New Jersey’s Strategic Plan for Early Education and Care

**2012**

**New Jersey Council for Young Children**



**Acknowledgments**

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Members of the New Jersey Council for Young Children (see Appendix A for list)

The Committees of the New Jersey Council for Young Children (see Appendix B for list)

New Jersey Department of Education

New Jersey Department of Human Services

New Jersey Department of Health and Senior Services

New Jersey Department of Labor and Workforce Development

New Jersey Department of Children and Families

Head Start Collaboration Office

New Jersey BUILD Initiative

Advocates for Children of New Jersey (ACNJ)

New Jersey Association for the Education of Young Children (NJAEYC)

National Institute for Early Education Research (NIEER); Rutgers University

Center for the Study of Child Care Employment, University of California Berkeley

Coalition of Infant/Toddler Educators Coalition of Infant/Toddler Educators (CITE)

Professional Impact New Jersey (PINJ)

New Jersey Association for Infant Mental Health

New Jersey Focus on Early Emotional Learning and Support (NJ-FEELS)

New Jersey Association of Child Care Resource and Referral Agencies (NJACCRRA)

New Jersey Early Care and Education Alliance (NJECEA)

Statewide Parents’ Advocacy Network (SPAN)

Early Childhood Comprehensive Systems (ECCS) initiative (NJ Parent Link)

New Jersey Head Start Association

New Jersey Head Start Directors Association

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| **New Jersey Council for Young Children: Strategic Plan 2012** |

**Introduction**

In 2010, the New Jersey Council for Young Children was created by Executive Order to serve as the Governor’s State Advisory Council for Early Education and Care as authorized under the Improving Head Start for School Readiness Act of 2007. The Council’s first strategic plan set the stage for the initial work for each of its six committees and established overall goals for the three-year grant period. Since that time, the Council has made steady progress toward creating a more aligned system of early care and education to improve the lives of New Jersey’s young children and their families. This strategic plan proposes a roadmap to creating a coordinated state system of early education and care.

**A Summary of the State of New Jersey and its Young Children**

The challenges facing New Jersey’s infants, young children and families make the charge of the New Jersey Council for Young Children and all of the state’s early childhood stakeholders more critical than ever before. It is imperative that our programs and resources are aligned to optimize the quality of early education and care to maximize the benefit for infants, young children and their families.

New Jersey ranks 11th of the most populated states in the country and is home to 8.8 million residents. The 2012 New Jersey Kids Count report shows that while the state’s total population continues to slowly rise, up 2% from 2006 to 2010, New Jersey’s child population has seen a slow, but steady decline, with the number of children under age five dropping 3% during the same time period.

Economically, New Jersey’s families are struggling much like the rest of the nation. Nearly 33% of all of the state’s children, or 619,000 children 18 and under, live in low-income households, representing an increase of 14% since 2006. The number of children living in families where no parent has regular, full-time, year-round employment increased to 27% in 2010, up from 25% in 2009.

Family structure across the state is changing as well. According to the National Center for Children in Poverty, there are 465,583 families with 661,768 young children (under age six). In 2010, more than 30% of all families were headed by one parent.

According to the 2011 National KIDS COUNT, children who are identified as African-American, Hispanic, Asian or a combination of two or more races, represented approximately 50% of the nation’s child population, with 14% reported as African-American and 23% reported as Hispanic/Latino. The 2012 New Jersey Kids Count report reflects these same trends in the state of New Jersey. Among children under the age of 18, there is a strong correlation between family race and ethnicity, and living in poor and low-income families. In 2009, the National Center for Children in Poverty reported that 29% of young African-American children and 28% of young Hispanic/Latino children lived in low-income families (incomes up to 200% of the federal poverty level) compared to 7% of young Caucasian children.

Statistics show steady growth in the number of children in immigrant families. In 2010, 34% (700,000) of children under the age of 18 in New Jersey lived in a family where at least one member was born in a foreign country. Of those children, 35% were living in a low-income household, up 6% since 2006.

New Jersey has seen some positive changes in the field of child health. Both the number and percentage of New Jersey children without health insurance has significantly declined since 2006, dropping 32 and 31 percent respectively. Emphasis on oral health care has also resulted in benefits for young children. Eligibility for children receiving dental services through NJ FamilyCare rose 86% while preventative dental care rose 99%. Progress has also been made on other measures of child health such as reduced infant/child mortality rates, decline in lead poisoning and decreases in children living with asthma.

While progress in the area of health is significant, many serious health issues remain. Access to prenatal care continues to be a challenge for African-American and Hispanic/Latino women especially compared to their Caucasian and Asian counterparts. The number of babies born with significant low birth weight persists and children’s immunization rates have decreased over the last six years.

In education, New Jersey remains a leader among the nation in early childhood education due to rising preschool enrollments, increased attendance in full-day kindergarten and fewer children who are not in any early learning program, compared to national averages. Public preschool enrollment increased by 4%, providing more opportunities for children to attend full-day preschool, particularly for low-income students. In 2010, only 28% of children in the state, ages three to five, did not attend nursery, preschool or kindergarten compared to the national average of 40%.

**Why New Jersey Should Focus on Coordinated Early Education and Care**

The New Jersey Council for Young Children believes in equal opportunity for all of its children, and that opportunity begins with high-quality education and care. For all children to enter kindergarten with the skills, knowledge, and dispositions they need to be successful, their earliest learning and development experiences must be maximized. This is especially critical for the state’s most vulnerable children, who often fall behind their peers well before even entering kindergarten. New Jersey has already made great strides toward reaching many of the state’s children with high needs, but too many young children continue to lack access to high-quality early learning and development experiences.

It is well established that intensive, high-quality early experiences can close much of the achievement gap for children in families with low incomes. (NOTE: THERE ARE NO “LOW-INCOME CHILDREN.”This substantially increases their school success and produces a host of life-long benefits, including increased school achievement and social and economic success as adults (Barnett, S., 1996; Ramey, C. T., & Campbell, F. A., 1984; Ramey, C. T., et. al, 2000; Reynolds, A. J., 2000). Early benefits can be found from New Jersey’s own high-quality preschool program as follows:

* Achievement gap cut in half for preschool attendees
* Effects persist in the early grades including decreased grade repetition

(Frede, E. et al, 2009)

In addition to research on the positive impact of preschool, there is a body of evidence that benefits to children would be even greater if their earliest experiences better supported the critical areas of development (Nelson, C.A., 2000). The chart below illustrates the sequence of neural connections, showing that sensory and language pathways form largely during a baby’s first year, and that cognitive connections peak from 10 months to 5 years. Focusing on the quality of early experiences for children as early as possible will help to ensure that they are equipped with the skills and competencies necessary to succeed.



The New Jersey Council for Young Children is funded to align and improve New Jersey’s numerous and complex early childhood programs and initiatives into a coordinated system of early care and education programs and services for infants, toddlers, and young children from birth to age eight. The Governor-appointed Council is authorized by the Improving Head Start for School Readiness Act of 2007, and received 1.7 million dollars for its three-year grant period. A list of Council members can be found in Appendix A.

The 25-member Council is in, but not of, the Department of Education, and represents all state agencies with oversight of programs for families and children from birth to age eight, including the Departments of Education, Human Services, Health, Labor and Workforce Development, and Children and Families. Head Start agencies and organizations, advocacy groups, child care organizations, school districts, universities and foundations are also represented.

In its application for federal funds, the Council created a plan to:

• Develop a coordinated system of early childhood programs and services statewide with a data information sharing system that meets the early care and education needs of infants, young children and their families throughout the state, from birth through age eight.

• Identify and improve services for infants, young children, and families by coordinating outreach efforts across state agencies, school districts, and community and faith-based organizations including, but not limited to, underserved populations.

• Develop a coherent set of early learning and development standards that address all areas of development for children aged birth through eight that lead to positive outcomes for infants, young children, and their families.

• Strengthen the preparation and ongoing professional development of all early education and care professionals to optimize their positive impact on the development and learning of young children, aged birth through eight.

• Identify and plan a system of comprehensive, aligned program quality improvement processes and standards for early care and education from birth through age eight, including a tiered Quality Rating Improvement System.

• Provide information to help the public recognize the value of early care and education for the well-being of infants and children ages birth through eight and for the state as a whole.

Members are appointed for three-year terms, and vacancies are filled by gubernatorial appointment.  There are currently four vacant slots with appointments under review. The Council is chaired by Dr. Ellen Wolock, Administrator of the New Jersey Department of Education’s Division of Early Childhood Education, and the Council recently voted to have Laura Morana, Superintendent of Red Bank Public Schools, serve as Vice Chair.

**An Introduction to the Commission for Early Learning and Development**

The Early Learning Commission was established by Executive Order in 2011 as part of New Jersey’s Race to the Top Early Learning Challenge grant application. In an effort to create a cohesive approach to serving young children and their families, the state submitted an ambitious plan that integrated the effective, models of services across various state and local organizations.

While New Jersey was not a recipient of the 2012 round of funding, as part of a governance structure to improve supports for families and their infants and young children, the New Jersey Commission for Early Learning and Development was created to facilitate alignment of the state’s early learning and development programs and funding streams. See Chart A for a glance at the programs and funding sources found in each agency.

Comprised of the Commissioners of the Departments of Education, Health, Children and Families and Human Services and the Chair of the NJ Council for Young Children, the Early Learning Commission’s charge is to:

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| (1) Review the existing programs and budgets across state departments |
| (2) Identify ways to support the implementation of the state’s QRIS, Grow NJ |
| (3) Enhance supports across all domains of learning and development for early childhood educators by developing and disseminating best practices and training modules |
| (4) Coordinate social, health, and family supports for children with high needs children enrolled in early learning and development programs including, integrating data systems maintained by the Departments of Education, Children and Families, Health and Senior Services, and Human Services (see CHART A) |
| (5) Regularly consult with the New Jersey Council for Young Children and the Coordinating Council for Part C of IDEA as each task is carried out  |

**An Introduction to the Inter Department Planning Group**

In addition to the Commission and Council, the administrators of each funding stream and program from the four Departments, as well as other Departments, as needed, meet regularly to plan ways to coordinate work as well as to consider the feasibility of each Council recommendation, and make the necessary plans for implementation. The goal of the Inter Department Planning Group is to integrate programs and services that are offered across our agencies, as described in Chart A. As New Jersey implements the initiatives described in this strategic plan, each agency will contribute its unique resources. An example of this collaboration is an agreement between the Head Start Collaboration Office and the Department of Children and Families, Division of Prevention & Community Partnerships, in which Family Success Centers will facilitate the transition of families from Head Start to school (Appendix D).

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|  **Chart A: Current Structure of Early Childhood Services** |
| **Department of Education** | **Department of Human Services** | **Department of Children & Families** | **Department of Health & Senior Services** |
| State PreschoolHead Start CollaborationTeacher Credential & LicensingIDEA Part B(Preschool Special Education)Federal Title I and other Federal ProgramsRegional Achievement Centers | Subsidized child careWraparound careNJ First Steps Infant/Toddler InitiativeChild Care Resource and Referral AgenciesWorkforce RegistryFamily Worker OutreachTANFSNAP (food stamps)NJ MedicaidNJ FamilyCare | Child WelfareChild Care LicensingHome Visiting ProgramStrengthening Families through Early Care & EducationFamily Success CentersFamily Child CareProvider Registration (voluntary)NJ Children’s Trust FundFederal Community-Based Child Abuse Prevention Funds | IDEA Part C (Early Intervention)Special Child Health ServicesHome Visiting ProgramMaternal and Child Health ServicesImmunizationsChildhood Lead PoisoningIndoor Environments Program |

**New Jersey’s Early Education and Care Structure**

The NJ Council for Young Children, the Inter Department Planning Group and the Early Learning Commission work together to move the early education and care agenda forward. The structure is described below.

**Early Learning Commission**

Considers proposed plans and approves policy and funding decisions

**Inter Department Planning Group**

Considers the feasibility of each recommendation, makes plans for implementation

**New Jersey Council for Young Children**

Makes recommendations

**Purpose of the Revised Strategic Plan**

This report outlines the Council’s revised strategic plan reflecting the status of the Council goals and tasks established in 2010, and the remaining work during and beyond the grant period. From the onset, the Council envisioned a streamlined delivery system focused on the whole child, optimizing all aspects of learning and development. In addition to building a comprehensive system that is responsive to New Jersey’s culturally and linguistically diverse population from birth to age eight, the Council also placed a high priority on a comprehensive approach to early learning and development that recognizes the four core service domains:

* ***Physical, oral and mental health services***, such as health insurance coverage, prenatal care, developmental and behavioral screenings, well child visits and other primary and prenatal care, programs to support maternal and child mental health, nutrition and food programs, and early dental care
* ***Family supports and services***, including safe and stable housing, family literacy, parenting education, financial literacy programs, access to specific services for families with parental mental health challenges, domestic violence, substance abuse or incarceration, and supports resulting in economic self-sufficiency, family and work policies that support healthy child development and sound family engagement
* ***Early education and care,*** including a focus on the quality of early experiences in licensed and unlicensed family-based child care, center-based child care, preschool and Head Start
* ***Early intervention***, including Early Head Start, Early Intervention and other birth to age three programs and preschool special education.

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| **Strategic Plan Sections** |

The work of the Council is conducted by its many committee members (see Appendix B for a list). In the sections that follow, each committee provides recommendations, and describes the progress of their work, including the current status and next steps for each. The initiatives align with the Council’s goals to address workforce development, early learning and program standards, targeted population outreach/communications, coordinated data system development, program quality improvement through implementation of a Quality Rating and Improvement System, and early childhood mental health. Recommendations for the remaining grant period and a plan for implementation beyond the grant period are included, and are currently under consideration by the Early Learning Commission. The following sections are included:

* Section 1: Program Improvement (Grow NJ)
* Section 2: Coordinated Data Systems
* Section 3: Learning and Development Standards
* Section 4: Workforce Preparation
* Section 5: Improved Family Outreach
* Section 6: Infancy and Early Childhood Mental Health

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| **Section 1: Program Improvement/Quality Rating and Improvement System (Grow NJ)** |

A Quality Rating and Improvement Systems (QRIS) is a sequential and systematic way to assess, improve and communicate about the quality of early care and education programs. Families become informed consumers of their children’s early education and care options, accountability is enhanced, and providers have a clear roadmap to quality improvement. Most importantly, a QRIS provides a common set of evidence-based standards that link to optimal learning and development of young children.

