

Massachusetts Department of Early Education and Care

Building Careers in Early Education and Care

Fiscal Year 2009 Renewal Application

Fund Code 250

OVERVIEW, ELIGIBILITY, FUNDING, SUBMISSION AND CONTACT INFORMATION

Background:

The Massachusetts Department of Early Education and Care (EEC) provides services for children in Massachusetts through a mixed delivery system which includes child care centers, out-of-school time programs, family child care homes, public preschool programs, private school preschools and kindergartens, and Head Start programs. EEC is responsible for licensing early education and care and out-of-school time programs throughout Massachusetts and for providing child care financial assistance to low-income families with children birth to 12 years of age. In addition, EEC provides support for information and referral services, inclusive programming for children with disabilities, parenting and family support, and professional development opportunities for educators in the early education and care and out-of-school time fields. These efforts affect thousands of early education and care and out-of-school time providers, who serve more than 275,000 children each day. In its broadest role, EEC also serves as a source of information to more than one million families in Massachusetts.

Research shows that a highly skilled and well-qualified workforce is a critical factor in the quality of an early education or out-of-school time program, and that quality programming is linked to positive outcomes for children. Currently, EEC administers professional development through a variety of formats and agencies including, but not limited to, the following:

- Contracted services with regional Child Care Resource and Referral (CCR&R) agencies;
- Grants to Community Partnerships for Children (CPC) local councils;
- Early Childhood Educator (ECE) Scholarships;
- Child Development Associate (CDA) Scholarships;
- Quality Improvement Grants;
- Building Careers Grants to Institutions of Higher Education; and
- Special Education Allocation Grants.

In the future, EEC envisions a comprehensive and integrated Professional Development System that is aligned with statewide goals for educator training and support, ensures service to all geographic areas, functions at the local and regional levels, and encourages broad-based collaboration across public and private agencies in order to identify and leverage resources. EEC has described its vision for a Professional Development System in its Workforce Development Report, which was issued in January 2006, and in the subsequent update issued in June 2007. All Workforce Development reports are available on EEC’s website at: http://www.eec.state.ma.us/kr_research.aspx .

Through this application, EEC seeks to provide renewal funding for

- Building Careers in Early Education and Care (Building Careers); and
- Special Education Coursework (optional).

Purpose:

Building Careers in Early Education and Care

The purpose of the Building Careers grant program is to fund college courses and

	<p>academic advising for early education and care and out-of-school time educators who are seeking a degree in early childhood education or a related field. The program is designed to help non-traditional students succeed academically and professionally by providing career and academic advising, using a cohort model, and scheduling courses at times that are convenient for working adults. Currently, 21 colleges and universities throughout the Commonwealth receive Building Careers funding. Each is expected to maintain a cohort of 20-30 students.</p> <p>EEC is encouraging existing grantees to work towards a better aligned and integrated service delivery model. Grant funds may be used to fund early education and care and out-of-school time courses addressing children from infancy through school age, and general education courses necessary for educators to complete their degrees. All funded early education and care and out-of-school time courses must align with EEC’s Core Competencies (the Core Competencies are listed in Appendix D). All funded early education and care courses for preschool-aged children must align with the <i>Early Childhood Program Standards</i> and the <i>Guidelines for Preschool Learning Experiences</i> (which are based on the Massachusetts Curriculum Frameworks). The <i>Standards</i> and <i>Guidelines</i> may be found on the EEC website at: http://www.eec.state.ma.us/CurriculumGuidelinesAndStandards.aspx.</p> <p>Institutions of higher education are encouraged to make meaningful connections between the required general education courses and the courses developed for Building Careers students. To this end, courses funded through this grant should address the following: meeting the developmental needs of children, making appropriate referrals, and adapting the curriculum for children with disabilities or who are not proficient in English.</p> <p>Special Education Coursework (optional)</p> <p>The Special Education Coursework funding is intended to enhance the ability of early education and care and out-of-school time educators to work with children with disabilities, to plan and implement a curriculum, and to assess the needs of all children including those with disabilities and those who are not proficient in English. It is also necessary for those individuals responsible for the professional development of educators working with children with disabilities to provide appropriate instruction on making appropriate referrals and adapting the curriculum for children with disabilities or those who are not proficient in English. An important program goal is to promote the inclusion of children with disabilities in early education and care and out-of-school time programs.</p>
<p>Goals and Priorities:</p>	<p>EEC’s goal is to create a professional development continuum that is inclusive of all types of settings and positions within the early education and care and out-of-school time field. EEC is committed to creating a professional development system for the early education and care and out-of-school time workforce that promotes increasing professional development opportunities and degree attainment, maximizes resources, and functions collaboratively and effectively at the local and regional levels. To that end, the priorities for these grant funds are as follows:</p> <ol style="list-style-type: none"> 1. To increase the number of educators in the field with a degree in early childhood education or a related field;

