

Connecticut Race to the Top – Early Learning Challenge**Memorandum of Understanding**

by and between

The Connecticut State Department of Education

and

Participating State Agencies

This Memorandum of Understanding (“MOU”) establishes a framework of collaboration and articulates specific roles and responsibilities in support of the State of Connecticut’s implementation of an approved Race to the Top-Early Learning Challenge grant project. The Connecticut State Department of Education serves as the “Lead Agency” as designated by Governor Dannel P. Malloy.

Participating State Agencies involved in the Race to the Top-Early Learning Challenge implementation include:

- 1) The Connecticut Office of the Governor
- 2) The Connecticut Department of Public Health
- 3) The Connecticut Department of Developmental Services
- 4) The Connecticut Department of Social Services
- 5) The Connecticut Department of Children and Families
- 6) The Connecticut Office of Policy and Management
- 7) The Connecticut Early Childhood Education Cabinet (*The State Advisory Council on Early Childhood Education and Care*)
- 8) The Connecticut Head Start Collaboration Office
- 9) The Connecticut Board of Regents for Higher Education
- 10) The Connecticut Department of Administrative Services

I. ASSURANCES

Each Participating State Agency hereby certifies and represents that it:

- 1) Acknowledges the direct connection between Connecticut’s Race to the Top-Early Learning Challenge grant application and Public Act No. 11-181, “An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development”;
- 2) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in the customized section of Exhibit I assigned to them, if the State application is funded;
- 3) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 4) Maintains all requisite power and authority to execute and fulfill the terms of this MOU;
- 5) Participated in the planning processes, holds familiarity with Connecticut’s Race to the Top-Early Learning Challenge grant application, and maintains a commitment to advancing work on Race to the Top-Early Learning Challenge grant projects;
- 6) Stands ready to designate an appropriate staff person as a liaison to the Governor’s State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181;
- 7) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (customized section of Exhibit I assigned to them), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 8) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. Participating State Agency Responsibilities

Each Connecticut Race to the Top-Early Learning Challenge Participating State Agency will assist the Lead Agency in the following manner:

- 1) Implement the Participating State Agency Scope of Work as identified in the customized section of Exhibit I of this agreement assigned to them;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by its Participating State Agency Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Participate actively in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”);
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Respond in a timely fashion to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. Lead Agency Responsibilities

In assisting the Participating State Agencies in implementing their tasks and activities described in the State’s Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Provide overall project leadership including staffing the Governor’s State Early Childhood Office and managing Race to the Top-Early Learning Challenge Project Teams;
- 2) Work collaboratively with, and support each Participating State Agency in carrying out its Participating State Agency Scope of Work, as identified in the customized section of Exhibit I of this agreement assigned to them;
- 3) Award in a timely fashion the portion of Race to the Top-Early Learning Challenge grant funds designated for each Participating State Agency in the State Plan during the course of the project period and in accordance with each Participating State Agency’s Scope of Work, as identified in the customized section of Exhibit I assigned to them, and in accordance with each Participating State Agency Budget, as identified in section VIII of the State’s application;
- 4) Provide feedback on each Participating State Agency’s status updates, any interim reports, and project plans and products;
- 5) Inform each Participating State Agency of the status of the State’s Race to the Top-Early Learning Challenge grant project and seek input from each Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 6) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and

- 7) Identify sources of technical assistance for the project.

C. Joint Responsibilities

Connecticut's Race to the Top-Early Learning Challenge Lead Agency and Participating State Agencies will jointly hold the following responsibilities:

- 1) Designate and appoint a primary liaison for the Race to the Top-Early Learning Challenge grant and the Governor's State Early Childhood Office;
- 2) Cause the liaison to facilitate the identification of agency staff necessary for State Plan implementation and to evoke cooperation under this MOU in support of the State Plan and the governance structure;
- 3) Sustain a level of agency staffing to the Governor's State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation;
- 4) Cause Participating State Agency personnel to work jointly in the implementation of Race to the Top-Early Learning Challenge grant projects and the completion of any administrative and/or reporting requirements throughout the grant period;
- 5) Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect a Participating State Agency, or when a Participating State Agency's Scope of Work requires modifications.

D. Recourse in the Event of Participating State Agency's Failure to Perform

In the event the Lead Agency determines that a Participating State Agency fails to meet its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action. Enforcement action may include resolving the disagreement between the Lead Agency and the Participating State Agency via collaborative process, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with appropriate designees from the United States Department of Education.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Connecticut State Department of Education (Lead Agency):

	<u>10/17/11</u>
Signature	Date

<u>STEFAN PRYOR</u>	<u>COMMISSIONER</u>
Print Name	Title

Authorized Representative of Connecticut Office of the Governor (Participating State Agency):

	<u>10/17/11</u>
Signature	Date

<u>DANNEL P. MALLOY</u>	<u>GOVERNOR</u>
Print Name	Title

Authorized Representative of Connecticut Department of Public Health (Participating State Agency):

Jewel Mullen, MD

10/17/11

Signature

Date

Jewel Mullen, MD, MPH, MPA

Commissioner

Print Name

Title

Authorized Representative of Connecticut Department of Developmental Services (Participating State Agency):

Terrence W. Macy, Ph.D.

10/17/11

Signature

Date

Terrence W. Macy, Ph.D.

Commissioner

Print Name

Title

Authorized Representative of Connecticut Department of Social Services (Participating State Agency):

 10/17/11

Signature Date

Roderick L. Bremby Commissioner
Print Name Title

Authorized Representative of Connecticut Department of Children and Families (Participating State Agency):

Joette Katz 10/18/11
Signature Date

Joette Katz Commissioner
Print Name Title

Authorized Representative of Connecticut Office of Policy and Management (Participating State Agency):



10/17/11

Signature

Date

Benjamin Barnes

Secretary

Print Name

Title

Authorized Representative of Connecticut Early Childhood Education Cabinet (Participating State Agency):



10/17/11

Signature

Date

David Title

Chair, Early Childhood Education Cabinet

Print Name

Title

Authorized Representative of Connecticut Head Start Collaboration Office (Participating State Agency):

Grace Whitney 10-17-11
Signature Date

Grace Whitney Director, CT Head Start State Collaboration Office
Print Name Title

Authorized Representative of Connecticut Department of Administrative Services (Participating State Agency):



10/17/11

Signature

Date

Donald DeFronzo

Commissioner

Print Name

Title

EXHIBIT I
PARTICIPATING STATE AGENCIES
PRELIMINARY SCOPES OF WORK

Participating State Agencies involved in the Race to the Top-Early Learning Challenge implementation include:

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Exhibit I-A – Connecticut State Department of Education Preliminary Scope of Work

