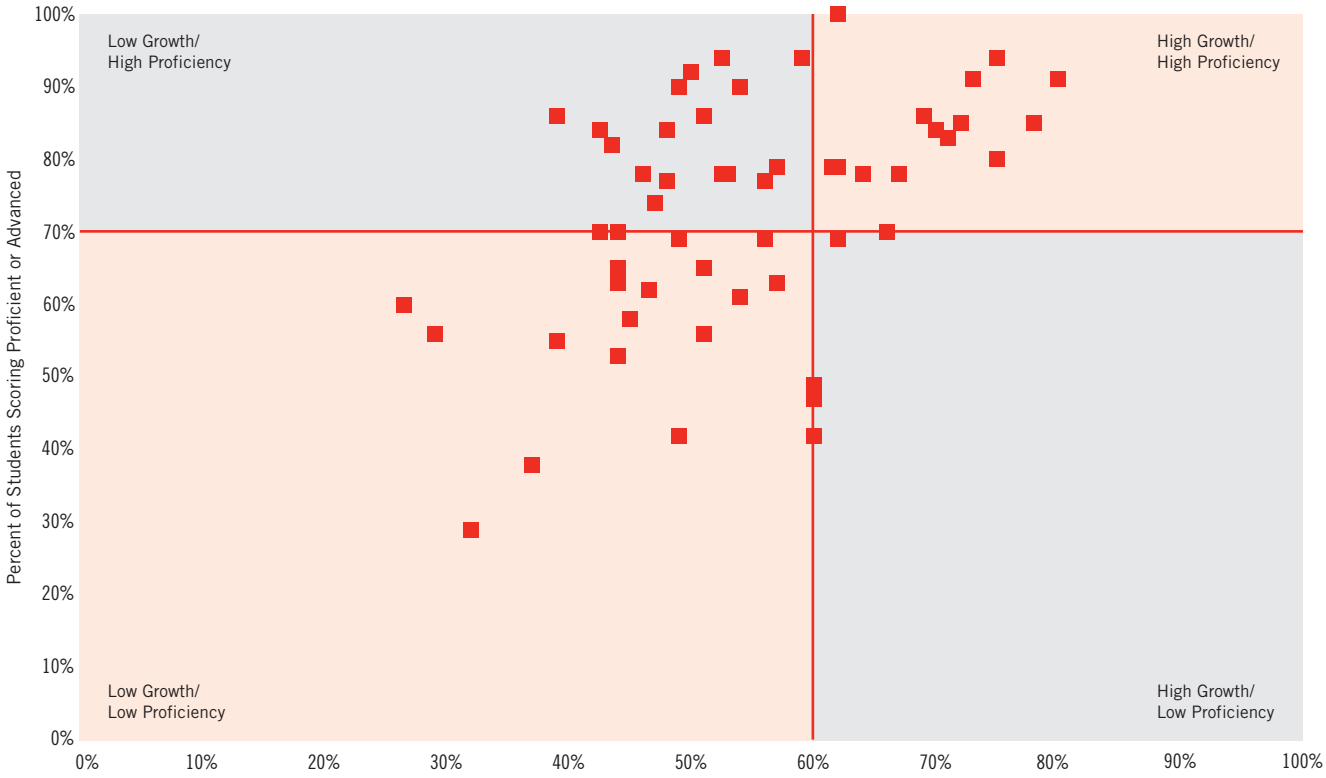
The new law required greater accountability for subgroup enrollment and retention. It also granted charters access—for the first time—to school district mailing lists, which may provide access to families with whom charters have struggled to connect in the past. When school enrollment data becomes available in late November of 2011, it will establish an important benchmark to determine whether charters are enrolling greater numbers of vulnerable subgroups.

The replicating charters enroll a higher percentage of English Language Learners than other charters. Community Day Charter Public School enrolls the highest percentage of Limited English Proficient, though both Excel Academy Charter School and KIPP Academy Lynn enroll large percentages of students whose first language is not English. All of the replicating charters enroll larger percentages of low-income students.