Overall, half of the states in the nation and the District of Columbia now operate a statewide QRIS and nearly all other states are planning or piloting one.

**Overall Goal:**

Building upon the development of a QRIS, first initiated by the New Jersey BUILD Initiative, and the modifications and plan designed for a New Jersey QRIS in the recent Race to The Top-Early Learning Challenge grant application, the goal is to ultimately implement a statewide quality rating and improvement system for birth to five settings.

**Background:**

New Jersey’s QRIS, Grow NJ, was first designed by the New Jersey BUILD Initiative which began work in 2005. This group, comprised of a broad gathering of public and private early childhood system stakeholders, created a blueprint for early childhood systems development. Among the goals articulated by the *BUILD Blueprint* (BUILD Initiative 2006) was to strengthen early learning and development programs by building on the existing state preschool program standards to create a QRIS. Through the work of a BUILD subcommittee, a QRIS was developed that incorporated the *Preschool Teaching and Learning Standards* and *Preschool Program Implementation Guidelines* from the Department of Education, Strengthening Families through Early Care and Education, National Association for the Education of Young Children (NAEYC) accreditation, NAEYC’s Cultural Competence Checklist, Recognition and Response, and Head Start Performance Standards, laid out in a tiered system.

Using private funding, the resulting five-step scale was piloted in six centers in the cities of Trenton and Camden and four centers in the city of Newark (*Build the Future: Creating a Roadmap for Success: The Need for a Quality Rating and Improvement System in New Jersey*).

**Current Status**:

Building on the results of the initial pilot, the Program Improvement Committee of the Council continued construction of the statewide QRIS by tapping into the Council’s newly created formal relationships with state agencies and critical stakeholders to better integrate common standards of quality. The current product builds on the standards from each program to form a system that improves the quality of early learning and development systems across programs and increases the likelihood of positive gains for children with high needs from birth to five (*Grow NJ QRIS for Center-Based and School-Based Programs and Guidelines* and *Grow NJ QRIS for Family Child Care Programs and Guidelines).*

The Grow NJ tiered QRIS is based on the successful model of quality improvement carried out by the State Preschool Program, the QRIS pilot through NJ BUILD, and existing cross-program standards (e.g., Head Start) and practices. Grow NJ provides an agreed upon and consistent means of addressing the elements of high-quality program implementation, evaluation, improvement, and communication to families and stakeholders about the quality of experiences in early learning and development programs serving children from birth to five. The instrument is to be used by center-based providers, Family Child Care, Head Start, Early Head Start, and School District Preschool Programs for typically developing children and for children with disabilities. Below is a list of the sites that will be part of Grow NJ.

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| Former “Abbott” and Expanders (District, including self-contained) |
| Former “Abbott” and Expanders (Provider) |
| Non-contracting Providers in Former “Abbott” |
| Combined Head Start/DOE funded/DHS funded |
| ECPA/ELLI District Programs |
| Schools for the Disabled |
| Non-Head Start Private Provider Serving Subsidized Children |
| Non-“Abbott” or non-contracting Head Start |
| Family Child Care |

There are six main components to the Grow NJ system.

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| **Grow NJ Main Components** |
| A set of concrete, observable quality standards that apply in all service delivery settings |
| A process for objectively assessing program quality and maintaining accountability  |
| A system of training and technical assistance to help providers improve quality |
| Incentives to encourage providers to reach higher levels of quality  |
| A system of ratings and validation |
| A public mechanism to tell families about Grow NJ and how it can be used when making early care and education decisions |

**The Tiered Steps and Categories in Brief**

Grow NJ standards outline key indicators of quality that are presented in six main categories:

* Program and Learning Environment
* Family Engagement
* Health and Safety
* Professional Development
* Personnel
* Business Practices

The standards are expressed in terms of five Steps, which correspond to a particular QRIS rating. The Steps are organized in a series of blocks that outline the indicators for quality within each category. Programs must demonstrate that they can meet *all* of the criteria in *all* of the categories in Step 1 to obtain a Step 1 rating; *all* in Step 1 *and* 2 before qualifying for a Step 2 rating, and so on in progression. The five Steps are distinguished by program features such as use of curriculum and assessment, and scores on structured classroom observation instruments, features that are linked to positive developmental and educational outcomes for children. The instrument merges the best practices in each category to create a tool that is manageable yet challenging.

Grow NJ’s categories are based on a set of state program standards that are embedded into one or more components, listed below.

1. **Early Learning and Development Standards**: Grow NJ requires that programs implement the *Preschool Teaching and Learning* *Standards* and the *New Jersey Birth to Three Early Learning Standards*. These standards provide a common framework for developmentally appropriate expectations for each age group of infants, toddlers, and preschoolers. Strategies for children with disabilities and English learners are specifically addressed.
2. **Comprehensive Assessment:** Grow NJ includes all four components of a comprehensive assessment system in its Steps. All four types of assessments are embedded, and sites choose which instruments they are using. Screenings are used to flag potential health, behavioral, and developmental issues; formative assessments inform supports for each child’s learning and development; and structured classroom-based measures of environment, interactions, and activities drive changes. All Grow NJ participants will be offered guidance on the selection of each type of assessment instrument(s) appropriate for their site and program requirements (e.g., Head Start), as well as training on administration and use of the data.
3. **Early Childhood Educator Qualifications**: Grow NJ includes a sequence of credentialing and professional development in order to better prepare the workforce to comprehensively address the needs of children, birth to five.
4. **Family Engagement Strategies:**  Grow NJ accentuates family engagement throughout the entire system. As the Steps increase, more substantive engagement strategies are employed. Strategies to support children’s development and learning encompass the protective factors from Strengthening Families through Early Care and Education and the Head Start Performance Standards.
5. **Health promotion:** Building on the Head Start Performance Standards and the *Preschool Teaching and Learning* *Standards*, Grow NJ promotes common requirements in health and safety; developmental, behavioral, and sensory screening referral and follow up; and the promotion of physical activity, healthy eating habits, oral health and behavioral health, and health literacy among families.
6. **Effective data practices:** Indicators address data collection and data interpretation as well as decision making in the areas of administration and financial management. Indicators also require that information is readily available to families and/or stakeholders.

**Next steps:**

The first six years of implementation of Grow NJ will focus on supporting the sites that have not had the benefit of participation in the DOE-funded state preschool program, but receive state funds for children though Department of Human Services or Administration for Children and Families (federal only) Head Start. One region of the state will be selected for rollout each year, based on the resources available in the area; including, for example, Child Care Resource and Referral Agency staff, access to higher education, infant/toddler specialists, and supports from Family Success Centers. The seventh and eighth years will include contracting or district sites in the former Abbott districts and other, non-state funded programs. Training for technical assistance (TA) teams, curriculum and assessment supports, and structured classroom observation instruments will be provided as sites are added, according to the rollout plan. The seventh and eighth years will also begin the integration of the QRIS into the DCF Licensing system, with the Grow NJ steps corresponding to levels of Licensing (e.g., Step 1 License, Step 2 License, and so on). Statewide implementation for all sites that serve children from birth to age five will be complete by 2024. (See the Grow NJ rollout and budget toward the end of this section.)

Nine tasks related to the implementation of Grow NJ are included in this plan, summarized below:

1. Finalize QRIS scales and guidance documents
2. Determine infrastructure for Grow NJ
3. Determine program incentives for Grow NJ
4. Design and implement Grow NJ communications and marketing plan
5. Create and launch the Grow NJ data system
6. Set up regional TA system
7. Set up rating system
8. Conduct validation study
9. Implement Grow NJ according to the schedule

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| 1. Finalize QRIS scales and guidance documents
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| **Step by Step Task** | **D= During Grant****A= After Grant** | **Date Begin** | **Date Due** |
| * 1. Analyze survey feedback on scales and guidance
 | D | Feb 2012 | May 2012 |
| * 1. Present revisions to committee for recommended changes
 | D | April 2012 | May 2012 |
| * 1. Provide recommendations for revisions to DOE
 | D | April 2012 | June 2012 |
| * 1. Implement field test pilot for indicator validity
 | D/A | May 2012 | April 2013 |
| * 1. Implement field test for each Grow NJ component
 | D/A | Aug 2012 | July 2014 |
| * 1. Continue to vet scales and guidance with stakeholders through surveys and presentations
 | D/A | Ongoing |  |
| * 1. Translate scales and guidance into Spanish and other languages
 | D/A | Sep 2012 | Dec 2013 |
| * 1. Professionally format scales
 | D | Sep 2012 | Dec 2012 |

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| 2. Determine infrastructure for Grow NJ |
| **Step by Step Task** | **D= During Grant****A= After Grant** | **Date Begin** | **Date Due** |
| 2.1 Review QRIS in other states for potential structural models for Grow NJ  | D | Apr 2012 | May 2012 |
| 2.2 Propose infrastructure for Grow NJ | D | May 2012 | Sept 2012 |
| 2.3 Present proposal to Early Learning Commission | D |  | Sept 2012 |
| 2.4 Develop MOA among state agencies to divvy up responsibilities | D | June 2012 | Sept 2012 |
| 2.5 Cost out infrastructure | D | June 2012 | Sept 2012 |

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| 3. Determine program incentives for Grow NJ |
| **Step by Step Task** | **D= During Grant****A= After Grant** | **Date Begin** | **Date Due** |
| 3.1 Make final decision about incentives  | D/A | June 2012 | Sept 2013 |
| 3.2 Identify existing and new sources of funding for incentives | D/A | Sept 2012 | Sept 2013 |
| 3.3 Secure commitments of other state agencies and departments | D  | June 2012 | Sept 2013 |
| 3.4 Provide incentives to support participation of programs in initial roll-out | D/A | Sept 2012 | Annually |

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| 4. Design and implement Grow NJ communications and marketing plan |
| **Step by Step Task** | **D= During Grant****A= After Grant** | **Date Begin** | **Date Due** |
| 4.1 Incorporate Grow NJ into the overall communications and marketing plan for guidance documents developed through the Council | D | June 2012 | Sept 2012  |
| 4.2 Create orientation to Grow NJ | D/A | Aug 2012 | Oct 2012  |
| 4.3 Create informational website | D | Sept 2012 | Dec 2012 |
| 4.4 Develop brochures on QRIS to educate and engage parents and participants | A | Sept 2013 | Dec 2013 |
| 4.5 Establish ongoing marketing and web maintenance |  | ongoing  | Updated quarterly  |

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| 5. Create and launch the Grow NJ data system |
| **Step by Step Task** | **D= During Grant****A= After Grant** | **Date Begin** | **Date Due** |
| 5.1 Hire contractor to develop electronic entry and tracking system | D | July 2012 | Aug 2013  |
| 5.2 Train TA teams and sites on the online system and how to address criteria in each component | D/A | July 2013 | Ongoing |
| 5.3 Launch Grow NJ data system for program and staff use | A | Sept 2013 | Ongoing |
| 5.4 Launch family portal | A | Jan 2014 | Ongoing |
| 5.5 Set up a public relations campaign with CCR&Rs for family portal | A | Jan 2014 | Ongoing |

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| 6. Set up regional TA system |
| **Step by Step Task** | **D= During Grant****A= After Grant** | **Date Begin** | **Date Due** |
| 6.1 Designate and train TA Teams made up of Learning Coaches, Health Coordinators, Birth to Five Disabilities Coordinators and Family Engagement Specialists, beginning with one or two counties | D/A | Sept 2012 | ongoing |
| 6.2 Determine content of and create detailed training modules based on TA plan | D | Sept 2012 | July 2013 |
| 6.3 Begin training-of-trainer (TOT) series to train each team on the common standards through modules, tools, and resources for their focus area  | D/A | Sept 2012 | according to rollout |
| 6.4 Integrate the birth to three and revised preschool learning standards with the relevant components of the comprehensive assessment system, curricula and professional development system | D/A | Dec 2012 | July 2013, according to rollout |
| 6.5 Secure curricula contracts, schedule and offer regional training on curricula and formative assessments according to the rollout schedule | D/A | Sept 2013 | according to rollout |
| 6.6 Offer regional training on screenings and structured classroom observation instruments | D/A | Sept 2013 | according to rollout |

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| 7. Set up rating system |
| **Step by Step Task** | **D= During Grant****A= After Grant** | **Date Begin** | **Date Due** |
| 7.1 Develop Memoranda of Understanding with universities to create an Early Learning Improvement Consortium according to rollout schedule | D/A | Sept 2012 | ongoing |
| 7.2 Finalize rating procedures | A  | Dec 2012 | Sept 2013 |
| 7.3 Begin to assign ratings | A | Feb 2013 | per rollout |

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| 8. Conduct validation study |
| **Step by Step Task** | **D= During Grant****A= After Grant** | **Date Begin** | **Date Due** |
| 8.1 Complete Request For Proposal process and identify evaluator according to rollout schedule | A | Sept 2013 | ongoing |
| 8.2 Collect data and conduct analyses to establish reliability of New Jersey’s Early Learning Improvement Consortium quality assessments administrations | A  | Sept 2013 | 9/1/2013per rollout |
| 8.3 Crosswalk validation study with kindergarten entry results in NJ SMART |  | Sept 2014 |  |

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| 9. Implement Grow NJ according to the schedule |
| **Step by Step Task** | **D= During Grant****A= After Grant** | **Date Begin** | **Date Due** |
| 9.1 Implement Grow NJ in all non-“Abbott” sites receiving state funds | A  | Sept 2013 | July 2019 |
| 9.2 Implement Grow NJ in all “Abbott” sites and begin implementation in sites not receiving state funds | A  | Sept 2019 | July 2021 |
| 9.3 Begin building into licensing system | A | Sept 2019 |  |
| 9.4 Move to full implementation throughout the state | A |  | Per schedule |

**Explanation of Grow NJ Roll-Out**

The proposed roll-out for Grow NJ is a long, but ambitious process intended to eventually include all of New Jersey’s Head Start programs, community programs, school district preschool programs, and family child care programs. The roll-out starts with a small pilot of sixty sites, all of which will be early care and development programs serving families with subsidies for child care. After the first year, 100 sites will be included in each of the next four years. Up to this point, only non-“Abbott” sites serving families with subsidies for child care will be asked to participate in Grow NJ. Starting in year six, the roll-out will become more intense, with about 944 additional sites being added each year. The former “Abbott” preschool programs will begin to participate in Grow NJ at this point, and in will phase in over a three year period (years six through eight). By year ten of the roll-out, all programs serving families with subsidies for child care will be included in Grow NJ.