The Connecticut State Department of Education (SDE) (the Lead Agency and a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • SDE Commissioner’s Office • SDE Bureau of Teaching and Learning (PK-12) • IDEA 619 Coordinator 	<ul style="list-style-type: none"> • SDE will be part of the of the State Early Childhood Office – which will drive RTT-ELC cross-agency initiatives and policy recommendations designed to significantly improve educational outcomes for High Need Children. • SDE will continue to participate on Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects which will be designed to significantly improve educational outcomes for High Need Children.SDE will partner with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to improve educational outcomes for High Need Children and related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details). • SDE will create performance management processes and a process for the dissemination of information.
(B)(1)	<ul style="list-style-type: none"> • SDE Bureau of Teaching and Learning (PK-12) • IDEA 619 Coordinator 	<ul style="list-style-type: none"> • SDE will actively assist in the establishment of a three-tier T-QRIS.
(B)(2)	<ul style="list-style-type: none"> • SDE Bureau of Teaching and Learning (PK-12) • IDEA 619 Coordinator 	<ul style="list-style-type: none"> • SDE will provide incentives for programs and communities to maximize participation in the T-QRIS system and processes – including “readiness” for Friends, Families, and Neighbors (FFN) providers. • SDE will coordinate and facilitate technical assistance and capacity-building efforts and build the capacity of statewide, regional and local service delivery mechanisms to promote participation in various levels of T-QRIS.
(B)(3)	<ul style="list-style-type: none"> • SDE Bureau of Teaching and Learning (PK-12) • IDEA 619 Coordinator 	<ul style="list-style-type: none"> • SDE will actively participate in the development and implementation of a system for rating and monitoring the quality of programs participating in the tiered T-QRIS. • SDE will train and expand monitors relevant to the T-QRIS implementation.
(B)(4)	<ul style="list-style-type: none"> • SDE Bureau of Teaching and Learning (PK-12) • IDEA 619 Coordinator 	<ul style="list-style-type: none"> • SDE will provide significant support for efforts related to expanding high-quality spaces (e.g., new programs, additional space).

Selection Criterion	Participating Party	Type of Participation
(B)(5)	<ul style="list-style-type: none"> • <i>SDE Bureau of Teaching and Learning (PK-12)</i> • <i>IDEA 619 Coordinator</i> 	<ul style="list-style-type: none"> • <i>SDE will ensure that the validation processes related to the T-QRIS are effective.</i>
(C)(1)	<ul style="list-style-type: none"> • <i>SDE Bureau of Teaching and Learning (PK-12)</i> • <i>IDEA 619 Coordinator</i> 	<ul style="list-style-type: none"> • <i>SDE will be a member of the Cabinet’s Early Learning Standards Workgroup that will revise early learning standards.</i> • <i>SDE will ensure that the early learning standards are implemented and that a public outreach campaign is created to disseminate information about the standards and promote their adoption by early learning and development program.</i>
(C)(3)	<ul style="list-style-type: none"> • <i>SDE Bureau of Teaching and Learning (PK-12)</i> • <i>IDEA 619 Coordinator</i> 	<ul style="list-style-type: none"> • <i>SDE will participate in Early Childhood Partners program, particularly components related to expanding medical homes, training families, caregivers, educators and other professionals on the Connecticut Infant and Childhood Mental Health Competencies, and promoting the use of evidence-based models for health, nutrition and physical activity.</i> • <i>SDE will enable ongoing professional development efforts associated with RTT-ELC Workforce Knowledge and Competencies advancement.</i> • <i>SDE will change its own programs for health, mental health, and behavioral screening as warranted to improve child health outcomes.</i>
(D)(1)	<ul style="list-style-type: none"> • <i>SDE Bureau of Teaching and Learning (PK-12)</i> • <i>IDEA 619 Coordinator</i> 	<ul style="list-style-type: none"> • <i>SDE will upgrade the workforce knowledge and competency framework and support expansion of the ECTC Professional Pathways Program.</i> • <i>SDE will convene and participate in the Framework Collaborative to develop a common, statewide knowledge and competency framework.</i> • <i>SDE will expand the Early Childhood Teacher Credential pilot program.</i>

Selection Criterion	Participating Party	Type of Participation
(E)(2)	<ul style="list-style-type: none"> • SDE Bureau of Information Technology • SDE Bureau of Fiscal Services • SDE Bureau of Teaching and Learning (PK-12) • IDEA 619 Coordinator 	<ul style="list-style-type: none"> • SDE will participate in the Data Systems Planning Group convened by the State Early Childhood Office that will develop a federated data network that incorporates unique identifiers for children, staff, and programs and plan for a system of interoperability (to link to the state’s longitudinal data system) that will allow cross-agency data sharing, linkage, and security. • SDE will modify its existing databases to include agreed-upon unique identifiers for children, staff, and programs to allow effective interagency data sharing. • SDE will provide existing de-identified, aggregate community-level data, at least annually, as requested by the Connecticut Data Collaborative, a public/private partnership whose mission is to advance the use of data and information for public policy, strategic planning, program and service improvement, and public accountability purposes, while the federated data network is being developed. • SDE will provide data (to be determined by Data Systems Planning Group) to federated data network once it has been developed and is operational. • SDE will observe all confidentiality and security requirements.
(IP)(4)	<ul style="list-style-type: none"> • SDE Commissioner’s Office • SDE Bureau of Teaching and Learning (PK-12) • IDEA 619 Coordinator 	<ul style="list-style-type: none"> • Revise and align K-3 standards to Early Learning and Development Standards. • Design and implement Leadership Development Initiative. • Enhance pre-K-Grade 3 teacher development. • Create organizing structure within SDE to monitor 3 to 3 continuum.
(IP)(5)	<ul style="list-style-type: none"> • SDE Commissioner’s Office • SDE Bureau of Teaching and Learning (PK-12) 	<ul style="list-style-type: none"> • SDE will support a cross-agency effort and improve local early childhood councils with service coordination, co-location, and integration, parent engagement, and data sharing.