Selected Student Subgroups in Replicating Charter Schools[18]

School	% First Language Not English	% Limited English Proficient	% Students with Disabilities	% Low Income[18]	% Free Lunch	% African American	% Hispanic
State Average	16.3	7.1	17	34.2	29.1	8.2	15.4
Community Day Charter Public School	82.5	35.3	16.3	69.8	54.1	1.2	89.4
Edward Brooke Charter School	12	0.2	7.3	78	61.6	72.2	22.4
Excel Academy Charter School	44.8	2.8	13.7	72.2	49.1	4.7	71.7
KIPP Academy Lynn Charter School	38.1	1.6	10.5	88.9	79.2	25.1	55.1
MATCH Charter Public School	15.7	0	15.9	77	62.2	61.1	32
Roxbury Preparatory Charter School	35.8	1.9	16.7	73.5	62.6	58.4	40.1

English Language Arts Growth & Proficiency for Charter Schools

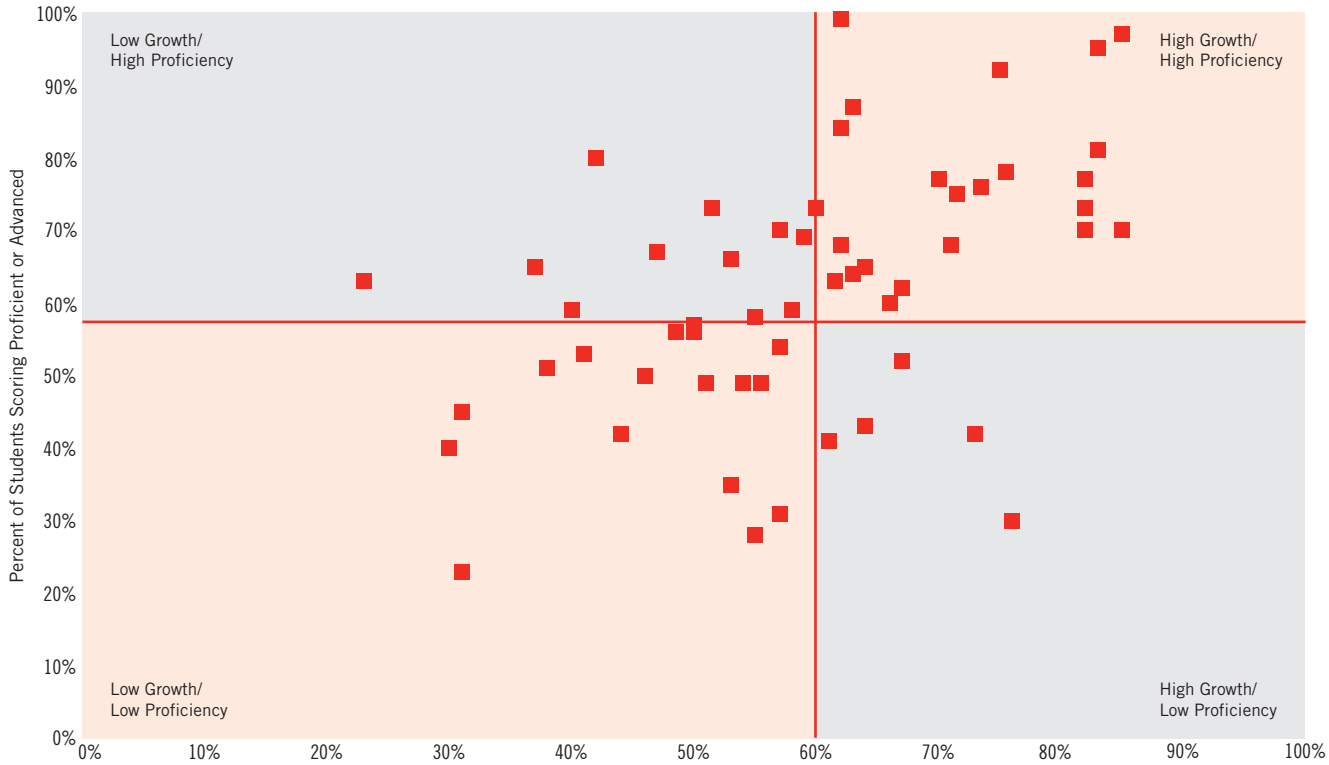


The horizontal line represents the statewide average Proficiency rate for ELA.
The vertical line represents a student growth percentile of 60%; anything above that is considered high growth by the DESE.