	<ol style="list-style-type: none"> 2. To increase access to higher education for early education and care and out-of-school time educators in the field by providing: <ul style="list-style-type: none"> • Financial assistance to support college level coursework in early education and care and out-of-school time, general education, English for speakers of other languages (ESOL) and developmental coursework; • Academic, mentoring, and career advising; • Worksite observations and supervision; • Non-traditional coursework (i.e., evening and weekend offerings and distance learning) and support services; • Transfer and articulation agreements between institutions of higher education; 3. To promote high quality professional development that: <ul style="list-style-type: none"> • Addresses the needs of children and youth of all abilities; • Is based on EEC’s Core Competencies (see Appendix D); • Aligns coursework addressing preschool children with the <i>Early Childhood Program Standards and the Guidelines for Preschool Learning Experiences</i>; • Meets diverse learner needs, including entry level staff and those in leadership positions; • Is provided through non-traditional means, including night and weekend courses, and off-campus approved distance learning; and 4. To encourage partnerships and broad-based collaborative planning efforts that leverage and maximize resources across public and private agencies including CCR&R agencies, CPC programs, family child care systems, Head Start, Massachusetts Family Networks (MFN) programs, and the Parent-Child Home Programs (PCHP), institutions of higher education, local education agencies, educational collaboratives, and vocational-technical high schools (see Appendix F for a list of vocational-technical high schools in Massachusetts). Contact information for CCR&R agencies, CPC programs, MFN and PCHP programs is available on EEC’s website, www.eec.state.ma.us.
<p>Grantee and Student Eligibility:</p>	<p>Grantee Eligibility</p> <p>Only Building Careers grant sites that were awarded funding in Fiscal Year 2008 are eligible for renewal funding through this application. To be eligible for renewal funding, each grant site must:</p> <ol style="list-style-type: none"> 1. Have satisfied the conditions and requirements, including all reporting requirements, of their Fiscal Year 2008 grant (grantees’ past performance will be considered); and 2. Agree to fulfill the following Fiscal Year 2009 grant requirements: <ul style="list-style-type: none"> • Successfully retain and matriculate a minimum of 20 students and purchase a sufficient number of seats in college courses leading to a degree in early childhood education or related field to meet the needs of those students; • Offer at least four courses to a minimum of 20 Building Careers students or purchase seats for at least 20 Building Careers students; • Employ a Building Careers coordinator for the entire academic year;

- Complete and submit all reports and data forms in a timely manner;
- Collaborate with other Building Careers grantees, CPC local councils and coordinators, local CCR&R agencies, family child care systems, Head Start, MFN and PCHP programs, institutions of higher education, local education agencies, educational collaboratives, and vocational-technical high schools; and
- Participate in statewide and regional meetings sponsored by EEC related to the Building Careers grant.

Student Eligibility

Building Careers

To be eligible and to maintain eligibility for the Building Careers program, students must:

1. Be a Massachusetts resident and U.S. citizen or eligible non-citizen;
2. Work in a program serving EEC-funded children (i.e., group child care, family child care, school age child care, or Head Start programs);
3. Have completed a college-level course for credit in child growth and development (please note that new students from a vocational technical program do not need to meet this requirement);
4. Agree to meet with an academic advisor for career/academic counseling;
5. Agree to complete student data forms each semester and share directory information with Building Careers Coordinator and EEC;
6. Maintain a grade point average of 2.5 or above;
7. Participate in work-site observations and supervision meetings (if applicable); and
8. Matriculate into a degree program in early childhood education or a related field within one year.

Special Education Coursework

To be eligible to participate in the Special Education Coursework opportunity, students must meet criterion #1, #2, #6, and #7 listed above. Please note that students participating in the Special Education Coursework are not required to be part of the Building Careers cohort. Students participating in the Special Education Coursework may also be:

1. A staff member of a CPC, CCR&R, or family child care system who is responsible for professional development of staff in the field, or
2. A staff member working with preschool-age children with disabilities in an EEC-funded program, including MFN and PCHP programs. Please note: Participants may be required to provide documentation regarding the number of children with disabilities enrolled in their program.