10/17/11

Signature *(Authorized Representative of Lead Agency)* Date

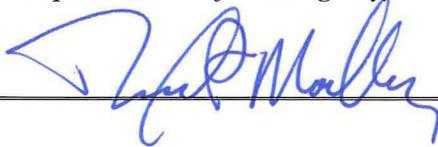
Exhibit I-B – Connecticut Office of the Governor

The Connecticut Office of the Governor (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> Governor Dannel P. Malloy 	<ul style="list-style-type: none"> Monitor and implement the promises of the four assurances. Appoint a Planning Director (already established through Public Act No. 11-181) to lead the Office and coordinate efforts with the staff of the Early Childhood Education Cabinet and RTT-ELC project staff.
(A)(3)	<ul style="list-style-type: none"> Governor Dannel P. Malloy 	<ul style="list-style-type: none"> The Governor will assign a point person to the State Early Childhood Office - the mechanism to drive RTT ELC cross-agency initiatives. With his leadership, he will create a world class early childhood education system.
(A)(3)	<ul style="list-style-type: none"> Office of the Governor 	<ul style="list-style-type: none"> Ensure the coordination of service delivery and technical assistance efforts that build capacity of statewide, regional and local early childhood education services. Provide leadership and technical assistance to build the capacity of RESCs. Facilitate a cross-agency effort to support local early childhood councils, parents, caregivers and educators with service coordination, co-location, and integration, parent engagement, and data sharing. Create performance management processes and facilitate the dissemination of information to parents, caregivers and educators.


10/17/11

 Signature (Authorized Representative of Lead Agency) Date


10/17/2011

 Signature Date
 (Authorized Representative of Connecticut Office of the Governor – a Participating State Agency)

Exhibit I-C – Connecticut Department of Public Health Preliminary Scope of Work

The Connecticut Department of Public Health (DPH) (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • <i>DPH Commissioner’s Office</i> • <i>Public Health Initiatives Branch</i> 	<ul style="list-style-type: none"> • <i>DPH will participate with the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations.</i> • <i>DPH will participate on the Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects.</i> • <i>DPH will partner with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance of an early childhood education system and implement short-term plans to support effective models related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details).</i> • <i>DPH will assign an appropriate staff person to facilitate performance management processes and dissemination of information.</i>
(B)(1)	<ul style="list-style-type: none"> • <i>Public Health Regulatory Branch</i> • <i>Public Health Initiatives Branch</i> 	<ul style="list-style-type: none"> • <i>DPH will assist in the establishment of a three-tier T-QRIS. The quality of care and education offered by all providers will be improved by the T-QRIS.</i>
(B)(2)	<ul style="list-style-type: none"> • <i>Public Health Regulatory Branch</i> • <i>Public Health Initiatives Branch</i> • <i>15 DPH Licensing Staff (new)</i> 	<ul style="list-style-type: none"> • <i>DPH will create a system that reaches early childhood caregivers and educators who are not currently licensed, accredited or both.</i> • <i>DPH will hire new licensing related staff to increase the frequency of day care inspections, thereby improving the quality of licensees day care programs because many of them provide services for High Need Children.</i> • <i>DPH will identify and deploy agency funds as incentives for programs and communities to maximize caregiver/educator participation in the T-QRIS system and processes. Relative early childhood providers who are currently unlicensed, such as Friends, Families, and Neighbors (FFN) providers, will be embraced as part of an expanded early childhood system; DPH will work with DSS to reach out to these providers, facilitating a roadmap to possible licensing.</i> • <i>DPH will build the capacity of statewide, regional and local service delivery mechanisms to promote early childhood caregivers/educators participation in various levels of T-QRIS.</i>

Selection Criterion	Participating Party	Type of Participation
(B)(3)	<ul style="list-style-type: none"> • <i>Public Health Regulatory Branch</i> • <i>Public Health Initiatives Branch</i> 	<ul style="list-style-type: none"> • <i>DPH will develop and implementation system for rating and monitoring the quality of programs participating in the tiered T-QRIS.</i> • <i>DPH will maintain e-license process as a business-friendly practice and establish data-sharing protocols to upload critical child, family, caregiver and educator information into T-QRIS data infrastructure.</i> • <i>DPH will train and expand monitors relevant to the T-QRIS implementation.</i>
(B)(5)	<ul style="list-style-type: none"> • <i>Public Health Regulatory Branch</i> • <i>Public Health Initiatives Branch</i> 	<ul style="list-style-type: none"> • <i>DPH will assist in validation processes related to the effectiveness of the T-QRIS.</i>
(C)(1)	<ul style="list-style-type: none"> • <i>Public Health Initiatives Branch</i> 	<ul style="list-style-type: none"> • <i>DPH will actively participate on the Cabinet’s Early Learning and Development Standards Workgroup that will refine early learning standards.</i> • <i>DPH will participate in the creation of the early learning standards public outreach campaign to disseminate information about the standards to early childhood caregivers and educators and promote their adoption by early care programs.</i>
(C)(3)	<ul style="list-style-type: none"> • <i>Public Health Initiatives Branch</i> 	<ul style="list-style-type: none"> • <i>DPH will train early childhood educators on health and mental health standards; re-purpose agency funds to put more resources into early screening and mid-level assessment programs.</i> • <i>DPH will establish an Early Childhood Statewide Health Coordinator to work with SDE, among other Participating State Agencies (replicating a proven model currently used between SDE and DPH for the K-12 system).</i> • <i>DPH will establish a cadre of health consultants to provide training and technical assistance to early childhood caregivers and educators which will be coordinated through regional intermediaries.</i> • <i>DPH will expand Early Childhood Partners program, particularly components related to expanding medical homes, training parent, caregivers, educators and early childhood professionals on the Connecticut Infant and Childhood Mental Health Competencies, and promoting the use of evidence-based models for health, nutrition and physical activity, particularly for High Need Children.</i> • <i>DPH will involve agency workforce in ongoing professional development efforts associated with RTT-ELC Workforce Knowledge and Competencies advancement.</i> • <i>DPH will improve existing and suggest new programs for health, mental health, and behavioral screening for all children, but particularly those at high risk, to improve child health outcomes.</i>
(D)(1)	<ul style="list-style-type: none"> • <i>Public Health Initiatives Branch</i> 	<ul style="list-style-type: none"> • <i>DPH will assign an appropriate staff person to participate in the Framework Collaborative to develop a common, statewide knowledge and competency framework.</i>

Selection Criterion	Participating Party	Type of Participation
(E)(2)	<ul style="list-style-type: none"> • <i>Public Health Operations Branch</i> • <i>Public Health Initiatives Branch</i> 	<ul style="list-style-type: none"> • <i>DPH will participate in a Data Systems Planning Group convened by the State Early Childhood Office that will develop a federated data network that incorporates unique identifiers for children, staff, and programs and plan for a system of interoperability (to link to the state’s longitudinal data system) that will allow cross-agency data sharing, linkage, and security, to provide a data pathway to improve service provision to High Need Children.</i> • <i>DPH will modify its existing databases to include agreed-upon unique identifiers for children, staff, and programs to allow effective interagency data sharing, which will facilitate the effective, efficient and timely provision of services to High Need Children. DPH will provide existing de-identified, aggregate community-level data, at least annually, as requested by the Connecticut Data Collaborative, a public/private partnership whose mission is to advance the use of data and information for public policy, strategic planning, program and service improvement, and public accountability purposes, while the federated data network is being developed.</i> • <i>DPH will provide data (to be determined by Data Systems Planning Group) to federated data network once it has been developed and is operational.</i> • <i>DPH will observe all confidentiality and security requirements.</i>
(IP)(5)	<ul style="list-style-type: none"> • <i>DPH Commissioner’s Office</i> • <i>Public Health Initiatives Branch</i> 	<ul style="list-style-type: none"> • <i>DPH will assign appropriate agency staff to support a cross-agency effort and improve local early childhood councils with service coordination, co-location, and integration, parent engagement, and data sharing.</i>