Highlights from the 2011 MCAS

- 46 charters demonstrate high rates of students scoring Proficient or above in English Language Arts. A high rate of Proficient or above is defined as exceeding the state average rate of 69%.
- 16 charter schools demonstrated "high growth" in English Language Arts, which means their students' growth was better than 60% of their academic peers statewide.
- 16 charters demonstrated high growth and high rates of proficiency in English Language Arts, including the following replicators: Community Day in Lawrence and Boston's Edward Brooke, Excel, Match, and Roxbury Prep.

Math Growth & Proficiency for Charter Schools



The horizontal line represents the statewide average proficiency rate in Math.
The vertical line represents a student growth percentile of 60%; anything above that is considered high growth by the DESE.

Highlights from the 2011 MCAS

- 37 charters demonstrate high rates of students scoring Proficient or above. A high rate of Proficient or above is defined as exceeding the state average of 58%.
- 27 charter schools demonstrated "high growth," which means their students' growth was better than 60% of their academic peers statewide.
- 22 charters demonstrated high growth and high rates of proficiency, including the following replicators: Community Day in Lawrence and Boston's Edward Brooke, Excel, Match, and Roxbury Preparatory.

Challenges that Remain

1. Replicating: Dramatic growth in Boston

Replicating high performing charters was central to the reform legislation which sought to connect successful schools with the neediest students. In response, some districts witnessed a virtual land-grab of open charter seats. In Boston, more than 4,500 seats were chartered (800 seats were chartered in Lawrence, 360 in New Bedford, and 324 in Springfield). In good faith, the Department of Elementary and Secondary Education chartered out almost all available seats, including "provisional" or future seats. There are only roughly 1,000 unclaimed seats available for Boston; meanwhile, some of the city's highest performing charters are growing into networks of two to four schools. The Boston replicating charters have an impressive track record of serving students of color and low-income students. All of the Boston replicating charters have high growth and high proficiency rates.

The scatter plots on the previous page show the proficiency and growth rates in English Language Arts and Math for low-income students in the public schools in Boston. The charters that have been approved to replicate in Boston are all in the "high growth/high proficiency rates" quadrant.[20]

These charts suggest that the replicating charters are achieving impressive results with low-income students. Additional analysis should consider whether the proficiency and growth rates for English Language Learners and Students with Disabilities are as impressive at the replicating charters.

Thanks to the legislation, low-income students in Boston now have more options, though demand still appears to be greater than supply. There were 11,000 entrants into the 2011 lottery for Boston charters, signaling tremendous unmet demand on the part of parents.[21]

Nearly all of the replication, however, was in Boston (which is again close to the new charter cap). Other urban districts, with the exception of Lawrence (which is within 500 seats of its cap) are not close to their caps, meaning there is room for new charters. DESE data suggests that there are large numbers of seats available in districts with Level 4 schools:

Available Seats

- Fall River: 1,143
- Lowell: 1,800
- Lynn: 1,700
- New Bedford: 1,348
- Springfield: 3,000
- Worcester: 2,800[22]

These Gateway Cities have not enjoyed the same flood of interest from charter operators to launch new schools. Anecdotal conversations with charter operators suggest that this is (in part) attributable to the challenges related to opening a second school and wanting to remain in close geographic proximity to the first school. There are also issues related to human capital: Boston is home to, and perhaps better able to attract, social entrepreneurs and experienced educators interested in opening a new charter school. And finally, the more robust philanthropic base in Boston (including a new $12 million charter replication fund launched by the New Schools Venture Fund) offers Boston charters the opportunity to access critical planning and supplementary funds that may not be available in other districts.

The state is currently awaiting full charter applications from groups proposing new charters. There has already been one level of screening, resulting in the founders of five Commonwealth Charters and two Horace Mann Charters submitting full charter applications. The applications were due November 7, 2011. Of the applicants for Commonwealth Charters:

- Two propose to locate in Springfield (potentially serving up to 1,630 students);
- One is a regional school (which would serve 500 students in Holyoke, West Springfield, Chicopee, Westfield, South Hadley and Northampton);
- One school would locate in Lowell (potentially serving 1,200 students); and
- One school would locate in Somerville (potentially serving 450 new students).

The Horace Mann applicants are applying for in-district charters in Boston.

(Note: the state did not accept applications for Boston this year because Boston is well above the 12% cap; the DESE has indicated that in future application

processes, seats that become available under Boston's 18% cap will be available to applicant groups.) None of the proven providers from Boston are among the applicants for the new charter schools.

Following an interview and public hearing process, applications will be voted on by the Board of Elementary and Secondary Education at the February 28, 2012 meeting.