Several assumptions were made in the development of the roll-out. First, it is anticipated that approximately 30 percent of programs will rate a three, four or five on Grow NJ at any given stage, with the exception of former “Abbott” programs, for which 90 percent of programs are assumed to rate at least a three upon first entry. Also, it is assumed that any program rating a one or a two will return for another rating after two years, while any program rating a three or higher will not return for another rating until four years have passed.

To better understand the roll-out, it may be helpful to follow one cohort through the first several years of the process. Cohort 1, for example, includes 60 sites. Of those 60 sites, it is assumed that in Year 1, 30 percent (18 sites) will rate a 3, 4, or 5 and that 70 percent (42 sites) will rate a 1 or 2.

|  |  |
| --- | --- |
|   | **Year 1** |
| ***Rating model*** | **2012 (Pilot)** |
| **Cohort 1 - # total sites** |  **60**  |
| *Rate a 3, 4, or 5* |  18  |
| *Rate a 1 or 2* |  42  |

After receiving training, professional development and incentives, those 42 sites rating a 1 or 2 in Year 1, will return two years later (Year 3) for another rating. Again, it is assumed that in Year 3, 30 percent (13 sites) will rate a 3, 4, or 5 and 70 percent (29 sites) will rate a 1 or 2.

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Year 1** | **Year 2** | **Year 3** |
| ***Rating model*** | **2012 (Pilot)** | **2013** | **2014** |
| **Cohort 1 - # total sites** |  **60**  |  **-**  |  **42**  |
| *Rate a 3, 4, or 5* |  18  |   |  13  |
| *Rate a 1 or 2* |  42  |   |  29  |

Two years later (Year 5), those 29 sites will return again for another rating. Of those 29 sites, 9 will rate a 3, 4, or 5 and 20 will rate a 1 or 2. At the same time, four years will have passed for the 18 sites rating a 3, 4, or 5 in Year 1, so those 18 sites will also receive another rating. We assume that the 18 sites rating a 3, 4, or 5 in Year 1 will continue to rate a 3, 4, or 5 in Year 5. As a result, in Year 5 there are 27 sites (18 + 9) rating a 3, 4, or 5 and 20 sites rating a 1 or 2.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   |  **Year 1** |  **Year 2** |  **Year 3** |  **Year 4** |  **Year 5** |
| ***Rating model*** |  **2012 (Pilot)** |  **2013** |  **2014** |  **2015** |  **2016** |
| **Cohort 1 - # sites** |  **60**  |  **-**  |  **42**  |  **-**  |  **47** |
| *Rate a 3, 4, or 5* |  18  |   |  13  |   | 27 |
| *Rate a 1 or 2* |  42  |   |  29  |   | 20 |

Cohort 1 continues in this manner, including more and more sites in the 3, 4, or 5 range on each rating cycle. As represented in the roll-out below, each year another cohort begins, moving through the system in the same manner as Cohort 1.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grow NJ Proposed Rollout** | **Year****1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| ***Cohorts*** | **2012 Pilot** | **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** | **2023** | **2024** |
| **Cohort 1**  | **60** | **-** | **42** | **-** | **47** | **-** | **33** | **-** | **41** | **-** | **29** | **-** | **38** |
| *Rate 3, 4, or 5* | 18 |  | 13 |  | 27 |  | 19 |  | 31 |  | 22 |  | 33 |
| *Rate 1 or 2* | 42 |  | 29 |  | 20 |  | 14 |  | 10 |  | 7 |  | 5 |
| **Cohort 2**  | - | **100** | **-** | **70** | **-** | **79** | **-** | **55** | **-** | **69** | **-** | **48** | **-** |
| *Rate 3, 4, or 5* | - | 30 |  | 21 |  | 45 |  | 31 |  | 52 |  | 36 |  |
| *Rate 1 or 2* | - | 70 |  | 49 |  | 34 |  | 24 |  | 17 |  | 12 |  |
| **Cohort 3** | - | - | **100** | **-** | **70** | **-** | **79** | **-** | **55** | **-** | **69** | **-** | **48** |
| *Rate 3, 4, or 5* | - | - | 30 |  | 21 |  | 45 |  | 31 |  | 52 |  | 36 |
| *Rate 1 or 2* | - | - | 70 |  | 49 |  | 34 |  | 24 |  | 17 |  | 12 |
| **Cohort 4** | - | - | - | **100** | **-** | **70** | **-** | **79** | **-** | **55** | **-** | **69** | **-** |
| *Rate 3, 4, or 5* | - | - | - | 30 |  | 21 |  | 45 |  | 31 |  | 52 |  |
| *Rate 1 or 2* | - | - | - | 70 |  | 49 |  | 34 |  | 24 |  | 17 |  |
| **Cohort 5** | - | - | - | - | **100** | **-** | **70** | **-** | **79** | **-** | **55** | **-** | **69** |
| *Rate 3, 4, or 5* | - | - | - | - | 30 |  | 21 |  | 45 |  | 31 |  | 52 |
| *Rate 1 or 2* | - | - | - | - | 70 |  | 49 |  | 34 |  | 24 |  | 17 |
| **Cohort 6** | - | - | - | - | - | **944** | **-** | **538** | **-** | **783** | **-** | **425** | **-** |
| *Rate 3, 4, or 5* | - | - | - | - | - | 406 |  | 161 |  | 519 |  | 240 |  |
| *Rate 1 or 2* | - | - | - | - | - | 538 |  | 377 |  | 264 |  | 185 |  |
| **Cohort 7** | - | - | - | - | - | - | **944** | **-** | **538** | **-** | **783** | **-** | **425** |
| *Rate 3, 4, or 5* | - | - | - | - | - | - | 406 |  | 161 |  | 519 |  | 240 |
| *Rate 1 or 2* | - | - | - | - | - | - | 538 |  | 377 |  | 264 |  | 185 |
| **Cohort 8** | - | - | - | - | - | - | - | **944** | **-** | **538** | **-** | **783** | **-** |
| *Rate 3, 4, or 5* | - | - | - | - | - | - | - | 406 |  | 161 |  | 519 |  |
| *Rate 1 or 2* | - | - | - | - | - | - | - | 538 |  | 377 |  | 264 |  |
| **Cohort 9** | - | - | - | - | - | - | - | - | **944** | **-** | **661** | **-** | **746** |
| *Rate 3, 4, or 5* | - | - | - | - | - | - | - | - | 283 |  | 198 |  | 422 |
| *Rate 1 or 2* | - | - | - | - | - | - | - | - | 661 |  | 463 |  | 324 |
| **Cohort 10**  | - | - | - | - | - | - | - | - | - | **944** | **-** | **661** | **-** |
| *Rate 3, 4, or 5* | - | - | - | - | - | - | - | - | - | 283 |  | 198 |  |
| *Rate 1 or 2* | - | - | - | - | - | - | - | - | - | 661 |  | 463 |  |
| **Cohort 11**  | - | - | - | - | - | - | - | - | - | - | **944** | **-** | **661** |
| *Rate 3, 4, or 5* | - | - | - | - | - | - | - | - | - | - | 283 |  | 198 |
| *Rate 1 or 2* | - | - | - | - | - | - | - | - | - | - | 661 |  | 463 |
| **Cohort 12**  | - | - | - | - | - | - | - | - | - | - | - | **944** | **-** |
| *Rate 3, 4, or 5* | - | - | - | - | - | - | - | - | - | - | - | 283 |  |
| *Rate 1 or 2* | - | - | - | - | - | - | - | - | - | - | - | 661 |  |
| **Cohort 13**  | - | - | - | - | - | - | - | - | - | - | - | - | **944** |
| *Rate 3, 4, or 5* | - | - | - | - | - | - | - | - | - | - | - | - | 283 |
| *Rate 1 or 2* | - | - | - | - | - | - | - | - | - | - | - | - | 661 |
| **Total sites rated** | **60** | **100** | **142** | **170** | **217** | **1,093** | **1,126** | **1,616** | **1,657** | **2,389** | **2,541** | **2,930** | **2,930** |
|  |   |   |   |   |   |   |   |   |  **8,012 sites at year 2024** |   |   |   |   |

**Explanation of Grow NJ Budget**

The proposed budget for Grow NJ is a reflection of the proposed roll-out and all resources needed to successfully implement a QRIS in New Jersey. Below is a description of each line-item and how costs for each item were derived. As with the roll-out, many assumptions were made in the development of the budget, often based on the state’s Race to the Top-Early Learning Challenge proposal.

Curriculum Training – Each site will receive at least two years of direct curriculum training. Any programs rating a one or a two will receive an additional year of training. Costs for training are estimated at approximately $15,000 per year for each cohort of 50 staff. Former “Abbott” sites will not be included in this training.

Technology for Electronic Systems – Programs participating in Grow NJ may need technology (computers, internet connection, etc.) in order to enter their Grow NJ information into the electronic system. The budget includes $1,250 per site so that programs not already equipped with proper technology may be outfitted with the necessary equipment. As separate funding is already provided to the former “Abbott” programs for these items, they are not included in the calculation of these costs. Also, these costs are likely overstated because many programs may already have the necessary technology.

Performance Assessments and Training – Training in a performance assessment will be provided to all teachers, directors, and teacher assistants. $7,500 is budgeted for each cohort of approximately 50 staff.

Ratings and Inter-rater Reliability – The cost of an MOU with a state university to conduct Grow NJ ratings in each participating program is estimated at approximately $900 per site (including both classroom ratings and the overall site rating). The estimated costs are based on an NJDOE MOU to conduct similar ratings in the former “Abbott” districts.

Setup of Electronic Grow NJ – A preliminary quote from one company that develops QRIS data systems (WELS) indicates that approximately $605,000 will be needed for the initial development of a Grow NJ data system.

Maintaining Datasets – A preliminary quote from the same company estimates that approximately $154,500 will be needed on an annual basis to maintain the Grow NJ database.

Electronic Assessments – A preliminary quote indicates that each Grow NJ assessment will cost about $35 per child.

QRIS Validity Study – Based on costs from a validity study conducted on the former “Abbott” preschool program, it is estimated that we will need about $530,000 per year to assess the validity of Grow NJ. Studies are proposed for each of the first three years of implementation, and then on a three-year cycle after that point.

Incentives (Subsidies) – A per child subsidy is included for each subsidized child in a center rating at least a two. Sites rating a two will receive a subsidy in the amount of $100 for each subsidized child. Those rating a three will receive $200 per subsidized child, sites rating a four will receive $300 per subsidized child and those rating a five will receive $400 per subsidized child. The former “Abbott” programs are not eligible for this incentive.

Incentives (Menu of Options) – A $2,000 incentive is included for each site participating in Grow NJ. Sites can apply for the $2,000 stipend two times, and use the funding for program improvements of any kind (facility upgrades, materials and supplies, etc.). The incentive amount is based on amounts proposed in the state’s Race to the Top application. The former “Abbott” programs are not eligible for this incentive.

Incentives (Higher Education for Teacher and Directors) – A one-time stipend of $3,000 will be available for each teacher and director to pursue higher education and/or professional development in early learning and development. The incentive amount is based on amounts proposed in the state’s Race to the Top application. The former “Abbott” programs are not eligible for this incentive.

Incentives (Higher Education for Teacher Assistants) – A one-time stipend of $1,000 will be available for each teacher assistant to pursue further education and/or professional development in early learning and development. The incentive amount is based on amounts proposed in the state’s Race to the Top application. The former “Abbott” programs are not eligible for this incentive.