10/17/11

Signature (Authorized Representative of Lead Agency) Date

10/17/11

Signature Date
 (Authorized Representative of Connecticut Department of Public Health – a Participating State Agency)

Exhibit I-D – Connecticut Department of Developmental Services Preliminary Scope of Work

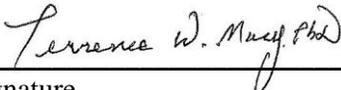
The Connecticut Department of Developmental Services (DDS) (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • <i>DDS Commissioner’s Office</i> • <i>DDS Birth to Three Office</i> • <i>IDEA Part C Coordinator</i> 	<ul style="list-style-type: none"> • <i>DDS will assign Birth to Three manager, Linda Goodman, to assist the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations.</i> • <i>DDS will designate Linda Goodman to the Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects.</i> • <i>Linda Goodman will participate in discussions with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to support effective early childhood education models, particularly as they relate to children with disabilities who are in the birth to three age range. Linda Goodman will work on the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details).</i> • <i>Linda Goodman will facilitate performance management processes and dissemination of information.</i>
(B)(1)	<ul style="list-style-type: none"> • <i>DDS Birth to Three Office</i> • <i>IDEA Part C Coordinator</i> 	<ul style="list-style-type: none"> • <i>Linda Goodman will assist in the establishment of a three-tier T-QRIS, providing specific guidance on improving services for infants and toddlers with disabilities, especially those who are cared for in home day care or relative homes.</i>
(B)(2)	<ul style="list-style-type: none"> • <i>DDS Birth to Three Office</i> • <i>IDEA Part C Coordinator</i> 	<ul style="list-style-type: none"> • <i>Linda Goodman will provide specific guidance related to the education and other service needs for infants and toddlers with disabilities. She will assist in the coordination and facilitation of technical assistance and capacity-building efforts, particularly those related to services for infants and toddlers with disabilities, and to build the capacity of statewide, regional and local service delivery mechanisms to promote participation in various levels of T-QRIS.</i>
(B)(5)	<ul style="list-style-type: none"> • <i>DDS Birth to Three Office</i> • <i>IDEA Part C Coordinator</i> 	<ul style="list-style-type: none"> • <i>Linda Goodman will assist in validation processes related to the effectiveness of the T-QRIS and she will ensure that it incorporates the specific needs of infants and toddlers with disabilities.</i>
(D)(1)	<ul style="list-style-type: none"> • <i>DDS Birth to Three Office</i> • <i>IDEA Part C Coordinator</i> 	<ul style="list-style-type: none"> • <i>DDS will assign an appropriate staff person to participate in the Framework Collaborative to develop a common, statewide knowledge and competency framework.</i>

Selection Criterion	Participating Party	Type of Participation
(E)(2)	<ul style="list-style-type: none"> • <i>DDS Finance and IT Services</i> • <i>DDS Birth to Three Office</i> • <i>IDEA Part C Coordinator</i> 	<ul style="list-style-type: none"> • <i>DDS will participate as an active member of the Data Systems Planning Group convened by the State Early Childhood Office that will facilitate the development of a federated data network that incorporates unique identifiers for children, staff, and programs and plan for a system of interoperability (to link to the state’s longitudinal data system) that will allow cross-agency data sharing, linkage, and security and improve services for infants and toddlers with disabilities.</i> • <i>Modify its existing databases to include agreed-upon unique identifiers for children, staff, and programs to allow effective interagency data sharing and improve service delivery particularly for infants and toddlers with disabilities.</i> • <i>DDS will provide existing de-identified, aggregate community-level data, at least annually, as requested by the Connecticut Data Collaborative, a public/private partnership whose mission is to advance the use of data and information for public policy, strategic planning, program and service improvement, and public accountability purposes, while the federated data network is being developed. DDS will provide data (to be determined by Data Systems Planning Group) to federated data network once it has been developed and is operational.</i> • <i>DDS will observe all confidentiality and security requirements.</i>
(IP)(5)	<ul style="list-style-type: none"> • <i>DDS Commissioner’s Office</i> 	<ul style="list-style-type: none"> • <i>DDS will support a cross-agency effort and improve local early childhood councils with service coordination, co-location, and integration, parent engagement, data sharing, with a particular emphasis on improving educational service delivery to infants and toddlers with disabilities.</i>


10/17/11

 Signature (Authorized Representative of Lead Agency) Date


10/17/11

 Signature Date
 (Authorized Representative of Connecticut Department of Developmental Services – a Participating State Agency)

Exhibit I-E – Connecticut Department of Social Services Preliminary Scope of Work

The Connecticut Department of Social Services (DSS) (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • <i>DSS Commissioner’s Office</i> • <i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i> 	<ul style="list-style-type: none"> • <i>DSS will assign Peter Palermino, Program Manager and CCDF Administrator as agency point person to the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations.</i> • <i>DSS will designate Peter Palermino to participate on Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects.</i> • <i>DSS will participate in discussions with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to support effective models early childhood education models, particularly as they relate to children who are low income. Peter Palermino will work on the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details).</i> • <i>DSS will assign Peter Palermino to facilitate performance management processes and dissemination of information.</i>
(B)(1)	<ul style="list-style-type: none"> • <i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i> 	<ul style="list-style-type: none"> • <i>DSS will assign Peter Palermino and Neil Newman, Program Supervisor to assist in the establishment of a three-tier T-QRIS. This will include specific outreach to Friends, Families, and Neighbors (FFN) providers who are not required to be a licensed child care provider yet often care for High Need Children and are included in the Care 4 Kids child care assistance program data base.</i> • <i>DSS will build additional data modules into 2-1-1 Child Care to support dissemination of T-QRIS results.</i>