Even while the state proceeds with the current charter application process, it must consider strategies for attracting proven providers to other urban districts, especially districts with large numbers of Level 4 or low-performing Level 3 schools.

2. Facilities challenges for replicating charters

One of the greatest challenges for new charter schools is finding an appropriate facility that is affordable and can accommodate a school and its students. The reform act stated that districts may "prior to consideration of any other disposition of the identified excess capacity, make a good faith offer to sell or lease at fair market value the identified excess capacity to a Commonwealth Charter School."

Having access to unused school buildings is potentially very helpful to ensuring a successful school launch for new charter schools. In Boston, the signing of the Boston Public Schools & Charter School Compact has led to the possibility of the district leasing up to three buildings to Boston charters. This is a promising start, though will not fully meet the demand of charters in Boston.

Charter growth may be slowed if charters cannot access unused school buildings. To support charter growth, addressing the access to unused school buildings will be critical.

3. Increasing the numbers of in-district Horace Mann Charters

The reform legislation created a new type of Horace Mann Charter, or in-district charter school: 14 Horace Manns could be started without local union leadership sign-off. This seemed to be a promising strategy for opening an in-district charter without undue obstruction or delay from potentially recalcitrant union leaders. However, in practice, only three of these new Horace Manns have been chartered to date: two in Boston (which will ultimately enroll over 1,000 students and one in Salem, which will enroll 125 students).[23] One Horace Mann is being operated by an organization from outside the district; the other two were developed by individuals inside the district. As part of the opening process, these new Horace Mann charters have negotiated waivers from the district's existing collective bargaining agreement which has slowed the planning and opening process. In addition, there is a provision in the legislation that will require the signoff of local bargaining unit leadership when the school applies for its second charter. Charters last for five years, and at the end of that time, when the school applies for renewal, the local union President will need to sign off on that proposal unless the language in the statute is changed.

In creating this new type of Horace Mann Charter School, there was an opportunity to do away with the requirement that amendments to Horace Mann charters be approved by local bargaining unit leadership. In the course of the five-year charter authorization period, it is common for schools to identify aspects of their charters that need to be amended; the Department of Elementary and Secondary Education regularly reviews and authorizes such requests (related to minor and major changes to the original charter, including grade configurations, governance structure (i.e. adding a Chief Operating Officer), loan approval, changes to bylaws, enrollment policies, number of seats, etc.). For Horace Mann operators, the added step of gaining union approval of any proposed amendments represents an additional challenge, especially in relation to the charter renewal. Anecdotal discussions with outside operators indicate that the potential to lose their charter after five years because of union leadership resistance to the model is a barrier to expansion. Ultimately, this provision may serve as a barrier to outside operators considering opening a Horace Mann. If the state plans to grow the number of Horace Manns, it should consider moving forward legislation for both renewal and amendment of the charters, in order to attract outside operators into the districts.

Lastly, with the lifting of the cap on charter seats, those interested in operating charter schools have been able to go into the "smart cap" districts with new Commonwealth Charter Schools. Given the hurdles involved with opening Horace Mann Charters, there has been little incentive to pursue the Horace Mann

Innovation schools can be established by teachers, school and district administrators, superintendents, union leaders, school committees, parents, parent-teacher organizations, colleges and universities, nonprofit community-based organizations, nonprofit businesses or corporations, nonprofit charter school operators, nonprofit education management organizations, educational collaboratives, consortia of these groups, or other nonprofit groups authorized by the Commissioner of Elementary and Secondary Education.

Innovation schools operate according to an innovation plan, developed by a defined set of stakeholders and approved by local school boards. Innovation plans describe the areas of autonomy and flexibility and specific strategies that are to be implemented in the school; at least one of the six areas of autonomy and flexibility must be addressed in the innovation plan.

The plan must also include annual measurable goals that assess factors such as student achievement and school performance. In exchange for the authority to operate the school with increased autonomy, innovation school operators are held responsible for advancing student learning and meeting these annual benchmarks. Innovation schools receive the same per pupil allocation as any other school in the district, and its operators can also secure grant or other types of supplemental funding to implement the innovation plan.

Innovation schools must receive two of three votes from a screening committee to conduct the planning process: Superintendent, School Committee, Union President. Of the 18 established schools about three-quarters of them received the union's vote of approval in the screening committee vote. All of the schools that are conversions also required a two-thirds vote of the current teachers.