Agency Staff to Implement Grow NJ – The budget includes four staff members from each of the participating state agencies (DHS, DHSS, DOE, and DCF) to oversee the implementation of Grow NJ. Approximately $111,780 is budgeted annually for each staff member and includes salary, benefits, travel, and equipment/materials and supplies. Estimates are based on annual state costs for professional staff.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **Category** | **Unit** | **Unit Cost** | **Notes** |  |
| Curriculum training | Per cohort | $15,000 | Cohort = 50 people $15,000 for 1 cohort |  |
| Technology for electronic systems | Costs per setup | $1,250 | 1 setup per site |  |
| Performance assessments and training | Costs per cohort of 50 | $7,500 | Cohort = 50 people$7,500 for 1 cohortsite covers child assessment |
| Ratings and inter-rater reliability | Cost per site (includes classroom ratings and overall site rating) | $900\* | \*More than $900 per site, reexamine this cost |
| Setup of Electronic Grow NJ | One-time fee | $605,000 |  |  |
| Maintaining data sets, Grow NJ | Annual fee | $154,500 |  |  |
| Grow NJ Assessments | Costs per child | $35 | Annual fee |  |
| Grow NJ validity study on regular schedule | Cost per study | $530,000 | Annual for about 3 years, then every 3 years after that |
| Incentives – Subsidy | Costs per child | $100-$400 | By child receiving subsidy, depending on Grow NJ rating level |  |
| Incentives – Environmental Improvements | Costs per center | $2,000 | Available twice for each center |  |
| Incentives – Higher Ed | Costs per person | $3,000 | Available once for each teacher and director |  |
| Incentives – Higher Ed | Costs per person | $1,000 | Available once for each teacher assistant |  |
| Agency staff to implement Grow NJ | Costs per person | $111,780 | Annually for salary, benefits, travel and equipment for 4 staff |  |

**Cost Assumptions for Grow NJ**

|  |  |
| --- | --- |
| Estimated classrooms per site | 3 |
| Estimated staff needing training per site | 7 |
| Estimated # of children per classroom | 12 |
| Total sites participating | 8,012 |
| Total children on subsidy (non-Abbott) | 55,000 |
| Total children in Abbott districts | 46,660 |
| Total children included at full rollout | 288,432 |

**Children, Sites and Classrooms Participating in Grow NJ, by year**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Children and Sites by Year** | **SY 1** | **SY 2** | **SY 3** | **SY 4** | **SY 5** | **SY 6** | **SY 7** | **SY 8** | **SY 9** | **SY 10** | **SY 11** | **SY 12** | **SY 13** |
| New Sites each Year | 60 | 100 | 100 | 100 | 100 | 944 | 944 | 944 | 944 | 944 | 944 | 944 | 944 |
| New Sites each Year, less Abbotts | 60 | 100 | 100 | 100 | 100 | 739 | 739 | 738 | 944 | 944 | 944 | 944 | 944 |
| Sites Needing Training (2 yrs for all new, and sites rating 1 or 2) | 60 | 160 | 229 | 249 | 249 | 888 | 1,527 | 1,839 | 2,044 | 2,250 | 2,351 | 2,351 | 2,351 |
| Classrooms (non-Abbott) | 180 | 480 | 687 | 747 | 747 | 2,664 | 4,581 | 5,517 | 6,132 | 6,750 | 7,053 | 7,053 | 7,053 |
| Staff Needing Training | 420 | 1,120 | 1,603 | 1,743 | 1,743 | 6,216 | 10,689 | 12,873 | 14,308 | 15,750 | 16,457 | 16,457 | 16,457 |
| New Children Each Year | 2,160 | 3,600 | 3,600 | 3,600 | 3,600 | 33,984 | 33,984 | 33,984 | 33,984 | 33,984 | 33,984 | 33,984 | 33,984 |
| Children in sites getting training | 2,160 | 5,760 | 8,244 | 8,964 | 8,964 | 31,968 | 54,972 | 66,204 | 73,584 | 81,000 | 84,636 | 84,636 | 84,636 |
| Children in Abbott Districts | 0 | 0 | 0 | 0 | 0 | 15,530 | 31,060 | 46,600 | 46,600 | 46,600 | 46,600 | 46,600 | 46,600 |
| Children on Subsidy (non-Abbott) | 1,512 | 4,032 | 6,552 | 9,072 | 11,592 | 35,381 | 55,000 | 55,000 | 55,000 | 55,000 | 55,000 | 55,000 | 55,000 |
| Children on subsidy in high level centers | 605 | 2,016 | 3,931 | 6,350 | 9,274 | 28,305 | 49,500 | 49,500 | 49,500 | 49,500 | 49,500 | 49,500 | 49,500 |
| Total Children Participating | 2,160 | 5,760 | 9,360 | 12,960 | 16,560 | 50,544 | 84,528 | 118,512 | 152,496 | 186,480 | 220,464 | 254,448 | 288,432 |

**Estimated Costs for Implementation of Grow NJ, by year**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Cost Categories** | **SY 1** | **SY 2** | **SY 3** | **SY 4** | **SY 5** | **SY 6** | **SY 7** | **SY 8** | **SY 9** | **SY 10** | **SY 11** | **SY 12** | **SY 13** |
| Curriculum training | $126k | $336K | $481K | $523K | $523K | $1.9M | $3.2M | $3.9M | $4.3M | $4.7M | $4.9M | $4.9M | $4.9M |
| Technology for electronic systems | $75K | $125K | $125K | $125K | $125K | $924K | $924K | $923K | $1.2M | $1.2M | $1.2M | $1.2M | $1.2M |
| Performance assessments and training | $63K | $168K | $240K | $261K | $261K | $932K | $1.6M | $1.9M | $2.1M | $2.4M | $2.5M | $2.52M | $2.5M |
| Ratings and inter-rater reliability | $54K | $144K | $206K | $224K | $224K | $799K | $1.4M | $1.7M | $1.8M | $2.0M | $2.1M | $2.1M | $2.1M |
| Setup of web based Grow NJ | $605K | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Maintaining data sets, including web based Grow NJ | $0 | $155K | $155K | $155K | $155K | $155K | $155K | $155K | $155K | $155K | $155K | $155K | $155K |
| Assessments | $76K | $202k | $289k | $314K | $314K | $1.1M | $1.9M | $2.3M | $2.6M | $2.8M | $3.0M | $30.M | $3.0M |
| QRIS validity study on regular schedule | $530K | $530K | $530K | $0 | $0 | $530K | $0 | $0 | $530K | $0 | $0 | $530K | $0 |
| \*Incentives ($100-$400 subsidy) | $151K | $504K | $1.0M | $1.6M | $2.4M | $7.4M | $12.9M | $13.4M | $12.4M | $12.4M | $12.4M | $13.9M | $13.9M |
| \*Incentives (Menu of Options) | $120K | $320K | $400K | $400K | $400K | $1.7M | $3.0M | $3.0M | $3.4M | $3.8M | $3.8M | $3.8M | $3.8M |
| \*Incentives (Teacher/Director) | $720K | $1.2M | $1.2M | $1.2M | $1.2M | $8.9M | $8.9M | $8.9M | $11.3M | $11.3M | $11.3M | $11.3M | $11.3M |
| \*Incentives (Teacher Assistant) | $60K | $100K | $100K | $100K | $100K | $739K | $739K | $738K | $944K | $944K | $944K | $944K | $944K |
| Agency Staff to Implement QRIS | $447K | $447K | $447K | $447K | $447K | $447K | $447K | $447K | $447K | $447K | $447K | $447K | $447K |
| **TOTAL ESTIMATED COSTS** | **$3.0M** | **$4.2M** | **$5.2M** | **$5.4M** | **$6.2M** | **$25.4M** | **$35.1M** | **$37.3M** | **$41.3M** | **$42.2M** | **$42.7M** | **$44.7M** | **$44.2M** |
| **TOTAL ESTIMATED COSTS (no incentives)** | **$2.0M** | **$2.1M** | **$2.5M** | **$2.1M** | **$2.1M** | **$6.8M** | **$9.6M** | **$11.4M** | **$13.2M** | **$13.8M** | **$14.3M** | **$14.8M** | **$14.3M** |

\*Incentives are projected as placeholders based on estimated numbers of children, sites and staff.

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| **Section 2: Coordinated Data Systems** |

In the Council’s 2010 Strategic Plan, three priorities were identified as essential steps to unify New Jersey’s data systems across state agencies:

1. The Council needs to engage in the work of mapping who has what data and how it can now be accessed and used for systemic analyses, strategic planning, service improvement and public accountability. Real and perceived barriers to data sharing and release posed by HIPAA and FERPA need to be addressed, with national technical assistance if it is available
2. The Council will explore how to secure the assignment of a unique child identifier at birth
3. The Council will explore, as an interim measure, how to design a proper, timely and regular process of matching data sets on vulnerable children and families (and the services that support them) across state agencies and extant data systems

**Overall Goal:**

It is critical for New Jersey to undertake this work to coordinate early learning data systems. There are significant questions about our existing programs and services that will remain unanswered until data is shared across programs and agencies. Following longitudinal data for groups of children will allow state agencies to assess the efficacy of existing programs, identify underserved populations, and target struggling programs for additional support and professional development. Integrating data from each of the state’s early learning and development programs will meet the ultimate goal to be able, for the first time, to view as a whole the state’s approach to reaching our youngest children. More importantly, questions about the impact of the state’s program on children will be answered.

**Background:**

Over the past two years, the Council has made significant progress in addressing two of the above priorities, further preparing the state to link early learning data systems once the necessary resources are available. Through an MOU with the National Institute for Early Education Research (NIEER), the Council’s Data Committee was recently presented with a draft report mapping the state’s existing data systems and the information collected in each system. In addition to the mapping exercise, NIEER provided the following recommendations to the Council:

* Stakeholders – Ensure that all critical parties are involved in data discussions, including parents, the legislature, and the research community
* Key questions – Focus on a small number of critical questions most helpful for the integrated data system to answer, not an exhaustive list of questions that will take valuable resources away from critical areas
* Content – Connect unique identifiers for children, programs, and early childhood educators. Ensure that data definitions are consistent among data systems
* Data integration/warehouse model – Engage state experts in discussions about the best way to integrate data from several state data systems
* System management and technology – Determine what is necessary for proper development, maintenance, and continued improvement of an integrated data system
* Governance – Establish a Data Governance Advisory Board to develop policies on the use of data and address all HIPAA and FERPA requirements/issues

**Current Status:**

In response to the report’s recommendations, the Data Committee is taking several steps. First, the Committee is in the process of revising the thirteen key questions proposed in the NIEER report:

1. What are the demographics of New Jersey’s children from birth through five years?
2. In which communities are children more vulnerable to being at-risk of school and future success?
3. Are New Jersey’s children, birth through age five, on track to succeed when they enter kindergarten and beyond?
4. What is the availability of high-quality early education and care programs throughout New Jersey?
5. Which children are participating in high-quality early education and care programs?
6. Which children have access to and are receiving necessary support services to ensure school readiness?
7. Which of New Jersey’s early education and care programs possess characteristics of effective, high-quality early education and care programs?
8. Is the quality of New Jersey’s early education and care programs improving?
9. How much does it cost to serve New Jersey’s young children in high-quality programs?
10. What are the characteristics of New Jersey’s early education and care workforce?
11. Is the quality of New Jersey’s early education and care workforce improving?
12. What policies and investments lead to a skilled, stable and effective early education and care workforce?
13. What administrative safeguards exist to ensure effective and appropriate multi-agency use of data in a manner that ensures child, family, program and professional privacy?

Second, the Data Committee is engaging in essential discussions that are necessary before we can link data systems across state agencies. Appropriate contacts from each state agency are gathering to discuss which data elements are necessary to answer the state’s key questions, which of those data elements are collected by more than one data system, and which data system should serve as the primary source for each data element. This group will also determine whether any data elements needed to answer key questions are missing from state data systems and, in that case, which data system may be able to capture those missing data elements in the future. Much of this specific work can be done without additional resources, and so the Data Committee continues to undertake important background work to prepare for when additional funding and resources are identified.

**Next Steps:**

The Council proposes using open source software to develop a prototype for a collaborative data system. Much like a prototype recently developed by Vermont, this method provides an expedient way to pull data together to answer important questions about the state’s early learning programs and services. Open source software can be used to create an interface that is not only user-friendly and visually pleasing, but also thorough and cost-effective.

Appropriate representatives overseeing each of the state’s early learning data systems will need to work with a consultant to develop the system and ensure that all data is used appropriately. Once the initial prototype is developed, a more permanent data manager will be needed to oversee the data system, adding greater capacity and functionality over time.

There are four main tasks associated with accomplishing these next steps:

1. Review initial mapping of state data systems and propose critical questions to the Council
2. Determine the capacity of existing data systems to answer key questions
3. Contract with an outside entity to develop prototype for data system
4. Hire a permanent staff person to oversee final development of data system

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| 1. Review initial mapping of state data systems and propose critical questions to the Council
 |
| **Step by Step Tasks** | **D= During Grant****A= After Grant** | **Begin Date** | **Due Date** |
| 1.1 Data Committee members analyze draft report of NJ Data Systems Report  | D | December2011 | February 2012 |
| 1.2 Data Committee members submit suggested changes to report to correct any inaccuracies | D | February 2012 | March 2012 |
| 1.3 Data Committee members submit suggested changes to suggested key questions identified in Report | D | February 2012 | March 2012 |
| 1.4 Present set of 13 key questions to the full Council for consideration | D | June 2012 | June 2012 |

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| 1. Determine the capacity of existing data systems to answer key questions
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| **Step by Step Tasks** | **D= During Grant****A= After Grant** | **Begin Date** | **Due Date** |
| 2.1 Identify data elements needed to answer each critical question  | D | June 2012 | August 2012 |
| 2.2 Identify which data system(s) collect each necessary data element | D | Sept 2012 | Oct 2012 |
| 2.3 When multiple data systems collect the same necessary data element, determine which data system should be the authoritative source for that element  | D | Oct 2012 | Dec 2012 |
| 2.4 Identify any necessary data elements that are not yet collected and a data system that can collect them | D | Sept 2012 | Dec 2012 |

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| 1. Contract with an outside entity to develop prototype for data system
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| **Step by Step Tasks** | **D= During Grant****A= After Grant** | **Begin Date** | **Due Date** |
| 3.1 Develop a draft RFP to solicit bids for an outside contractor to develop an initial prototype to link early learning data systems  | D | Jan 2013 | Feb 2013 |
| 3.2 Get feedback from other states and in-house data experts to ensure that the RFP meets all of the objectives we hope to accomplish  | D | Feb 2013 | March 2013 |
| 3.3 Release RFP, evaluate proposals, and select outside contractor | D | March 2013 | July 2013 |
| 3.4 Work with contractor to determine how best to present information to the public via the online interface | D/A | July 2013 | Oct 2013 |
| 3.5 Develop a plan for how the online interface will look and how a users experience should flow | D/A | July 2013 | Oct 2013 |
| 3.6 Select one critical question to use as the basis for an initial trial of the data system prototype  | A | Oct 2013 | Oct 2013 |
| 3.7 Produce a functioning prototype, using real data, providing users with answers to the selected key question | A | Oct 2013 | Dec 2013 |
| 3.8 Present data system prototype to Council for comment and feedback  | A | Jan 2014 | Jan 2014 |