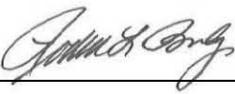
Selection Criterion	Participating Party	Type of Participation
(B)(2)	<ul style="list-style-type: none"> <i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i> 	<ul style="list-style-type: none"> <i>DSS will identify and repurpose agency funds to expand financial incentives for licensed family day care home and FFN providers when they achieve certain accreditation standards, credentials for individual staff and or credit hours in certain early care and education coursework to maximize participation in the T-QRIS system. FFN providers who are currently unlicensed and are known to the state via Care 4 Kids child care assistance program will be embraced as part of a plan to expand early childhood development system; DSS will work with DPH to reach out to these providers, facilitating a roadmap to possible licensing.</i> <i>DSS will identify and repurpose funds to engage a cadre of raters with inter-rater reliability who will rate licensed family day care and FFN providers using the ECRS scales. We anticipate completing 60 ECRS ratings yearly as the T-QRIS is being built.</i> <i>DSS will assign Peter Palermino and Neil Newman to assist in the coordination and facilitation of technical assistance and capacity-building efforts and to build the capacity of statewide, regional and local service delivery mechanisms to promote participation in various levels of T-QRIS. Specific assistance will be given to assist licensed family day care providers and FFN providers to become licensed.</i>
(B)(3)	<ul style="list-style-type: none"> <i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i> 	<ul style="list-style-type: none"> <i>DSS will assign Peter Palermino and Neil Newman to support the development and implementation of a system for rating and monitoring the quality of programs participating in the tiered T-QRIS.</i> <i>DSS will train and expand monitors relevant to the T-QRIS implementation.</i> <i>DSS will create a program of financial assistance as incentives for those providing early childhood care services for High Need Children who want to improve the quality of their programs.</i>
(B)(4)	<ul style="list-style-type: none"> <i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i> 	<ul style="list-style-type: none"> <i>DSS will provide priority support for efforts related to expanding high-quality slots (e.g., new programs, additional space), particularly for licensed family day care providers and unlicensed FFN providers who serve High Need Children.</i> <i>DSS will coordinate \$1.3 million in contracts annually to improve quality of licensed family day care providers and unlicensed FFN child care providers and encourage attainment of a child care provider license.</i> <i>Provide incentives to families and programs to participate in T-QRIS.</i>
(B)(5)	<ul style="list-style-type: none"> <i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i> 	<ul style="list-style-type: none"> <i>DSS will assign Neil Newman to assist in validation processes related to the effectiveness of the T-QRIS, which should include specific consideration of the services built for High Need Children.</i>

Selection Criterion	Participating Party	Type of Participation
(C)(1)	<ul style="list-style-type: none"> <i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i> 	<ul style="list-style-type: none"> <i>DSS will assign Peter Palermino to serve as a member of the Cabinet’s Early Learning and Development Standards Workgroup that will refine early learning standards.</i> <i>DSS will assign Peter Palermino to support implementation of the early learning standards public service campaign to disseminate information about the standards and promote their adoption by early care programs, licensed family day care providers and unlicensed FFN providers who serve High Need Children.</i>
(C)(3)	<ul style="list-style-type: none"> <i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i> 	<ul style="list-style-type: none"> <i>DSS will participate in Early Childhood Partners program, particularly components related to expanding medical homes, training parents and professionals on the Connecticut Infant and Childhood Mental Health Competencies, and promoting the use of evidence-based models for health, nutrition and physical activity. Explore ways to reach High Need Children served by licensed family day care providers and unlicensed FFN.</i> <i>DSS will participate in the planning and ongoing professional development efforts associated with RTT-ELC Workforce Knowledge and Competencies advancement.</i> <i>DSS will adjust agency programs for health, mental health, and behavioral screening as warranted to improve child health outcomes, particularly for High Need Children.</i>
(D)(1)	<ul style="list-style-type: none"> <i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i> 	<ul style="list-style-type: none"> <i>DSS will assign Neil Newman to work with the interagency planning effort that will upgrade the workforce knowledge and competency framework.</i> <i>DSS will assign Neil Newman to participate in the Framework Collaborative to develop a common, statewide knowledge and competency framework.</i>

Selection Criterion	Participating Party	Type of Participation
(E)(2)	<ul style="list-style-type: none"> • DSS Bureau of Assistance Programs, Family and Housing Services Division • DSS Division of Financial Management and Analysis • DSS Division of IT Services 	<ul style="list-style-type: none"> • Peter Palermino and Lori Schroeder, Program Manager, Information Technology Division will participate in a Data Systems Planning Group convened by the State Early Childhood Office that will facilitate the development of a federated data network that incorporates unique identifiers for children, staff, and programs and plan for a system of interoperability (to link to the state’s longitudinal data system) that will allow cross-agency data sharing, linkage, and security and improve services for High Need Children. • DSS will modify its existing databases to include agreed-upon unique identifiers for children, staff, and programs to allow effective interagency data sharing and improve services for High Need Children. • DSS will provide existing de-identified, aggregate community-level data, at least annually, as requested by the Connecticut Data Collaborative, a public/private partnership whose mission is to advance the use of data and information for public policy, strategic planning, program and service improvement, and public accountability purposes, while the federated data network is being developed. DSS will provide data (to be determined by Data Systems Planning Group) to federated data network once it has been developed and is operational to ensure that services to High Need Children will be improved. • Observe all confidentiality and security requirements.
(IP)(5)	<ul style="list-style-type: none"> • DSS Commissioner’s Office • DSS Bureau of Assistance Programs, Family and Housing Services Division 	<ul style="list-style-type: none"> • DSS will assign Peter Palermino to support a cross-agency effort and improve local early childhood councils with service coordination, integration, family engagement, data sharing with a particular emphasis on improving educational service delivery to High Need Children.

 10/17/11

Signature (Authorized Representative of Lead Agency) Date

 10/17/11

Signature Date
 (Authorized Representative of Connecticut Department of Social Services – a Participating State Agency)

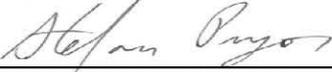
Exhibit I-F – Connecticut Department of Children and Families Preliminary Scope of Work