The vast majority of these schools were initiated at the district or school level. To date, most of the innovation schools have been initiated by either superintendents or principals.

Innovation Schools: By the Numbers

At the start of the 2011–2012 School Year, 18 innovation schools were in operation in 12 districts across the state: Boston, Dennis-Yarmouth, Falmouth, Greenfield, Ralph Mahar Regional, Monson, North Middlesex Regional, Quaboag Regional, Revere, Springfield, West Springfield, and Worcester (which is home to five innovation schools). In October 2011 Salem became the 13th district to approve an innovation school, scheduled to open in 2012.

Innovation schools are either new schools or conversions of pre-existing schools; of the 18 innovation schools in operation, there are 14 conversions and four new schools.

District Response in Conversion Schools:

Discussions with a sampling of districts that have approved innovation schools revealed some common themes:

- Early and frequent communications and awareness building: District leaders report dedicating time to early discussions with school committee members, union leadership, teachers and parents. All respondents emphasized the importance of early, consistent communication with key stakeholders.

  "We got the teachers' union and school committee involved at the very beginning and as a result we were able to avoid most of the typical conflicts. We met regularly throughout the process and kept the focus on the best interest of students."

  "From the outset, we knew we had to lay the foundation with teachers and parents and get their buy-in… it took multiple conversations but the teachers came to see this was all about improving the school and eventually they became the biggest advocates for the innovation plan."

- Teachers unions: Several district respondents reported that union leaders viewed the opening of an innovation school with some skepticism, while teachers themselves and parents responded with curiosity. In addition, they reported that teachers and parents largely embraced the idea once they understood the purpose, benefits, and process involved. This suggests a need for wider dissemination of information about the model and its potential.

Innovation school planning can provide a morale boost to staff and build collaborative spirit within districts and schools.

"The whole process really re-energized the staff."

"The best part of the innovation school process is that it brought rapid alignment among principals and teachers…a united focus on every child becoming college and career ready."

- Funding: State funding in the form of planning (up to $15,000) and implementation grants ($25,000–$75,000) has been vital for districts, particularly in the planning stages. Districts report that state-funded technical assistance also has been highly valuable.

Context: Who Enrolls in Innovation Schools?

The sample size of innovation schools is small, so it is difficult to draw any conclusions about the enrollment patterns. However, a preliminary analysis suggests the following enrollment characteristics of students in these schools. While this component of the Achievement Gap Act wasn't specifically targeted at the most vulnerable subgroup, the spirit of the act intended to connect the neediest students to opportunity and promote innovation statewide. If the innovation school model is a strategy for connecting students to new structures that can better serve them, enrollment patterns may be worth ongoing attention.

Enrollment characteristics of Innovation Schools in school year 2010–2011[24]

First Language not English/Limited English Proficient: 30% of students enrolled at innovation schools and 20% of students in the 9 districts for whom enrollment data was available are students whose First Language is Not English, compared to 16% statewide.[25] At the innovation schools, 21% of those students are designated as Limited English Proficient, compared to 11% within their districts and 7% statewide.

Special Education: Innovation schools enroll a slightly lower percentage of Special Education students than their districts, with 13.5% and 18% respectively. Across the state, 17% of students are classified as Special Education.

Low-income: On average, innovation schools enroll the same percentage of low-income students as do their districts, with each at 54%; both are significantly higher than the state average of 34%.

Race/Ethnicity: Among African American students, innovation schools track closely to state averages: the schools have an average enrollment of 8.5%, while their districts are at 10%, and the state average is roughly 8%. Similarly, among Asian students innovation schools are nearly identical to the state, with the schools' average enrollment at 5.6% and the statewide average at 5.5%; districts with innovation schools have an average Asian student enrollment of 4%.

Enrollment of Latino students in innovation schools, however, is double the state average, at 30% to 15% respectively, with innovation school districts falling in the middle with an average Latino enrollment of 23%. A similar, though inverse, pattern is found in the enrollment of white students, with innovation schools at 52%, the state average at 68%, and the nine districts at 59%.

Noteworthy Accomplishments

In March 2011, the Executive Office of Education (EOE), in partnership with DESE, awarded 24 planning grants of up to $15,000 to plan for 26 new or conversion innovation schools.