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| 1. Hire permanent staff person to oversee final development of data system
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| **Step by Step Tasks** | **D= During Grant****A= After Grant** | **Begin Date** | **Due Date** |
| 4.1 Transition from consultant to permanent staff person  | A | Jan 2014 | Jan 2014 |
| 4.2 Develop a plan to include the necessary data elements from each of the state’s early learning databases in order to answer each of the key questions | A | Feb 2014 | April 2014 |
| 4.3 Develop a plan to systematically include more data elements in the data system to answer each of key questions, adding data elements to answer one additional question at a time, until the system has the capacity to answer all of the key questions | A | Feb 2014 | April 2014 |
| 4.4 Develop a plan for the upkeep of data elements in the data system with respect to when data elements are updated, etc. | A | Feb 2014 | April 2014 |
| 4.5 Hold a data summit to introduce the data system to researchers, practitioners and legislators, gathering feedback for any necessary changes | A | July 2014 | July 2014 |
| 4.6 Establish a data governance council to make policy recommendations regarding future changes to and/or growth of the data system | A | July 2014 | ongoing |

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| **Associated Costs by Task** | **2011-12** | **2012-13** | **2013-14** | **2014-15** |
| 1. Review initial mapping of state data systems and propose critical questions to the Council
 | $0 | $0 | $0 | $0 |
| 1. Determine the capacity of existing data systems to answer key questions
 | $0 | $0 | $0 | $0 |
| 1. Contract with an outside entity to develop prototype for data system
 | $0 | $0 | $100,000 | $111,780 |
| **Total Resources by Year** | **$0** | **$0** | **$100,000** | **$111,780** |

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| **Section 3: Learning and Development Standards** |

The Birth-to-Eight Early Learning and Development Standards Committee of the Council has been overseeing the development of Birth to Three Early Learning Standards, and plans to support the development of an aligned set of Birth to Eight Early Learning standards. High-quality and aligned standards for young children are critical for the following reasons:

1. Using common learning and development standards will help ensure developmentally appropriate expectations and learning experiences for all children, regardless of the type of provider or school
2. Using a common set of learning and development standards will encourage settings to choose curricula and assessments that are responsive to the diverse needs of all young children

**Overall Goals:**

The Committee’s charge was two-fold:

1. Design New Jersey’s Birth to Three Early Learning Standards and a standards implementation plan
2. Align the early learning and development standards across the early childhood age range, from birth to eight

**Background:**

As its first task, the Committee began the process of developing Birth to Three Early Learning Standards by conducting extensive research of early learning standards in other states. A number of states’ infant and toddler early learning standards were reviewed and evaluated using a rubric designed to assess how well each met essential research-based criteria identified by the Committee. As a result of this process, the Committee, with the approval of the Council, requested permission to adapt the Early Childhood Indicators of Progress: Minnesota’s Early Learning Guidelines for Birth to Three as New Jersey’s Birth to Three Early Learning Standards.

 The Committee entered into a partnership with the national Zero-to-Three organization for its technical assistance and support. The Committee also identified a consultant to facilitate the revision of the Early Childhood Indicators of Progress: Minnesota’s Early Learning Guidelines for Birth to Three. Dr. Gail Roberts, who served as a consultant and author for Minnesota Early Learning Guidelines, was engaged as a consultant to work with the Standards Committee. The Minnesota Department of Human Services graciously granted New Jersey permission to use, adopt, and adapt their work.

**Current Status:**

In April 2012, the Committee hired a consultant to serve as a project coordinator to oversee the field review of the New Jersey Birth to Three Early Learning Standards. The purpose of the field review is to solicit feedback from stakeholders including teaching staff, caregivers, administrators and parents who work with children ages birth to three. In addition, the project coordinator will also consult with national experts in the field to determine that the early learning standards are reflective of the latest research and are aligned with best practices across other states’ early learning standards. To date, several presentations and focus groups have taken place with statewide early childhood organizations and associations such as the Coalition of Infant/Toddler Educators (CITE), the NJ Child Care Association, State Inter Department Planning Group, Head Start and the NJ First Steps Infant/Toddler Initiative. Feedback will be collected and summarized into a list of recommendations for the Council.

**Next Steps:**

Once finalized, the New Jersey Birth to Three Early Learning Standards are expected to be adopted by the full Council and will be administered across all settings serving children birth to three. Next steps include designing an implementation and training support plan to address the wide range of audiences, including parents, caregivers/teachers, higher education/ professional development providers, and policymakers. The early learning standards will also be part of Grow NJ as programs seek to advance high-quality outcomes for children.

Along the same lines of advancing high-quality outcomes for children, the preschool standards will be revised to better align with the Common Core standards for English Language Arts and Mathematics for Grades K-3 to ensure appropriate teacher expectations for what children should know and be able to do. This initiative is based upon a prior mapping effort of both sets of standards that revealed gaps in certain areas. Also, the category of “Approaches to Learning” will be added to the preschool standards. This area is currently integrated throughout the standards document but requires special attention as it is emerging as an area predictive of children’s academic success.

There are two tasks related to the implementation of the standards, summarized below:

1. By June 2013, complete all phases of the New Jersey Birth to Three Early Learning and Program Standards design and implementation process
2. By April 2013, revise the existing preschool standards to align with the Common Core standards for English Language Arts and Mathematics for Grades K-3 to ensure appropriate teacher expectations for what children should know and be able to do

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| 1. By June, 2013, complete all phases of the New Jersey Birth to Three Early Learning and Program Standards (NJ B-3 ELS) design and implementation process
 |
| **Step by Step Task** | **D=During Grant****A=After Grant** | **Date Begin** | **Date Due** |
| 1.1 Hire a facilitator to lead the Field Review process to the completion of NJ B-3 ELS. | D | March 2012 | June 2012 |
| 1.2 Support the implementation of the Dissemination Action Plan, in collaboration with NJCYC’s media consultant (see Outreach section) and Executive Director. | D | July 2012 | Dec 2012 |
| 1.3 Prepare training of supporting materials of NJ B-3 ELS | D | July 2012 | Oct 2012 |
| 1.4 Coordinate with QRIS Committee in the establishment of NJ Program Standards | D | June 2012 | Aug 2012 |
| 1.5 Align the work of the QRIS and Data Committees to create and publish a cross-walk of program standards for programs serving birth through age eight (including for home visitation, child mental health, and behavioral health) used throughout the state | A | April 2013 | June 2013 |
| 1.6 Establish alignment between NJ B-3 ELS and NJ’s Pre-School Standards. | D | May 2012 | August 2012 |
| 1.7 Engage NJCYC’s media consultant to design a dissemination plan for the NJ Birth to Three Early Learning Standards | D/A | August 2012 | October 2013 |
| 1.8 Engage NJDOE’s graphic artist in creation of Birth – PreK aligned document  | D/A | August 2012 | October 2013 |

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| 1. By April 2013, revise the existing preschool standards to align with the Common Core standards for English Language Arts and Mathematics for Grades K-3 to ensure appropriate teacher expectations for what children should know and be able to do
 |
| **Step by Step Task** | **D=During Grant****A=After Grant** | **Date Begin** | **Date Due** |
| 2.1 Review state effort to align PreK – K learning standards to Common Core | D | May 2012 | May 2012 |
| 2.2 Closely analyze recent mapping results | D | July 2012 | July 2012 |
| 2.3 Complete the alignment of Pre-K standards to Head Start’s Standards | D | July 2012 | July 2012 |
| 2.4 Draft of revised items for ELA and Mathematics  | D | Aug 2012  | Aug 2012  |
| 2.5 Complete a draft of Approaches to Learning that support Pre-K-K standards. | D | Aug 2012 | Aug 2012 |
| 2.6 Complete Draft 2 of ELA, Mathematics, and Approaches to Learning | D | Sept 2012 | Sept 2012 |
| 2.7 Announce draft/Post online for feedback/ Send to expert reviewers | D | Sept 2012 | Sept 2012 |
| 2.8 Present to State Board on aligned Birth –Five Standards | D | Sept 2012 | Sept 2012 |
| 2.9 Incorporate feedback into a final draft of the document | D | Oct 2012 | Oct 2012 |
| 2.10 Engage NJDOE’s graphic artist in creation of aligned document Pre-K | D | Dec 2012 | Dec 2012 |
| 2.11 Integrate NJDOE’s adoption of Common Core State Standards for Grades 1-3 | D | Jan 2013 | Feb 2013 |
| 2.12 Engage NJDOE’s graphic artist in creation of Common Core document for Grades1-3 | D | Feb 2013 | April 2013 |

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| **Associated Costs by Task** | **2011-12** | **2012-13** | **2013-14** | **2014-15** |
| 1. By June, 2013, complete all phases of the New Jersey Birth to Three Early Learning and Program Standards design and implementation process
 | $19,000 | $29,500 | $5,000 | $0 |
| 1. By April 2013, revise the existing preschool standards to align with the Common Core standards for English Language Arts and Mathematics for Grades K-3 to ensure appropriate teacher expectations for what children should know and be able to do
 | $0 | $0 | $0 | $0 |
| **Total Resources by Year** | **$19,000** | **$29,500** | **$5,000** | **$0** |

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| **Section 4. Workforce Development** |

Committee co-chair, Ana Berdecia, has additional edits to the language in this section.

Early childhood professionals are among the most important influences on young children’s learning and development. Qualified practitioners who have had specialized training in child development and early childhood education ensure that young children develop trust and security in themselves and their environments, help young children learn how to engage with others in pro-social ways, and engage children in learning experiences that build on their emerging concepts and ideas of the world. It is also well documented that the quality of the leaders in an early childhood setting has a direct impact on the quality of that setting.

The Council’s Workforce Development Committee is therefore proposing a number of strategies to create an aligned and articulated system of high-quality professional development and preparation for those working in positions from entry level through leadership, and including higher education institutions. The aim is to improve the current professional development and preparation system so that content and offerings build on one another, and enable all members of the workforce to meaningfully participate in program improvement.

**Overall Goal:**

The primary goal of the Workforce Development Committee of the New Jersey Council for Young Children is to strengthen the preparation and ongoing professional development of all early care and education professionals working with children ages birth through age eight. In spite of the fact that the workforce in early childhood education is comprised of many differing people and includes those working in instructional roles (teachers and teaching assistants) along with those in leadership roles (principals, directors and teacher leadership positions), most professional development and preparation programs are targeted toward instructional staff. Furthermore, the system is characterized by a lack of coordination and quality control among programs of professional preparation and development leading to a fragmented, patchwork approach that may have little effect on improvements in practice.

This goal brings together two areas of work specified under the Improving Head Start for School Readiness Act of 2007: (a) ongoing professional development and (b) early education – higher education workforce preparation. Responsive practitioners who have had specialized training in early education ensure that young children develop trust and security in themselves and their environments, help young children to learn how to engage with others in pro-social ways, and engage children in learning experiences that build on their emerging concepts and ideas of the world. The committee’s specific goals are listed below.

* Map, evaluate, and improve the current system of professional development and preparation of those working with New Jersey’s young children, ages birth to 8, so that no matter who is in the workforce there are accessible and high-quality opportunities to improve credentials and on-the-job learning
* Revise and expand the state’s core knowledge and competences to be inclusive of all members of the workforce
* Increase the numbers of credentialed early childhood and care practitioners and leaders in the state. Set benchmarks for the field, to be achieved within a certain time frame
* Implement a more comprehensive and mandated workforce registry to collect accurate and representative workforce data that can be used to inform improvements in the system and ensure an adequately qualified pipeline of early childhood practitioners and leaders
* Implement the use of a higher education inventory to assist with mapping and evaluating programs of practitioner and leadership preparation
* Create an agreed-upon set of names and definitions for common job roles in the field that link to the career lattice and workforce registry so that there is consistency across sectors

**Background:**

Ensuring that every child in the state of New Jersey, from birth to age eight, is taught by a well-prepared practitioner is restricted by several key challenges. Not all positions in the early childhood workforce have an identifiable program of professional preparation, whether through in-service professional development or a credentialing program at an institution of higher education, despite the research base that illustrates a positive relationship between practitioner preparation and improved child outcomes. For example, while New Jersey now has P-3 certification there are no specialized programs for leadership preparation and we have only recently initiated an infant/toddler credential.

Accessing professional preparation no matter where one works in the field of early education is complicated by the lack of continuity between programs of professional preparation. Early childhood practitioners find it difficult to move between programs of preparation and professional development so that they can continuously build on and deepen their expertise. This continuity challenge is due, in part, to the lack of articulation agreements between institutions of higher education and the fact there is little coordination between those working in higher education and those who provide professional development outside of the higher education system. Both of these challenges -- access and continuity-- remain difficult to address because of the multiple agencies and individuals involved in the professional preparation and development of the early childhood workforce, and the absence of common core definitions and cross-agency policies to guide and coordinate professional development.

Another challenge concerns the quality of the professional development and preparation available to those in the workforce. Early childhood professionals need to understand and address the mental health needs of young children, they need to know how to implement curriculum models and methods that contribute to children’s learning of concepts and skills, and they must also be able to act responsively to the needs of an increasingly diverse student population. At the same time, learning and improving how to work with young children and their families is best achieved through opportunities for individuals to try ideas out in practice with an experienced coach and through collaborative and ongoing learning opportunities.

While New Jersey has developed a number of programs of preparation and professional development, these programs have been found to be lacking in preparing practitioners to work with dual language learners, children with special needs, and children with behavioral issues, among others. Moreover, there is insufficient access to learning opportunities that are known to ensure improvements in practice (e.g., mentoring and coaching opportunities, professional learning communities). Again the issue of the quality of professional preparation and development is exacerbated by the lack of coordination among those who provide professional learning opportunities for the workforce resulting in replication, wasted resources, and under-educated practitioners.

Complicating all of these issues is the fact that measuring higher education and professional development opportunities and experiences for early childhood staff is complex. Policymakers and administrators lack tools that can help them make informed decisions about where to target limited resources. As a consequence, many professional development and preparation experiences operate in isolation from one another and with little regard for what the workforce needs or how particular programs and offerings might be delivered in more efficient ways.

**Next Steps:**

In order to address these issues, the Workforce Development Committee has undertaken several activities that will result in higher quality and better integrated professional development and higher education systems.

The next major tasks of the committee are summarized below.