The Connecticut Department of Children and Families (DCF) (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • <i>DCF Commissioner’s Office</i> 	<ul style="list-style-type: none"> • <i>DCF will assign a high-level staff person as agency point person to the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations to represent the interests of children birth to five who are at risk of abuse or neglect.</i> • <i>DCF will designate an appropriate staff person to participate on Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects and represent the interests of children birth to five who are at risk of abuse or neglect.</i> • <i>DCF will participate in discussions with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to support effective models related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details).</i> • <i>DCF will assign an appropriate staff person to facilitate performance management processes and dissemination of information, particularly as it related to the interests of children birth to five who are at risk of abuse or neglect.</i>
(B)(1)	<ul style="list-style-type: none"> • <i>DCF Office</i> • <i>DCF Staff Person</i> 	<ul style="list-style-type: none"> • <i>DCF will assign an appropriate staff person to assist in the establishment of a three-tier T-QRIS, who shall be responsible for representing the interests of children birth to five who are at risk of abuse or neglect.</i>
(B)(2)	<ul style="list-style-type: none"> • <i>DCF Office</i> • <i>DCF Staff Person</i> 	<ul style="list-style-type: none"> • <i>DCF will identify and deploy agency funds as incentives for programs and communities to maximize participation in the T-QRIS system and processes. Relative early childhood providers who are currently unlicensed such as Friends, Families, and Neighbors (FFN) providers will be embraced as part of an expanded early childhood system; DCF will ensure that children who are birth to five and who are at risk of abuse or neglect will be considered in the development of this system.</i> • <i>DCF will assign appropriate staff persons to assist in the coordination and facilitation of technical assistance and capacity-building efforts and to build the capacity of statewide, regional and local service delivery mechanisms to promote participation in various levels of T-QRIS.</i>

Selection Criterion	Participating Party	Type of Participation
(B)(3)	<ul style="list-style-type: none"> • DCF Office • DCF Staff Person 	<ul style="list-style-type: none"> • DCF will assign an appropriate staff person to support the development and implementation of a system for rating and monitoring the quality of programs participating in the tiered T-QRIS. • DCF will create a program of financial assistance as incentives for those providing early childhood care services for children birth to five who are at risk of abuse or neglect who want to improve the quality of their programs.
(B)(4)	<ul style="list-style-type: none"> • DCF Office • DCF Staff Person 	<ul style="list-style-type: none"> • DCF will provide priority support for efforts related to expanding high-quality space (e.g., new programs, additional space), particularly those services provided to children birth to five who are at risk of abuse or neglect..
(B)(5)	<ul style="list-style-type: none"> • DCF Office • DCF Staff Person 	<ul style="list-style-type: none"> • DCF will assign an appropriate staff person to assist in validation processes related to the effectiveness of the T-QRIS.
(C)(3)	<ul style="list-style-type: none"> • DCF Office • DCF Staff Person 	<ul style="list-style-type: none"> • DCF will participate in Early Childhood Partners program, particularly components related to expanding medical homes, training parents and professionals on the Connecticut Infant and Childhood Mental Health Competencies, and promoting the use of evidence-based models for health, nutrition and physical activity. • DCF will involve agency workforce in ongoing professional development efforts associated with RTT-ELC Workforce Knowledge and Competencies advancement. • DCF will adjust programs for health, mental health, and behavioral screening as warranted to improve child health outcomes.
(D)(1)	<ul style="list-style-type: none"> • DCF Office • DCF Staff Person 	<ul style="list-style-type: none"> • DCF will assign an appropriate staff person to upgrade the workforce knowledge and competency framework and support expansion of the ECTC Professional Pathways Program. • DCF will assign an appropriate staff person to participate in the Framework Collaborative to develop a common, statewide knowledge and competency framework.

Selection Criterion	Participating Party	Type of Participation
(E)(2)	<ul style="list-style-type: none"> • DCF Office • DCF policy/business staff person • DCF IT development staff person 	<ul style="list-style-type: none"> • DCF will assign appropriate staff person(s) to a Data Systems Planning Group convened by the State Early Childhood Office that will facilitate the development of a federated data network that incorporates unique identifiers for children, staff, and programs and plan for a system of interoperability (to link to the state’s longitudinal data system) that will allow cross-agency data sharing, linkage, and security. • DCF will modify its existing databases to include agreed-upon unique identifiers for children, staff, and programs to allow effective interagency data sharing. • DCF will provide existing de-identified, aggregate community-level data, at least annually, as requested by the Connecticut Data Collaborative, a public/private partnership whose mission is to advance the use of data and information for public policy, strategic planning, program and service improvement, and public accountability purposes, while the federated data network is being developed. DCF will provide data (to be determined by Data Systems Planning Group) to federated data network once it has been developed and is operational. • DCF will observe all confidentiality and security requirements.
(IP)(5)	<ul style="list-style-type: none"> • DCF Commissioner’s Office 	<ul style="list-style-type: none"> • DCF will assign appropriate agency staff to support a cross-agency effort and improve local early childhood councils with service coordination, integration, parent engagement, and data sharing.

 10/17/11

Signature (Authorized Representative of Lead Agency) Date

 10/17/11

Signature Date
 (Authorized Representative of Connecticut Department of Children and Families – a Participating State Agency)

Exhibit I-G – Connecticut Office of Policy and Management Preliminary Scope of Work

The Connecticut Office of Policy and Management (OPM) (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • OPM Secretary’s Office • Education and Workforce Programs Budget Division 	<ul style="list-style-type: none"> • Leah Grenier will serve as the Secretary of the Office of Policy and Management’s designee on the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations particularly as they relate to the provision of early childhood education services for high needs students. • Leah Grenier will participate on Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects. • Leah Grenier will participate in discussions with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to support effective models related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details). • Leah Grenier will ensure that the Secretary of OPM is kept informed of state efforts to create an early childhood system and she will facilitate performance management processes and dissemination of information.
(IP)(5)	<ul style="list-style-type: none"> • OPM Secretary’s Office • Education and Workforce Programs Budget Division 	<ul style="list-style-type: none"> • Leah Grenier will support a cross-agency effort and improve local early childhood councils with service coordination, co-location, and integration, parent engagement, and data sharing. On an as needed basis, she will coordinate the creation of state wide cost analyses related to the implementation of the early childhood education system.


10/17/11

 Signature (Authorized Representative of Lead Agency) Date


10/17/11

 Signature Date
 (Authorized Representative of Connecticut Office of Policy and Management – a Participating State Agency)

Exhibit I-H – Connecticut Early Childhood Education Cabinet Preliminary Scope of Work