- 18 new and conversion innovation schools were approved by local school committees and opened across the state in September 2011. (14 conversions; 4 new.) A 19th innovation school was approved in October 2011.
- Nine other schools have received planning grants and are in the process of getting local approval.
- The Executive Office of Education has hosted a number of information sessions to help build awareness and understanding of the Innovation School Model.
- A second round of planning grants will be made in January 2012.

Recommendations

1. Support ongoing growth by brokering partnerships with innovation schools

The goal of the innovation schools movement is to unleash creativity and innovation within school districts in order to serve students better; it is not innovation for the sake of innovation. The first cohort of schools have built innovation plans that focus on specific groups of students (e.g. off-track, over-age, out-of-school) or include unique programming (e.g. comprehensive arts education, dual language, International Baccalaureate, environmental education) or a different structure for teachers (e.g. distributive leadership, staggered schedules, more common planning time). As the model grows, it will be critical to provide support to help founding school groups think broadly about different ways to change schools to use innovation to best meet the needs of their students. One strategy for doing so may be to build a bridge between innovation school planning groups and charters, who enjoy these flexibilities and who, in most instances, had the luxury of beginning their school from a blank page. Such collaboration may help to spark innovative ideas and an exchange of best practice between autonomous schools.

In addition, the state should think about strategies to partner with districts to recruit external partners for innovation schools. Massachusetts is home to world class cultural institutions and nonprofit organizations. The innovation school model holds the potential to open school districts and schools to partnerships that may not previously have existed. Intentional brokering of such partnerships may be needed to connect potential partners.

2. Urge turnaround schools to consider innovation school status as a long term strategy for sustaining the turnaround

Another strategy for increasing the number of innovation schools and connecting them to autonomous schools could be to urge existing Level 4 schools to consider converting to innovation schools when they exit Level 4 status (presumably into Level 3). The autonomies provided through the innovation school model could be a way to preserve the gains made as part of the school turnaround, and could sustain the autonomies and flexibilities that have contributed to the student gains. At present, Level 4 schools are not eligible to apply for innovation school planning grants. The state should reconsider this policy, and instead send the message that all schools should consider whether the model is a good fit.

3. Provide support to large districts with significant interest in the model

For larger districts where several innovation school prospectuses are under development at a given time, the state should explore ways to provide additional capacity to support the planning and review process. These districts need to dedicate staff time and resources to ensure innovation planning teams receive adequate and meaningful support, but they are already stretched thin on administrative capacity; further, these are some of the very districts where students are most in need of more high quality school options.

4. Continue providing planning and implementation support

Dedicate ongoing financial resources to the initiative. School design planning is intensive, time-consuming, and requires high quality consulting and advising, as well as stipend pay for teachers and others engaged. Continue to make resources available for planning and implementation, as well as the provision of technical assistance.

5. Continue efforts to publicize the model

Finally, intensify efforts to inform educators and the general public on what innovation schools are, what they are not, and what the potential benefits are for staff and students. Include testimonies of teachers and parents to connect with these key constituencies.

Innovation Schools in Massachusetts

School	District	Grade Level	Model	School Enrollment	District Enrollment	% of District Enrollment	Current Status
Valley Virtual Global Academy	Belchertown, Ware, Granby, Easthampton	Grades 7–12	new school	500	1,446	35.0%	Initial Prospectus
Valley East Academy	Belchertown, Ware, Granby, Easthampton	Grades 9–12	new school	25	1,446	2.0%	Initial Prospectus
Roger Clap Innovation School	Boston	Grades K–5	new school	148	56,037	0.2%	Approved - Operating
Accelerated Learning Academy	Boston	Grades 9–12	new school		56,037		Initial Prospectus
Boston Arts Innovation School	Boston	Grades 9–12	conversion school	415	56,037	1.0%	Initial Prospectus
Charlestown High/ Bird Street/Diploma Plus	Boston	Grades 9–12	conversion schol	230	56,037	0.4%	Initial Prospectus
Haynes and Higginson-Lewis Schools	Boston	Grades PreK–8	conversion school		56,037		Initial Prospectus
Margartia Muniz Academy	Boston	Grades 9–12	new school	400	56,037	1.0%	Initial Prospectus
University High Innovation School	Boston	Grades 10–12	new school		56,037		Initial Prospectus
Dudley Street Neighborhood School	Boston	Grades K–5	new school	280	56,037	0.5%	Initial Prospectus
Marguerite E. Small School	Dennis - Yartmouth	Grades 4–5	conversion school	317	3,199	1.0%	Approved
Lawrence School	Falmouth	Grades 7–8	conversion school	556	3,710	15.0%	Approved
Wilson International School	Framingham	Grades K–5	conversion school	530	8,182	6.0%	Initial Prospectus
Discovery School at Four Corners	Greenfield	Grades K–3	conversion school	162	1,790	10.0%	Approved
Massachusetts Virtual Academy at Greenfield	Greenfield	Grades 9–12	new school	217	1,790	12.0%	Approved - Operating
Hadley Virtual Academy of Massachusetts	Hadley	Grades 3–12	new school	500	710	70.0%	Initial Prospectus
Monson New Century High School	Monson	Grades 9–12	conversion school	365	1,383	26.0%	Approved
New Bedford Leadership Academy	New Bedford	Grades 9–12	new school	500	12,538	4.0%	Initial Prospectus
Baccalaureate School of North Middlesex	North Middlesex	Grades 11–12	conversion school, school within a school		3,971		Approved