1. Complete the mapping of the professional development systems and higher education offerings (Kipnis and Whitebook, 2012)
2. Pilot new Higher Education Inventory and help with development of analytic system to monitor higher education programs for early care and education workforce
3. Develop a means to collect representative data on the early care and education workforce in New Jersey
4. Improve the content and delivery of programs of professional development and preparation
5. Revise the core knowledge and competencies document (Professional Impact NJ)

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| 1. Complete the mapping of the professional development systems and higher education offerings
 |
| **Step by Step Task** | **D= During Grant****A= After Grant** | **Date Begin** | **Date Due** |
| 1.1 Complete mapping of PD providers and offerings | D | Sept 2011 | May 2012 |
| 1.2 Map early childhood practitioner and leader preparation programs in higher education | D | May 2012 | Feb 2013 |
| 1.3 Review the quality of content and delivery of programs of professional development and preparation for practitioners and leaders in early care and education settings  | D | June 2012 | May 2013 |

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| 1. Pilot new Higher Education Inventory and help with development of analytic system to monitor higher education programs for the early childhood education workforce
 |
| **Step by Step Task** | **D= During Grant****A= After Grant** | **Date Begin** | **Date Due** |
| 2.1 Use Higher Education Inventory with all 35 institutions of higher education identified in mapping | D | June 2012 | Dec 2012 |
| 2.2 Analyze data and write report indentifying strengths and limitations of current higher education system for preparing all members of the workforce and make policy recommendations | D | June 2012 | Dec 2012 |
| 2.3 Create different reporting formats targeted to key audiences (deans, faculty, policymakers) | D | June 2012 | Dec 2012 |

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| 1. Develop a means to collect representative data on the early care and education workforce in New Jersey
 |
| **Step by Step Task** | **D= During Grant****A= After Grant** | **Date Begin** | **Date Due** |
| 3. 1 Link Workforce Registry to Grow NJ data system | D  | April 2012 | Ongoing |
| * 1. Begin Workforce Registry registration drive at local CCR&Rs and Family Success Centers
 | D |  |  |
| * 1. Make registry mandatory, including language in DHS contracts and DOE regulations, and add a “shut out” mechanism to the registry for participants who do not register/update information regularly
 | D | Sept 2012 | Aug 2013 |

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| 1. Improve the content and delivery of programs of professional development and preparation for early childhood leaders in public and private settings
 |
| **Step by Step Task** | **D= During Grant****A= After Grant** | **Date Begin** | **Date Due** |
| * 1. Expand requirements and learning opportunities
 | D/A | Jan 2013 | Ongoing |
| * 1. Improve articulation and alignment across and between professional development providers and New Jersey institutions of higher education
 | A | Sept 2013 | May 2014 |
| * 1. Design a mechanism to improve the communication and connections among the various components of New Jersey professional development system
 | A | Sept 2013 | May 2014 |

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| 1. Revise the core knowledge and competencies document (Professional Impact NJ)
 |
| **Step by Step Task** | **D= During Grant****A= After Grant** | **Date Begin** | **Date Due** |
| 5.1 Design a format and expand content areas in partnership with PINJ and Workforce Development Committee | D | Nov 2011 | Dec 2012 |
| 5.2 Develop "common terms" for the early childhood workforce that can be used across sectors | D | Nov 2011 | Dec 2012 |

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| **Associated Costs by Task** | **2011-12** | **2012-13** | **2013-14** | **2014-15** |
| 1.1 Complete mapping of PD providers and offerings | $26,448 |  |  |  |
| 1.2 Mapping of early childhood practitioner and leader preparation programs in higher education |  | $22,594 |  |  |
| 1.3 Review the quality of content and delivery of programs of professional development and preparation for practitioners and leaders in early care and education settings |  | $22,594 |  |  |
| 2. Pilot new Higher Education Inventory and help with development of analytic system state can use to monitor higher education programs for ECE workforce |  | $33,000 |  |  |
| 3. Develop a means to collect representative data on the early care and education workforce in New Jersey |  | $5,000 (adaptations to registry |  |  |
| **Total Resources by Year** | **$26,448** | **$83,188** |  |  |

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| **Section 5. Improved Outreach/Communication** |

When schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Research on parent involvement over the past decade, regardless of family income or background, shows that students with involved parents are more likely to: earn higher grades and test scores, enroll in higher-level programs, be promoted, attend school regularly, have better social skills, show improved behavior, and graduate and go on to postsecondary education (Rutherford et al., 1997). We are, therefore, proposing a number of strategies to engage families, parents, community leaders, school districts and state departments to form county-wide councils for young children. These councils will help us reach our ultimate goal of ensuring our children are ready for school and will sustain development and learning gains.

**Overall Goals:**

The Coordinated and Targeted Outreach Committee, in collaboration with the other committees of the NJ Council for Young Children, seeks to identify and improve services for infants, young children, and families by coordinating outreach efforts across state agencies, school districts and community and faith based organizations. This group is also charged with finding ways to more meaningfully engage families in decision making roles around their children’s education and care. The NJ Council for Young Children is expected to develop recommendations for increasing overall participation and engagement of children and families in existing federal, state, and local early care and education programs, with particular attention to children and families in underrepresented and special populations. The Committee identified the following goals:

1. Identify and evaluate outreach strategies for underserved infants and young children

2. Identify outreach services and prioritize efforts to reach underserved infants and young children

3. Establish parent-led County Councils for Young Children

**Background:**

**To meet goals 1, and 2**, in 2011, the Improved and Targeted Outreach Committee entered into a memorandum of understanding with the National Institute of Early Education Research (NIEER) to design and conduct a study of the type and efficacy of recruitment and outreach strategies, with a focus on underserved populations. Interviews were conducted with key stakeholders responsible for funding or regulating the targeted services and programs for underserved populations to determine strategies and outcomes for outreach to specific populations. Additionally, other states were studied to identify best practices for outreach to underserved populations. After synthesizing the collective research, a protocol was developed to collaborate with intermediary agencies to identify early childhood programs to explore how services are provided to underserved populations. A cross-section of child care programs (infant/toddler, early Head Start, Head Start, public and private preschool and family child care homes) were selected and interviewed. Common characteristics and best practices were identified for providing outreach services to underserved, high-risk populations.

These activities culminated in a report released in 2012, entitled, “More than Marketing: A New Jersey Study on Outreach to Underserved Populations” that includes identified strategies for reaching underserved populations in early childhood programs, current processes and procedures to reach underserved populations in New Jersey, and recommendations for optimizing recruitment and outreach efforts for early childhood services (available at: <http://www.nj.gov/education/ece/njcyc/reports/MoreThanMarketing.pdf>). A list of recommendations was presented to the full Council and the public during the NJ Council for Young Children meeting in March 2012. See a summary of the recommendations in Appendix C.

**To address goal 3**, the committee is recommending that parent-led County Councils for Young Children be established, as was proposed in New Jersey’s Race to the Top-Early Learning Challenge application. This infrastructure would provide a means to engage parents and stakeholders as Grow NJ is implemented. The County Councils will be parent-led to ensure that policies and services are meeting the needs of families. Feedback from the Councils will inform adjustments to the Grow NJ implementation.

**Next Steps:**

Goals 1 and 2: Identify, evaluate and prioritize outreach strategies

The Committee’s next steps are to engage families, affirm the findings of the study, plan effective outreach strategies, and identify family members who would be willing to become leaders with us in this work. In this endeavor, the Committee plans to conduct family focus groups in 2012. The goal of the focus groups is to gain the participants’ (families’) thoughts and feelings about the recommended outreach strategies presented in “More than Marketing: A New Jersey Study on Outreach to Underserved Populations.” It is anticipated that six to ten focus groups will be conducted regionally throughout the state. Estimated costs total $10,000, which will be used to contract with a consultant who has expertise in leading focus groups, develop an interview protocol, conduct the focus groups, and cover a variety of costs associated with hosting the focus groups.

The Committee plans to synthesize the findings gathered from the focus groups with the strategies recommended in the commissioned report to highlight those strategies supported by the families. This information will serve as the basis for the development of an outreach toolkit for community providers in 2013. This toolkit will provide basic resources to providers serving young children to improve upon their ability to effectively reach and engage families who are not currently served by these providers. Associated costs for toolkit development stand at $29,500. This amount includes the anticipated costs associated with hiring a project manager to facilitate the overall development and a media consultant to collaborate in the design, development and distribution elements of the outreach toolkit.

Providers will be invited to regional technical assistance meetings (County Council meetings) to obtain the toolkit and receive guidance on how it can be utilized. An additional cost of $6,800 is anticipated to cover the costs of these regional technical assistance meetings. After an initial trial period, feedback will be collected about the toolkit’s efficacy. This will be carried out by the project manager. Costs for this are included in the initial contract amount. Lastly, key materials will be selected for translation into the predominant languages spoken in New Jersey. The additional costs associated with translation are estimated at $14,000.

The revised toolkit will be redistributed to providers in order to support improved outreach efforts to underserved populations.

Goal 3: Engage families through parent-led Councils

The first year of implementation of the parent-led Councils will be conducted in Gloucester County. Once the formation of the Gloucester Council has been well established, the Councils will be replicated statewide. Gloucester was chosen due to its available resources like Family Success Centers, and other available resources to provide training and technical assistance for County Council members. During the second year, another county will be selected based on available resources and services in the area. Six Councils will be established over the course of six years. The Gloucester County Council will establish the following subcommittees:

* Parent leadership – assess and address parents’ leadership training needs
* School Readiness – work with the Family Success Centers and Head Start/Early Head Start Family Service staff to provide feedback on the benchmarks for kindergarten readiness directly to the Project Manager
* Resource Development – ensure appropriate agencies are connecting with parents
* Steering – provide strategic direction and prioritize Council projects
* Public Relations/Communication – share Council information and progress with the local community and ensure opportunities for public input
* By-laws – address attendance policy and membership responsibilities
* Nominations – assess gaps in community representation and expertise on Council committees and recruit new members accordingly
* Finance – secure ongoing funding for the Council

There are three main tasks associated with accomplishing these next steps:

1. Conduct Family Focus Groups – approximately 6-10 focus groups
2. Develop Outreach Toolkit for Community Members
3. Establish parent-led County Councils for Young Children

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| 1. Conduct Family Focus Groups – approximately 6-10 focus groups
 |
| **Step by Step Task** | D=During GrantA= After Grant | Start Date | End Date |
| * 1. Develop scope of work to cover overall strategy and interview protocol
 | D | Apr 2012 | June 2012 |
| * 1. Select contractor / consultant
 | D | July 2012 | Sept 2012 |
| * 1. Identify participants and conduct focus groups
 | D | Sept 2012 | Oct 2012 |
| * 1. Synthesize the findings with the recommended strategies in the report to highlight those supported by the families in the focus groups
 | D | Nov 2012 | Dec 2012 |

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| 1. Develop Outreach Toolkit for Community Members
 |
| **Step by Step Task** | D=During GrantA= After Grant | Start Date | End Date |
| * 1. Identify and contract with project manager to develop Outreach Toolkit for community members
 | D | Jan 2013 | Sept 2013 |
| * 1. Identify and contract with media consultant to work in collaboration with Council Outreach and Communication Teams to frame toolkits for distribution
 | D | June 2013 | Sept 2013 |
| * 1. Invite providers to regional meetings (County level Council meetings) to obtain the toolkit and technical assistance
 | D/A | Oct 2013 | Jan 2014 |
| * 1. Collect information about the Outreach Toolkit’s efficacy
 | A | Feb 2014 | Apr 2014 |
| * 1. Select materials for translation into predominant languages spoken in New Jersey
 | A | Apr 2014 | Apr 2015 |

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| 1. Establish parent-led County Councils for Young Children
 |
| **Step by Step Task** | D=During GrantA= After Grant | Start Date | End Date |
| 3.1 Finalize the plan for establishing the County Councils | D | Feb 2012 | Aug 2012 |
| 3.2 Identify Project Manager | D | Sept 2012 | Oct 2012 |
| 3.3 Plan for the first meeting in Gloucester County | D | Dec 2012 | Mar 2013 |
| * 1. Recruit members
 | D | Dec 2012 | Mar 2013 |
| 3.5 Identify Council subcommittees | D | Mar 2013 | June 2013 |
| 3.6 Identify agencies for support and expertise | D | Mar 2013 | June 2013 |

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| **Associated Costs by Task** | **2011-12** | **2012-13** | **2013-14** | **2014-15** |
| 1. Contract with entity to develop interview protocol and conduct family focus groups; the results of which will assist in planning future outreach activities and recommendations
 |  | $10,000 |  |  |
| 2.1 Contract with project manager to facilitate tool kit development  |  |  | $13,500 |  |
| * 1. Contract with media consultant to facilitate toolkit design and distribution
 |  |  | $16,000 |  |
| * 1. Convene regional Council meetings to provide toolkit and technical assistance to providers
 |  |  |  $6,800 |  |
| * 1. Collect information about toolkit’s effectiveness
 |  |  |  |   |
| * 1. Select materials for translation into predominant languages spoken in NJ
 |  |  |  | $14,000 |
| **Total Resources by Year** |  | **$10,000** | **$36,300** | **$14,000** |

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| **Section 6: Infancy and Early Childhood Mental Health Committee** |

This newly formed committee was proposed at the March 2012 Council meeting in response to the growing interest and need to address infant and early childhood mental health services as part of a comprehensive, coordinated system. While several notable initiatives and programs are underway in various state agencies and organizations, the Council voted to establish a separate committee to address the importance of early childhood mental health services based on national best practice models and to build the capacity of existing services to support the social/emotional needs of New Jersey’s children birth to age eight.