The Connecticut Early Childhood Education Cabinet (hereafter, Cabinet) (a Participating State Agency and The State advisory Council on Early Childhood Education and Care) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • Sherry Linton-Massiah, Cabinet Project Director 	<ul style="list-style-type: none"> • Sherry Linton-Massiah will be the Cabinet point person to the State Early Childhood Office - the mechanism to drive RTT ELC cross-agency initiatives.
(B)(1)	<ul style="list-style-type: none"> • Cabinet T-QRIS Work Group • Sherry Linton-Massiah, Cabinet Project Director 	<ul style="list-style-type: none"> • Sherry Linton-Massiah will ensure that the Cabinet’s Tiered Quality Rating and Improvement System Work Group connects with and supports (in an advisory capacity) the work of the State Early Childhood Office cross-agency team responsible for the establishment of a three-tier T-QRIS.
(B)(2)	<ul style="list-style-type: none"> • Cabinet State & Local Partnerships Work Group • Sherry Linton-Massiah, Cabinet Project Director 	<ul style="list-style-type: none"> • Sherry Linton-Massiah will ensure that the Cabinet’s State and Local Partnerships Work Group connects with and supports (in an advisory capacity) the work of the State Early Childhood Office cross-agency team responsible for the coordination of service delivery and technical assistance efforts that build capacity of statewide, regional and local service delivery mechanism and/or collaborative to promote participation in various levels of T-QRIS.
(B)(3)	<ul style="list-style-type: none"> • Cabinet Liaison 	<ul style="list-style-type: none"> • The Cabinet Liaison will provide a support the development and implementation of a system for rating and monitoring the quality of programs participating in the tiered T-QRIS.
(B)(5)	<ul style="list-style-type: none"> • Cabinet Liaison 	<ul style="list-style-type: none"> • The Cabinet Liaison will ensure that the Cabinet’s T-QRIS Work Group connects with and supports (in an advisory capacity) the work of the State Early Childhood Office cross-agency team responsible for validation of the effectiveness of the T-QRIS.
(C)(1)	<ul style="list-style-type: none"> • Cabinet Early Learning Standards Work Group • Sherry Linton-Massiah, Cabinet Project Director 	<ul style="list-style-type: none"> • Sherry Linton-Massiah will ensure that the Cabinet’s Early Learning and Development Standards Work Group directly connects with and supports (in an advisory capacity) the work of the State Early Childhood Office Early Learning Standards Workgroup to revise early learning standards and support the public outreach campaign to promote the adoption of these standards.
(C)(3)	<ul style="list-style-type: none"> • Cabinet Health Work Group • Sherry Linton-Massiah, Cabinet Project Director 	<ul style="list-style-type: none"> • Sherry Linton-Massiah will convene an Early Childhood Education Cabinet Health Work Group and ensure that the Work Groups directly connects with and supports (in an advisory capacity) State Early Childhood Office health-related work.
(D)(1)	<ul style="list-style-type: none"> • Cabinet Workforce Work Group • Sherry Linton-Massiah, Cabinet Project Director 	<ul style="list-style-type: none"> • Sherry Linton-Massiah will ensure that the Cabinet’s Workforce Work Group connects with and supports (in an advisory capacity) State Early Childhood Office efforts develop a common, statewide knowledge and competency framework.

Selection Criterion	Participating Party	Type of Participation
(E)(1)	<ul style="list-style-type: none"> • Cabinet Early Learning Standards Work Group • Sherry Linton-Massiah, Cabinet Project Director 	<ul style="list-style-type: none"> • Sherry Linton-Massiah will ensure that the Cabinet's Early Learning and Development Standards Work Group connects with and supports (in an advisory capacity) State Early Childhood Office effort to refine the Kindergarten Inventory assessment tool and supports implementation of the Inventory.
(E)(2)	<ul style="list-style-type: none"> • Cabinet Data Policy Work Group 	<ul style="list-style-type: none"> • The Cabinet will charge the Data Policy Work Group to provide guidance to State Early Childhood Office Data Systems/Technical Work Group in the development of a federated data network that incorporates unique identifiers for children, staff, and programs and plan for a system of interoperability (to link to the state's longitudinal data system) that will allow cross-agency data sharing, linkage, and security particularly for High Need Children..
(IP)(5)	<ul style="list-style-type: none"> • Cabinet Liaison 	<ul style="list-style-type: none"> • The Cabinet Liaison will link cross-agency efforts to support local early childhood councils with service coordination, and integration, family engagement, and data sharing especially for High Need Children.


10/17/11

 Signature (Authorized Representative of Lead Agency) Date


10/17/11

 Signature Date
 (Authorized Representative of Connecticut Early Childhood Education Cabinet – a Participating State Agency)

Exhibit I-I – Connecticut Head Start Collaboration Office Preliminary Scope of Work

The Connecticut Head Start Collaboration Office (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • <i>HS Collaboration Office</i> 	<ul style="list-style-type: none"> • <i>Grace Whitney will be the point person to the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations.</i> • <i>Grace Whitney will participate on Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects, particularly as they relate high needs children, including children with special needs.</i> • <i>Grace Whitney will participate in discussions with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to support effective models related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details).</i> • <i>Grace Whitney will facilitate performance management processes and dissemination of information.</i>
(IP)(5)	<ul style="list-style-type: none"> • <i>HS Collaboration Office</i> 	<ul style="list-style-type: none"> • <i>Grace Whitney will support a cross-agency effort and improve local early childhood councils with service coordination, co-location, and integration, parent engagement, and data sharing, particularly as these relate to high needs children, , including children with special needs.</i>


10/17/11

 Signature (Authorized Representative of Lead Agency) Date


10-17-11

 Signature Date
 (Authorized Representative of Connecticut Head Start Collaboration Office – a Participating State Agency)

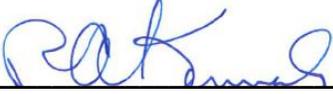
Exhibit I-J – Connecticut Board of Regents for Higher Education Preliminary Scope of Work

The Connecticut Board of Regents for Higher Education (BOR) (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • <i>President’s Office</i> 	<ul style="list-style-type: none"> • <i>The Board of Regents will assign a high-level staff person as agency point person to the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations.</i> • <i>The Board of Regents will designate an appropriate staff person to participate on Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects.</i> • <i>The Board of Regents will participate in discussions with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to support effective models related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details).</i> • <i>The Board of Regents will assign an appropriate staff person to facilitate performance management processes and dissemination of information.</i>
(B)(2)	<ul style="list-style-type: none"> • <i>Board of Regents Office</i> 	<ul style="list-style-type: none"> • <i>The Board of Regents will identify and encourage programs and communities in the BOR system to maximize participation in the T-QRIS system and processes. Relative early childhood providers who are currently unlicensed such as Friends, Families, and Neighbors (FFN) providers will be embraced as part of an expanded early childhood system; BOR will work with DSS to reach out to these providers, facilitating a roadmap to possible licensing.</i> • <i>The Board of Regents will assign appropriate staff persons to assist in the coordination and facilitation of technical assistance and capacity-building efforts statewide, regionally and locally to promote participation in various levels of T-QRIS.</i>
(B)(3)	<ul style="list-style-type: none"> • <i>Board of Regents Office</i> 	<ul style="list-style-type: none"> • <i>The Board of Regents will assign an appropriate staff person to support the development and implementation of a system for rating and monitoring the quality of programs participating in the tiered T-QRIS.</i>
(B)(4)	<ul style="list-style-type: none"> • <i>Board of Regents Office</i> 	<ul style="list-style-type: none"> • <i>The Board of Regents will provide priority support for efforts related to expanding high-quality spaces (e.g., new programs, additional space) in early childhood programs located on college campuses.</i>