model, unless there is an explicit mission-driven interest in operating in-district schools. As Commonwealth charters expand and the new caps on seats are reached, Horace Mann charters may become increasingly sought by proven providers who currently operate outside of the school district.

4. Capacity of the authorizer to support the proliferation of charters

Massachusetts charter law is considered to be one of the strongest in the nation, in part because of the single state authorizer. The Department of Elementary and Secondary Education's process has, with few exceptions, been a transparent and objective process, and has produced some of the highest performing charters in the country.

Capacity within the agency to support large numbers of new charter schools is limited, and the charter school office has taken on new responsibilities without dramatically increasing their staffing levels. In addition, the state no longer has support from a federal grant program that it historically used to support the development, planning and implementation of new schools. This resource was critical to newly forming schools and organizations seeking charters, especially for those schools outside of Boston.

The state should consider whether it has the capacity to manage growth and accountability of quality charter schools.

New Commonwealth Charter Schools

School	Location	Grades	Number of Students	Opening
Alma del Mar Charter School	New Bedford	K–8	360	Fall 2011
Bridge Boston Charter School	Boston	K1–8	335	Fall 2011
Community day Charter Public School - Riverside	Lawrence	K1–8	400	Fall 2012
Community Day Charter Public School - South	Lawrence	K1–8	400	Fall 2012
Dorchester Preparatory Charter School	Boston	5–12	600	Fall 2012
Edward W. Brooke Charter School 2	Boston	K–8	475	Fall 2011
Edward W. Brooke Charter School 3	Boston and Chelsea	K–8	475	Fall 2012
Excel Academy Charter School - Boston II	Boston	5–12	448	Fall 2012
Excel Academy Charter School - Chelsea	Chelsea	5–8	224	Fall 2011
Grove Hall Preparatory Charter School	Boston	5–12	600	Fall 2011
KIPP Academy Boston Charter School	Boston	K–8	588	Fall 2012
MATCH Community Day Charter Public School	Boston	K1–12	700	Fall 2011
Veritas Preparatory Charter School	Springfield	5–8	324	Fall 2012

Horace Mann Charter Schools

School	Location	Grades	Number of Students	Opening
Boston Green Academy	Boston	6–12	595	Fall 2011
Salem Community Charter School	Salem	9–12	125	Fall 2011
UP Academy	Boston	6–8	500	Fall 2011

Innovation Schools in Massachusetts, *continued*

School	District	Grade Level	Model	School Enrollment	District Enrollment	% of District Enrollment	Current Status
Quaboag Innovation STEM Early College	Quaboag	Grades 11–12	conversion school, school within a school	30	1,446	2.0%	Approved
Quaboag Innovation Middle School	Quaboag	Grades 7– 8	conversion school		1,446		Approved
Pathways Early College High School	Ralph C Mahar Regional	Grades 11–12	new school	40	821	5.0%	Approved - Operating
Paul Revere Innovation School	Revere	Grades K– 5	conversion school	389	6,229	6.0%	Approved - Operating
Carlton School Continuous Progress Innovation School	Salem	Grades K–5	conversion school	260	4,565	6.0%	Initial Prospectus
Springfield Renaissance Innovation School	Springfield	Grades 6–12	conversion school	651	25,213	3.0%	Approved
21st Century Skills Academy	West Springfield	Grades 9–12	new school	200	3,932	5.0%	Approved
The Chandler Magnet School	Worcester	Grades preK–6	conversion school	460	24,192	2.0%	Approved
Goddard Scholars Academy at Sullivan Middle School	Worcester	Grades 6–8	conversion school	48	24,192	0.1%	Approved
Goddard School of Science and Technology	Worcester	Grades preK–6	conversion school	586	24,192	2.0%	Approved
University Park Campus School	Worcester	Grades 7–12	conversion school	241	24,192	1.0%	Approved
Woodland Academy	Worcester	Grades preK–6	conversion school	492	24,192	2.0%	Approved