**Overall Goals:**

1. To improve the current system of infant and early childhood mental health service delivery and consultation through capacity building in the field and through the mapping of services to early childhood centers and practitioners
2. To adopt the Michigan Association for Infant Mental Health Consultant Competency Guidelines and Endorsement for New Jersey
3. To promote adoption and integration of the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Model through the three regional NJ First Steps Infant/Toddler Initiative programs
4. To develop an intensive training and mentorship program for the creation of 6 Infant-Early Childhood Mental Health Consultants who will be deployed through the three regional NJ First Steps Infant/Toddler Initiative programs
5. To create opportunities for sharing best practices and reflections about what is needed to effectively support New Jersey’s infants’ and young children’s social and emotional needs-whether it be one child, a group of children in family child care, an entire classroom, or the professionals working with young children across multi-interdisciplinary fields and initiatives

**Background:**

According to the National Research Council and Institute of Medicine 2000 report (Shonkoff and Phillips, 2000) young children's healthy social and emotional development is critical to school readiness and positive long-term outcomes. The report also confirms the dramatic increase in the rate of preschool expulsion due to challenging behaviors. Early childhood professionals frequently raise the issues of how to deal with challenging behaviors and emotional distress in the classroom. The field of early childhood mental health consultation recognizes that achieving positive social and emotional outcomes for young children requires a comprehensive and collaborative approach across interdisciplinary fields that have various components: prevention, assessment, intervention, and treatment.

Infant and early childhood mental health is concerned with the optimal physical, social, emotional, and cognitive development of the young child (birth through eight years old) within the context of his/her family. The field addresses the capacity of infants and children to self-regulate, experience the full range of human emotions, engage in loving, reciprocal relationships, represent the world in thought and language, engage in shared emotional thinking and relatedness, become intimate and care for others interdependently, and engage in productive activities. It also investigates and honors the relationships that are considered crucial to the child’s neurological, physical, emotional, and social development which are the foundation for all later developmental progress.

Costa (1996, 2006) has summarized guiding principles in the field of infant mental health, and Greenspan and Wieder (2006) note the central importance of affective development. Brazelton and Greenspan (2000) and Greenspan (2002) further establish the critical importance of emotional security in the unfolding developmental progress of infants and children. With regard to early childhood mental health consultation, the Center for Child and Human Development at Georgetown University issued a seminal report in August 2009 on effective early childhood mental health consultation programs, promoting the notion that all infant and early care education programs must integrate mental health considerations (Duran et al., 2009).

Costa (2006) identified three critical domains in program and staff development related to enhancing infant and early childhood mental health:

1. The integration of principles and practices of infant and early childhood mental health into all educational, service, policy and advocacy programs;
2. The implications and applications of relationship-based intervention; and
3. The critical importance of reflective practices in all educational and service programs.

The field of infant and early childhood mental health has grown significantly in the past 25 years. Advances and research in the neurosciences have revealed the critical ways in which the earliest emotional relationships “sculpt” the infant brain and the ways in which adverse experiences and trauma have deleterious effects on the structure and function of the brain (e.g., Perry, 2006; Adverse Childhood Experiences studies/CDC). Additionally, both in New Jersey and throughout the United States, there are an increasing number of service and educational programs dedicated to promotion, prevention, and intervention in the lives of infants, children, and families. These include federally and state-mandated Part C Early Intervention programs for infants and children, birth to three years, with developmental disabilities; a wide range of infant and early childhood home-visitation programs (e.g., Nurse-Family Partnership, Healthy Families, Parents as Teachers, Parent-Child Home, Home Instruction for Parents of Preschool Youngster -HIPPY); Office of Head Start (OHS) funded home-based and center-based Early Head Start programs; and increasing numbers of infant and child preschool programs.

Additionally, there are public and privately sponsored preschool programs, including education-funded Part B services for children aged 3-5 years with special education needs. The staff in these programs are currently required to engage in professional development programs and in some cases are trained in specific curricula. Professional development in infant and early childhood mental health, ongoing mentorship, and the importance of “reflective practices” at all staff levels are consistent with these program goals. Furthermore, the existence of a formal professional certification process would create a cadre of professionals into a broader community of practice. The staff in all such programs are in great need of understanding how early experiences influence development in all domains and, in particular, how socio-emotional development is critically linked to educational, interpersonal, social and employment success. The Center for the Social and Emotional Foundations of Early Learning (CSEFEL) advocates the “Pyramid Model” with social and emotional development as the foundation of all early learning.

In the field of behavioral health services and infant/early childhood consultation, there is an enormous shortage of staff trained in assessment and therapeutic interventions for infants, children, and families with early developmental, emotional, and relational difficulties. They often encounter infants, children, and families with specific circumstances that require specialized knowledge and skill including children who have been exposed to violence, encountered multiple disruptions in early attachments, or encountered adverse experiences including child abuse and neglect. Similarly, families as a whole have relational stressors such as parental substance abuse, parental mental illness, family violence, disease or incarceration, and the lingering effects of complex trauma and multi-generational poverty also requiring specialized knowledge and skill that this certificate program will impart.

Capacity building in this field addresses this long recognized paucity of well-trained and available practitioners to serve as providers, trainers, mentors and consultants. The following five identified goals would aim to create capacity in addressing core “domains of knowledge” in the field:

* Learning about the science of infancy and early childhood development;
* Investigating discipline-relevant assessment and intervention strategies;
* Understanding the critical importance of integrating mental health principles, relationship-based strategies and reflective practices into service delivery systems with infants, children and families;
* Acquiring the skills required to influence policies that impact the mental health of children;
* Understanding and applying knowledge from the neurosciences and research about the core role that emotions and socio-emotional development play in brain development and the capacities for self-regulation, social relationships, intellectual development, language and shared human development ;
* Learning the skills required to become change agents to influence policies that impact the mental health of children and families; and
* Developing applications for use within the scope of each professional’s certificate, licensure and practice.

**Current Status:**

* New Jersey has several initiatives and organizations that are working on issues of professional development and capacity building. These include: the New Jersey Association for Infant Mental Health, the YCS Institute for Infant and Preschool Mental Health, the Coalition of Infant/Toddler Educators (CITE), the New Jersey Alliance for Social, Emotional and Character Development, New Jersey Focus on Early Emotional Learning and Support (NJ-FEELS), and the newly established Center for Autism and Early Childhood Mental Health at Montclair State University. In addition, a number of programs and initiatives provide professional development, advocacy and policy development including, the Statewide Parents’ Advocacy Network (SPAN), Advocates for Children of New Jersey (ACNJ), the Early Childhood Comprehensive Systems (ECCS) initiative (NJ Parent Link), Prevent Child Abuse New Jersey (PCANJ), NJ BUILD and other groups.
* The Coalition of Infant/Toddler Educators (CITE) established the New Jersey Infant/Toddler Credential which has a strong infant mental health focus that includes 120 hours of professional development and six college credits. Through a partnership with Professional Impact New Jersey, 10 community colleges and 2 four-year institutions of higher education offer the coursework on infant mental health. The Infant/Toddler credential is currently being reviewed for updating and revisions and may include a focus on military and veteran families with young children.
* The state has taken leadership in funding three regional NJ First Steps Infant/Toddler Initiative programs to promote greater attention to the specialized needs of infants and young children, and promotion of the Infant/Toddler Credential developed by CITE and administered by Professional Impact New Jersey (PINJ).
* The New Jersey State Early Intervention System, Part C, has established a workgroup dedicated to enhancing staff training in socio-emotional development and the integration of socio-emotional goals in Individualized Family Service Plans (IFSP).
* Between 2005 and 2007, Professional Impact New Jersey and the YCS Institute for Infant and Preschool Mental Health hosted several multi-day, intensive “train-the-trainer” series. This series explained the Infant Mental Health component of the Infant/Toddler Credential to over 80 trainers/consultants in order to teach and coach practitioners on the principles of infant mental health with two cohorts in the Northern and Southern regions of the state.
* From 2002-2011, the YCS Institute for Infant and Preschool Mental Health offered a post-graduate certificate on infant mental health in partnership with Seton Hall University. (This is no longer offered).
* Beginning in the fall 2012, the Center for Autism and Early Childhood Mental Health at Montclair State University will be offering a graduate 15 credit, “Graduate Certificate in Infant and Early Childhood Mental Health” that is aligned with the MI-AIMH Competency and Endorsement Guidelines.

**Next Steps:**

The following main task is associated with accomplishing the Infancy and Early Childhood Mental Health Committee’s main goals:

|  |
| --- |
| 1. To promote infant and child mental health and the capacity for all systems to promote early childhood mental health and engage in prevention efforts, and assist in interventions when problems arise
 |
| **Step by Step Task** | **D= During Grant****A= After Grant** | **Date Begin** | **Date Due** |
| 1.1 Conduct a strategic planning retreat for all partners with the purpose of giving input into the goals and rationale of this committee and determine actions to create a comprehensive and collaborative system that supports children’s social and emotional development in the State, as well as program and staff capacities in promotion, prevention and intervention | D | Sept 2012 | May 2013 |
| * 1. Mapping of early childhood mental health services, trainings, and consultants through a statewide survey
 | D | May 2012 | Feb 2013 |
| * 1. Developing a mechanism, in conjunction with higher education, the New Jersey Association for Infant Mental Health, and other partners, for creating capacity in the field by training and mentoring existing early childhood consultants so they can be deployed into the classrooms, centers, and family child care settings that are facing high rates of challenging behaviors and emotional distress issues
 | D/A | May 2012 | May 2013 |
| * 1. Adopt the MI-AIMH Competency Guidelines and Endorsement system, which identifies 4 levels of required training and credentialing in infant mental health
 | D/A | Sept 2012 | Jan 2013, and ongoing |
| * 1. The committee will work with NJ First Steps Infant/Toddler Initiative, NJAIMH, NJ-FEELS, the CCR&Rs, Head Start, CITE, PINJ and other partners to promote training in and integration of the Pyramid Model into early care and education programs; affirming the specialized knowledge and skills required to work with infants, children, families to address multiple issues that influence positive social and emotional development for young children
 | D/A | Sept 2012 | ongoing |
| * 1. Design a structure for an early childhood infant mental health comprehensive and collaborative system using existing structures such as the NJAIMH, CITE, NJ First Steps Infant/Toddler Initiative, CCR&Rs, and Head Start Mental Health Professionals
 | D/A | Sept 2012 | ongoing |
| * 1. Promote cultural relevance and attention to special populations such as military families, children with special needs, children in protective services care, English Language Learners, etc.
 | D/A | Sept 2012 | ongoing |

|  |  |
| --- | --- |
| **Associated Costs by Task** |  |
| **Task** | **2011-12** | **2012-13** | **2013-14** | **2014-15** |
| * 1. Conduct a strategic planning retreat for all partners with the purpose of giving input into the goals and rationale of this committee and determine actions to create a comprehensive and collaborative system that supports children’s social and emotional development in the State, as well as program and staff capacities in promotion, prevention and intervention
 |  | $7,500 |  |  |
| * 1. To improve the current system of infancy and early childhood mental health service delivery and consultation through capacitybuilding in the field, and through the mapping of services to early childhood centers and practitioners
 |  | $12,500 | $3,500 | $3,500 |
| * 1. To adopt the Michigan Association for Infant Mental Health Competency Guidelines and Endorsement for New Jersey, and fund the NJAIMH for year 2 (start-up) to launch the administration and implementation of the competencies and endorsement process (Revenue offset in years 3-5)
 |  | $5,000$46,000$61,600 | $45,000 | $45,000 |
| * 1. To promote adoption and integration of the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Model through the three regional NJ First Steps Infant/Toddler Initiative programs, CCR&Rs, NJ-AIMH and other providers.
 | $4,500 | $4,500 | $4,500 | $4,500 |
| * 1. To develop an intensive training and mentorship program for the creation of 6 Infant-Early Childhood Mental Health Consultants for deployment through the three regional NJ First Steps Infant/Toddler Initiative programs
 | $10,000 | $10,000 | $10,000 | $10,000 |
| **Total Resources by Year** | **$14,500** | **$147,100** | **$63,000** | **$63,000** |

Budget Notes: This committee plans to seek outside sources of funding to support many of the tasks listed below.

TASK

(1.1) Marketing, facility and consultant costs for strategic planning retreat

(1.2) Cost for design, administration and analysis of a statewide survey instrument to assess the current status of infant and early childhood mental health specialists in the state, within mental health and across allied multidisciplinary domains. Year 2 represents initial survey estimate. Years 3-5, represent costs for annual updates

(1.4) Costs for MI-AIMH Endorsement:

* Year 2 is for outreach and marketing and initial 3-year license ($35,000), training and technical assistance/consultant costs ($9,000), scoring fee ($1,000), and annual endorsement revision ($1,000)
* Years 2- 5, includes $61,600 as year 2 start-up costs for administrator of endorsement system, the cost basis for which includes a FTE .50 administrator, FTE .43 secretary, P/T fringe and 10% general and administrative costs for year 2
* Years 3-5 will require reduced administrative costs. Year 5 includes the annual license renewal fee. Applicants pay initial application fees, endorsement review costs and are required to join the NJ-AIMH. This revenue will offset costs and contribute towards sustainability

(1.5) Costs are for annual fees for trainers from CSEFEL and in-state personnel, to be supplemented through participant fees

(1.6) Costs are for training and consultation fees in conjunction with CCR&Rs and other state entities, to be supplemented through participant fees

 **Status and Recommendations in Brief**

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| **Status and Recommendations by Committee Area** |
| **Program Improvement (Grow NJ)*** Professionally format scales
* 60-site instrument validation study (Rutgers Camden)
* RFP electronic Grow NJ to create system in Spring 2013
* Test-drive each component to inform infrastructure, TA system, incentives, and rating processes
* Rollout one region at a time
* Ultimately build into the DCF licensing system (License Step 1, License Step 2, etc.)