Selection Criterion	Participating Party	Type of Participation
(D)(1)	<ul style="list-style-type: none"> Board of Regents Office CT Charts-A-Course Staff 	<ul style="list-style-type: none"> With a Plan investment of \$700,000, the Board of Regents will assign an appropriate staff person to coordinate the expansion and enhancement of the Professional Registry to: a) create different fields within the Registry to capture worker competencies; b) enable multiple points of entry to the Registry; c) make information from the Registry publicly available through online queries. The Board of Regents will upgrade the workforce knowledge and competency framework and support expansion of the ECTC Professional Pathways Program.
(D)(1)	<ul style="list-style-type: none"> President’s Office 	<ul style="list-style-type: none"> The Board of Regents will support the success of the Early Childhood Higher Education Collaborative (ECHEC) by issuing a mandate to all 12 Connecticut Community Colleges and selected four-year colleges to participate in ECHEC efforts to strengthen articulation agreements between two- and four-year colleges and cross list relevant course offerings to make the achievement of a baccalaureate early childhood degree seamless from the AS (Community colleges) to the BS (four year colleges). The Board of Regents will create a \$1.5 million Early Childhood Education Loan Forgiveness program. In exchange for working in a publicly subsidized high quality early childhood program, early childhood graduates could have educational loans forgiven (amounts and terms to be determined).
(E)(2)	<ul style="list-style-type: none"> Board of Regents Office 	<ul style="list-style-type: none"> The Board of Regents will assign an appropriate staff person to facilitate a system of unique identifiers for children, staff, and programs and include those identifiers in existing data systems to allow effective interagency data sharing; plan for a system of interoperability (to link to the state’s longitudinal data system) that will allow cross-agency data sharing, linkage, and security. Provide existing de-identified, aggregate community-level data, at least annually, as requested by the Connecticut Data Collaborative, a public/private partnership whose mission is to advance the use of data and information for public policy, strategic planning, program and service improvement, and public accountability purposes, while the federated data network is being developed.
(IP)(5)	<ul style="list-style-type: none"> President’s Office Board of Regents Office 	<ul style="list-style-type: none"> The Board of Regents will assign appropriate agency staff to support a cross-agency effort to improve local early childhood councils with service coordination, integration, family engagement, and data sharing.

 _____ 10/17/11
 Signature (Authorized Representative of Lead Agency) Date

 _____ 10/17/11
 Signature Date

(Authorized Representative of Connecticut Board of Regents for Higher Education – a Participating State Agency)

Exhibit I-K – Connecticut Department of Administrative Services Preliminary Scope of Work

The Connecticut Department of Administrative Services (DAS) (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> DAS Commissioner’s Office 	<ul style="list-style-type: none"> DAS will assign a high-level staff person as agency point person to the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations, particularly as they relate to high needs children. DAS will designate an appropriate staff person to participate on Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects. DAS will participate in discussions with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to support effective models related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details). DAS will assign an appropriate staff person to facilitate performance management processes and dissemination of information.
(B)(1)	<ul style="list-style-type: none"> DAS Office 	<ul style="list-style-type: none"> DAS will assign an appropriate staff person to assist in the establishment of a three-tier T-QRIS.
(E)(2)	<ul style="list-style-type: none"> DAS Office DAS Bureau of Enterprise Systems and Technology 	<ul style="list-style-type: none"> DAS will participate with the Data Systems Planning Group convened by the State Early Childhood Office that will develop federated data network that incorporates unique identifiers for children, staff, and programs and plan for a system of interoperability (to link to the state’s longitudinal data system) that will allow cross-agency data sharing, linkage, and security. With a budget of \$3 million, DAS will fund and implement the roll-out of federated data network developed by the Data Systems Planning Group.


10/17/11

 Signature (Authorized Representative of Lead Agency) Date


10/17/11

 Signature Date
 (Authorized Representative of Connecticut Department of Administrative Services – a Participating State Agency)



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



October 17, 2011

Arne Duncan
Office of the Secretary
U.S. Department of Education
Department of Education Building
400 Maryland Ave, SW
Washington, DC 20202

Kathleen Sebelius
Office of the Secretary
U.S. Department of Health & Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

Our enclosed Race to the Top-Early Learning Challenge (RTT-ELC) application represents the product of unprecedented collaboration among eight Connecticut State agencies, the Connecticut Early Childhood Education Cabinet and the Connecticut Head Start Association Collaboration Office. These agencies and other partners formed Connecticut's RTT-ELC Leadership Team. The RTT-ELC Leadership Team and seven work groups, which include senior-level representatives from each of the Participating State Agencies, commit to supporting the successful implementation of this initiative (evidenced by the Memorandum of Understanding signed by each Participating State Agency). We also received over 80 letters of support for our RTT-ELC State Plan on behalf of more than 150 diverse Connecticut organizations.

The RTT-ELC Leadership Team and work groups engaged intensively for several months to ensure that our RTT-ELC State Plan builds upon and aligns with the work already underway within and among state agencies to support young children and their families. Many of the components are in place to achieve our shared vision.

Connecticut's RTT-ELC State Plan capitalizes on the building momentum towards the development of a coordinated, comprehensive system for Connecticut's young children. The Connecticut Early Childhood Education Cabinet, first established in 2005, is charged with developing a high-quality, comprehensive system of early childhood education among the wide array of early childhood programs in the state (including Head Start, state-supported Child Care and School Readiness). In July 2011, the Connecticut General Assembly approved landmark legislation, Public Act 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development," which mandates the continued development of a coordinated system of early care and education and child development through increased collaboration among relevant Connecticut state agencies. Governor Dannel P. Malloy, via Executive Order, established a State Early Childhood Office to create a culture of change and to integrate the RTT-ELC State Plan into the existing transformative efforts outlined in Public Act 11-181.

Our proposed RTT-ELC State Plan will improve the quality of early learning and development and substantially narrow the achievement gap for Connecticut Children with High Needs. Connecticut will accomplish this by accelerating ongoing efforts to strengthen state systems and supporting communities to work collaboratively to better meet the needs of high-need children and families through improved service coordination and quality improvements. **Our ambitious overall goal is to achieve a dramatic increase in the percentage of children with high needs who enter kindergarten ready to succeed, and to cut in half the percentage of children unprepared for school.**