Endnotes

[1] In order to be eligible for a waiver from the federal government's NCLB provisions, the state must identify additional Level 4 schools.

[2] http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012459

[3] http://nces.ed.gov/nationsreportcard/statecomparisons/

[4] These averages are derived from the scaled scores of subgroups of students on the 2011 NAEP assessments in Grades 4 and 8 Reading and Math. http://nces.ed.gov/nationsreportcard/statecomparisons/

[5] http://apreport.collegeboard.org/sites/default/files/downloads/pdfs/AP%20RTN%202011_StateReport_MA.pdf

[6] Union representatives were the least represented in interviews. Additional focus groups and interviews likely are warranted to fully capture the perspective of local and state level union officials.

[7] One of the turnaround schools has closed, so the original 35 is now 34.

[8] http://www.doe.mass.edu/lawsregs/603cmr2.html?section=05

[9] This total includes the lowest 20% performing schools in Massachusetts, including the Level 4 schools.

[10] Boston closed one of its turnaround schools so while 35 were identified, there are currently only 34 Level 4 schools operating.

[11] The Boston Indicators Project, a partnership between the Boston Foundation, the Metropolitan Area Planning Council and the City of Boston, aims to democratize access to information, foster informed public discourse, track progress on shared civic goals, and report on change in 10 sectors, including education. More information about the Boston Indicators Project is available at: [http://www.bostonindicators.org/Indicators2008/].

[12] Performance gains are reported based on the change from 2010 to 2011 and are not tied to individual Annual Goals for Turnarounds. This is because this measure was estimated to be the most easily understood, especially in comparison to other schools. Each Level 4 school will have its own set of goals that it is also working toward.

[13] The participating districts were: Boston, Springfield, Worcester, Lowell, Lawrence, Fall River, New Bedford, Holyoke, and Lynn.

[14] Teachers who chose retirement or took a leave of absence are not included in this statement.

[15] Note: this is not meant to be a comprehensive list of all of the partners.

[16] Gateway Cities are a group of 24 former industrial Massachusetts mill cities, including Chelsea, Lawrence, Fall River, Holyoke, Lowell, Lynn, New Bedford, Springfield, Worcester, and others.

[17] The replicating charters include: Community Day School in Lawrence, Edward Brooke Charter School, Roxbury Prep, Excel, Match School, and KIPP.

[18] http://profiles.doe.mass.edu/

[19] Defined as students eligible for Free or Reduced Lunch.

[20] Low income students were used because all public schools in Boston enroll large numbers of low income students and therefore offered the most valid comparison group.

[21] This does not mean there were 11,000 students applying to charters since students can participate in more than one lottery. The number of student participants is not known, though even if it is half that it is still greater than the 4,5004500 seats that were chartered.

[22] http://www.doe.mass.edu/charter/app/full.pdf

[23] http://www.doe.mass.edu/news/news.aspx?id=6042

[24] Enrollment data is for SY10-11, during which time 2 of the 13 schools were operational; the other 11 became Innovation Schools at the start of SY11-12.

[25] In places where innovation schools were new, or are programs within schools, enrollment data was not available. innovation schools included in this analysis are located in Boston, Dennis-Yarmouth, Falmouth, Greenfield, Monson, Ralph C. Mahar Regional, Revere, Springfield, and Worcester. Schools not included are: Quaboag Innovation Early College (school-within-a-school, grades 11–12); Quaboag Innovation Middle School (school-within-a-school, grades 7–8); Baccalaureate School of North Middlesex (school-within-a-school, grades 11–12); 21st Century Skills Academy in West Springfield (school-within-a-school, grades 9–12); and Goddard Scholars Academy at Sullivan Middle School in Worcester (school-within-a-school, grades 6–8).