**Coordinated Data Systems*** Mapped the state’s data systems
* Generated 13 data questions
* Plan for connecting data systems

**Learning and Development Standards*** Birth to Three Early Learning Standards developed
* Field test Birth to Three Early Learning Standards
* Rollout Birth to Three Early Learning Standards
* Plan for revision of *Preschool Teaching and Learning Standards* to align with Common Core and Head Start Child Development & Early Learning Framework

**Workforce Preparation*** Mapped PD systems for early childhood practitioners
* Recommending required participation in the existing Workforce Registry
* Pilot higher education inventory to get better info about workforce prep
* Modify core knowledge and competency framework for birth to age eight
* Align early childhood PD systems

**Improved Family Outreach*** Studied current outreach efforts to underserved populations and made recommendations
* Conduct family focus groups to fine-tune recommendations
* Build system linkages between community-based services and child care providers (e.g., Home Visiting, Family Success Centers)
* Develop local parent-led early childhood councils
* Create outreach toolkit for providers

**Infancy and Early Childhood Mental Health*** Recommendations around increasing capacity to address mental health needs of families with infants and young children
* Adopt Michigan’s Infant Mental Health Consultant Competency Guidelines and Endorsement
* Promote strategies from the Center for Social Emotional Foundations for Early Learning (CSEFEL/Positive Behavior Support)
* Support expansion of evidence-based home visiting models that promote positive parent-child interaction and integrate mental health strategies
 |
|  |
|  |

**Summary of NJ Council for Young Children Expenditures During and Post Grant**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Budget Projections by Council Committee** | **2011-12** | **2012-13** | **2013-14** | **2014-15** |
| Program Improvement/QRIS |  |  |  |  |
| Coordinated Data Systems | $0 | $0 | $100,000 | $111,780 |
| Learning and Development Standards | $19,000 | $29,500 | $5,000 | $0 |
| Workforce Preparation | $26,448 | $83,188 | $0 | $0 |
| Improved Outreach/Communication | $0 | $10,000 | $36,300 | $14,000 |
| Infancy and Early Childhood Mental Health | $14,500 | $147,100 | $63,000 | $63,000 |
| **TOTALS** | **$59,948** | **$269,788** | **$204,300** | **$188,780** |

To date, existing Council projects account for approximately $1,122,329 of the $1,758,511 in Council grant funding. Projects for the Standards, Workforce, Outreach, and Mental Health committees are expected to need an additional $329,736 through the end of the grant period to accomplish their main goals. To accomplish the specific tasks set out by the above committees in Fiscal Years 2014 and 2015, the Council will need $204,300 and $188,780 in additional funding, respectively.

Beyond Fiscal Year 2015, several of the projects identified by the Council committees will require on-going funding (e.g., a permanent staff person to oversee the coordinated data systems project). It is possible that costs for some of the on-going projects can be funded by repurposing or redirecting existing state funding intended for similar purposes. Central to the strategic plan to improve the quality and coordination of programs and services across New Jersey is the Quality Rating Improvement System, Grow NJ. The implementation of Grow NJ will require a significant commitment of resources and funding to bring it to a statewide scale. The Inter Department Planning Group and the Council’s Program Improvement Committee are working together to figure out how to address challenges around resources.

Outside of the projects described in this report, the Council will have $306,446 in remaining grant funding to expend during Fiscal Year 2013. The following may be considered by the Council:

* Contribute to a larger “test drive” of each component of Grow NJ in a specific area of the state, in combination with funds from foundations
* Provide startup funds for the parent-led Councils for Young Children
* Fund curriculum and assessment training for “test drive” sites
* Initial setup of coordinated data systems project
* Contribute to the development of the electronic Grow NJ system

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## Appendix A

**Members of the New Jersey Council for Young Children**

|  |  |
| --- | --- |
| **Name/Title**  | **Affiliation**  |
| Ellen Wolock, Administrator | NJ Department of EducationDivision of Early Childhood Education |
| Laktoa Kruse, MD, Director Maternal and Child Health  | NJ Department of Health and Senior ServicesDivision of Family Health Services |
| Shonda Laurel, Supervising Program Development Specialist  | NJ Department of Human ServicesDivision of Family Development |
| Laura Morana, Superintendent | Red Bank Borough School District |
| Tina Foley, Supervisor | Catholic Charities, Diocese of Metuchen |
| Alice Rose, Director, Child Development Center  | McGuire Air Force Base, NJ |
| Sharon Ryan, Associate Professor | Rutgers, the State University of NJGraduate School of Education |
| Ana Berdecia, Senior Fellow/Director | Thomas Edison State College |
| Ted Gooding, President/CEO | O.C.E.A.N. Inc. |
| Suzanne Burnette, Head Start Collaboration Director | NJ Department of EducationDivision of Early Childhood Education |
| Lisa Von Pier,Director | NJ Department of Children and Families Division of Prevention & Community Partnerships |
| Barbara Kiley, Former President, CITE | Coalition of Infant/Toddler Educators(CITE) |
| Barbara Reisman, Executive Director | Schumann Fund |
| Cecilia Zalkind, Executive Director | Association for the Children of New Jersey |
| Lisa Lockwood, President | NJ Association for the Education of Young Children |
| Veronica Ray, President | NJ Head Start Association |
| Lorraine Johnson, President  | NJ Head Start Director’s Association |
| Michelle Melgarejo, President | NJ Family Child Care Provider Association |
| Gerard Costa, Director | Center for Autism and Early Childhood Mental Health at Montclair State University |
| Lansing Davis, Ed.D. Senior Policy Analyst  | NJ State Employment and Training Commission |
| Natasha Johnson, Deputy Director | NJ Department of Human Services, Division of Family Development |
| Gary Sefchik, Chief | NJ Department of Children and Families, Office of Licensing |
| Barbara Tkach, 619 Coordinator | NJ Department of EducationOffice of Special Education Programs |
| Margaret Milliner, Assistant Director | NJ Department of Human ServicesDivision of Family Development |

**Appendix B**

**New Jersey Council for Young Children Committee Members**

| Coordinated Information Systems  | Improved Outreach and Communications  | B-8 Early Learning and Development Standards  | Workforce Development  | Program Improvement  | Infant and Early Childhood Mental Health |
| --- | --- | --- | --- | --- | --- |
| \*Karin Garver | \*Tina Foley  | \*Laura Morana | \*Ana Berdecia | \*Suzanne Burnette | \*Gerard Costa |
| \*Janet Parrotta | \*Lisa von Pier | Kathleen Priestley | \*Sharon Ryan | \*Cecilia Zalkind | \*Amanda Blagman |
| Lakota Kruse | Ted Gooding | Elmoria Thomas | Susan Bruder | Ellen Wolock | Barbara Kiley  |
| Kim Boller | Tonia Davis | Terri Buccarelli | Terri Buccarelli | Gerard Costa | Suzanne Burnette |
| Tina Foley  | Renee Cogan | Stacey Salley-Proctor | Ramata Choma | Bonnie Eggenburg | Terri Buccarelli |
| Ellen Wolock | Denise Bouyer | Barbara Kiley | Patricia Hall | Shonda Laurel | Kathleen Mulrooney |
| Nicole Hellriegel  | Sunday Gustin | Nezzie De rank | Anita Kumar | Beth Gardiner |  |
| Mary Jane DiPaolo | Lansing Davis | Lisa Lockwood | Barbara Kiley | Daniel Hart | There may be  |
| Mary Manning-Falzarano | Brenda O’Shea | Beverly Lynn | Arlene Martin | Theresa Caputo | others. Check with |
|  | Toni Callas | Suzanne Canuso | Holly Seplocha | Gary Sefchik | Gerry |
|  | Monica Townsend | Elaine Bogoloff | Nancy Thomson | Lorraine Cook |  |
|  | Lorraine Johnson | Cathy Joseph | Sue Williamson | Amanda Blagman |  |
|  | Shonda Laurel | Alice Rose | Regina Adesanya | Lalita Boykin |  |
|  | Nancy Parello | Jennifer Santana | Lisa Lockwood | Eileen Howell-Lee |  |
|  | \*Barbara Reisman | Shonda Laurel | Dana Berry | Veronica Ray |  |
|  |  | Pat Mennuti | Cynthia Rice | Alice Rose |  |
|  |  | Linda Gillespie | Gerard Costa | Ellen Frede |  |
|  |  | Kathleen Mulrooney | Mary Manning-Falzarano |  |  |
|  |  | Dianne Stetson |  |  |  |
|  |  | Lorri Sullivan |  |  |  |
|  |  | Michelle Keenan |  |  |  |
|  |  | Barbara Pittman |  |  |  |
|  |  | \*Arlene Martin |  |  |  |
|  |  | Karen Melzer |  |  |  |
|  |  | Meg Saunders |  |  |  |
|  |  | Sue Williamson |  |  |  |
|  |  | Joann Vesay |  |  |  |
|  |  | Sonja De Groot Kim |  |  |  |
|  |  | Diana Autin |  |  |  |
|  |  | Amanda Blagman |  |  |  |
|  |  | Lynn Troianelli |  |  |  |
|  |  | Gail Roberts |  |  |  |
| \*Chair or Co-Chair |  |  |  |  |  |

##  Appendix C

**Summary of Findings from More than Marketing:**

[**A New Jersey Study on Outreach to Underserved Populations Ages Birth to Five**](http://www.state.nj.us/education/ece/njcyc/reports/MoreThanMarketing.pdf)

Recommendations for Early Childhood Education Providers

**Strengthening Public Education and Social Marketing**

* Target mailings and local advertising in places frequented by the target population. (ads in newspapers, radio, internet, schools, grocery stores, college financial aid offices, employer paychecks, health/social service agencies, child birth education classes, hospitals, prenatal/pediatric physicians’ offices/clinics)
* Go where the population goes--face to face meetings.
* Use “trusted messengers” from the community, including parent volunteers and cultural brokers.
* Include military service on applications and provide support/referrals for family if needed.
* Utilize Procedures and Practices that are Welcoming to Targeted Populations
* Co-locate services (health screenings, parent education, literacy) and provide referrals to community services.
* Provide technical assistance at the local level to help families access services at different points of entry and meet varying eligibility requirements.
* Ensure that all agencies serving families are knowledgeable about opportunities for support for targeted populations in their communities.

**Services that Focus on Children’s Success**

* Set high expectations while paying attention to basic developmental, personal and social needs.
* Set high-quality standards and focus on long term results.

**Valuing Staff and Promoting Staff Development**

* Participate in cross training with various systems (early intervention, special education, child welfare).
* Link increase in salary to training hours.

**Engaging and Supporting Families**

* Promote shared leadership and partnerships with parents/families.
* Use early childhood Strengthening Families Framework to engage and serve families.

**Local Collaboration and Coordination to Better Serve Target Populations**

* Participate in county, regional and/or state advisory councils.
* Educate others on the value of early childhood education.

**Policy Recommendations**

* Create a uniform definition of “underserved, high risk” populations and provide guidance for priorities for enrollment when there is a waiting list.
* Promote cross agency training for providers who serve young children (child care, Head Start, school districts, Early Intervention, Child Welfare, etc).
* Integrate New Jersey’s expanding network of evidence-based home visitation programs into the system for early childhood education.
* Recognize and support the role of family child care programs in caring for underserved and high risk populations.
* Establish common standards for quality—support statewide QRIS efforts, promote the Head Start and NAEYC Multicultural Principles, and early childhood Strengthening Families Framework.
* Issue joint statements from Head Start, child care and public pre-kindergarten administrators which emphasize the importance of blending services and funding at the local level.
* Help providers identify underserved populations and design programs to meet the needs of those children, through training, partnerships with community organizations, and technical assistance.
* Develop a single application process for multiple services.

State Level Data Concerns

* Develop a big picture view of NJ’s early childhood needs and services that integrates local, intermediary and state data for underserved populations.
* Request and analyze data from early childhood intermediaries (across departments) to more accurately identify gaps in services and target population needs.
* Improve local/regional data collection to better understand how target populations are being served and identify gaps in services. Use state agencies and intermediaries to provide needed technical assistance on attaining better demographic data on children, families, and the early childhood workforce.
* Create a technology based information system that provides for the transfer of child education and health information among programs and schools as they work together to support positive child outcomes.
* Create reports on services to share with key stakeholders in government, private foundations and/or elected offices to discuss funding needs and more broadly promote family friendly policies and practices for outreach to high need populations.

Ensuring Adequate Funding Support

* Promote joint planning and pool funding across departments. Provide technical assistance on successful partnerships and strategies for braiding funding.
* Provide funding incentives to foster early childhood collaborations.

**Appendix D**

**New Jersey Department of Children and Families**

**New Jersey Division of Prevention & Community Partnerships**

**Family Success Center/Head Start Pilot Project**

**DRAFT**

**Mission Statement**

Head Start and Family Success Centers partnering to promote lifelong family success

**Goals**

1. To sustain school readiness and school success beyond Head Start
2. To provide family support for family success

**Early Head Start and Head Start (HS):**

* Promotes the school readiness of children ages birth to five from low-income families
* Provides a learning environment that supports children's growth: language and literacy; cognition and general knowledge; physical development and health; social and emotional development; and approaches to learning.
* Provides comprehensive services including health, nutrition, social, and other services determined to be necessary by family needs assessments, in addition to education
* Responsive to each child and family's ethnic, cultural, and linguistic heritage
* Emphasizes the role of parents as their child's first and most important teacher. Head Start programs build relationships with families that support:
	+ family well-being and positive parent-child relationships;
	+ families as learners and lifelong educators;
	+ family engagement in transitions;
	+ family connections to peers and community; and
	+ families as leaders.
* Provides support services to pregnant women

**Family Success Centers(FSC):**

* Access to information on child, maternal and family health services and health insurance programs
* Development of  “Family Success” plans, which address strengths and challenges and goals to address challenges which threaten to undermine family stability;
* Economic self-sufficiency / employment related services/income security services;
* Information & Referral Services (connection to off-site public and private resources);
* Life Skills training (budgeting, nutrition, etc.);
* Housing  related services;
* Parent education and Parent-child activities;
* Support to families as they meet challenges such as children with special needs;
* Home visiting, consistent with the model of engagement approved by the Division of Prevention and Community Partnerships.

***Family Success Centers and Head Start will work together, hand-in-hand, to connect families to both programs ensuring that families are supported through their child’s early years of development and into the later years of working toward school success. Through this partnership FSC and HS pledge to orient families to both programs, encourage involvement in the governance of each program, provide resources to families that help children achieve school success, and promote family involvement in the child’s life, including fathers.***

**Family Success Center/Head Start Pilot Project Participants:** Burlington County Family Success Center, Burlington County Early Head Start and Head Start, Concerned Parents for Head Start, Inc., Gateway Early Head Start and Head Start, Holly City Help Family Success Center, NORWESCAP Early Head Start and Head Start, NORWESCAP Family Success Center, Straight and Narrow Family Success Center