<p>Funding:</p>	<p>There is approximately \$1,200,000 available for renewal grants to Fiscal Year 2008 Building Careers in Early Education and Care grantees. In order to receive renewal funding, grantees must submit a Fiscal Year 2009 Renewal Application for Building Careers in Early Education and Care grant funding for Fiscal Year 2009. Additional funding is available for the Special Education Coursework. Grant eligibility amounts are listed in Appendix A.</p> <p>Two-year institutions are eligible for a maximum of \$48,480 of which:</p> <ul style="list-style-type: none"> • at least \$15,000 is to support the role of the Building Careers Coordinator and related services such as career and academic advising, observation, and supervision; and • at least \$25,000 is to support tuition and fees, instructional materials, and salaries and/or stipends for full-time and adjunct faculty, college instructors, or consultants for coursework <p>Four-year institutions are eligible for a maximum of \$68,000 of which:</p> <ul style="list-style-type: none"> • at least \$15,000 is to support the role of the Building Careers Coordinator and related services such as career and academic advising, observation, and supervision; and • at least \$41,000 is to support tuition and fees, instructional materials, and salaries and/or stipends for full-time and adjunct faculty, college instructors, or consultants for coursework <p>In order to be eligible to receive the full amount of Building Careers funding, grantees must maintain a Building Careers student cohorts of 20-30 students per institution. Grantees that are not able to maintain a cohort of 20-30 students may have their award amount reduced accordingly.</p> <p><i>Fiscal Year 2009 Building Careers in Early Education and Care grant awards are contingent upon submission of all required forms detailed in the “Required Forms” section below.</i></p>
<p>Fund Use:</p>	<p>Funds must be used to support the grant requirements, goals, and priorities listed above. EEC reserves the right to approve, deny, or request modifications on planned fund use.</p> <p>Grant funds may be used to pay for the following:</p> <ul style="list-style-type: none"> • Administrative costs (not to exceed 8% of total grant award or any subcontract); • Instructional materials; • Non-instructional materials; • Observation and supervision; • Outreach; • Printing; • Salary of the Building Careers grant coordinator*; • Salaries, and/or stipends for full-time and adjunct faculty, college instructors, or consultants for coursework; • Stipends for career and academic advising; • Travel (to statewide and regional meetings); and • Tuition and fees.

	<p>The following administrative cost total cannot exceed 8% of the total grant award:</p> <ol style="list-style-type: none"> 1. Salary of the <i>supervisor</i> of the grant coordinator; 2. Salaries of fiscal staff (including, but not limited to, bookkeeper and contract monitors); 3. Stipends and fringe benefits for administrators and fiscal staff; and 4. Telephone/utility, rental of space, and internal audit costs associated with the administration of the professional develop grant program. <p>Grant funds shall <u>not</u> be used to pay for the following:</p> <ul style="list-style-type: none"> • College courses paid by the ECE Scholarship or other means; • Computer hardware; • Equipment purchase, rental, or repair; • NAEYC related expenses including membership fees and accreditation costs; or • CDA application costs. (Individuals should be applying for EEC’s CDA Scholarship to support the costs of the CDA assessment application.) <p>Please note: Federal indirect cost rates may not be charged to this grant.</p>
<p>Required Services:</p>	<p>Building Careers in Early Education and Care</p> <p>Grantees must do the following:</p> <ol style="list-style-type: none"> 1. Maintain current Building Careers students and recruit additional students as necessary to maintain a cohort of 20 to 30 students. Students who are able to secure other means of financial assistance may be replaced with new recruits but must still participate in related services listed below. Additional openings due to alternative financial assistance or attrition must be filled with educators working in EEC-funded programs; 2. Institutions of higher education must ensure that enough seats in college courses leading to a degree are provided to continuing Building Career students; 3. Employ a Coordinator for the entire year who shall be responsible for ensuring that: <ul style="list-style-type: none"> • Building Careers students and ECE Scholarship recipients receive academic advising, mentoring, and career counseling; • There is collaboration across departments within the institution to leverage additional resources and to ensure the appropriate expenditure of funds; • Students are provided with assistance to navigate the institution successfully; • Day and evening programs at the individual institution are connected; • Whole group meetings of students are convened at least twice during the school year to share resource information, discuss current issues, and encourage networking; • The transition of Building Careers students to other support systems as they develop professionally is facilitated; • Articulation/transfer agreements are executed and credit for prior learning is promoted among colleges and universities; • Community-wide seminars for early education and care and out-of-school

	<p>time staff are provided to inform students about higher education programs. These seminars must include time for individual academic and career counseling;</p> <ul style="list-style-type: none"> • The institution collaborates with local vocational-technical high schools that have early education and care programs to facilitate the transition of high school graduates who are EEC teacher certified into a college program; • There is collaboration across institutions and with community-based agencies such as CPC programs, CCR&R agencies, family child care systems, Head Starts, MFN and PCHP programs, and local vocational technical high schools with early education and care programs to build a continuum of linkages and supports that guide the professional development of early education and care and out-of-school time educators as they advance from attending workshops to taking college courses to matriculating in degree granting programs. Collaborative activities may include, but are not limited to, the following: <ul style="list-style-type: none"> • Informing early education and care and out-of-school time educators of available resources and supports, such as the seminars mentioned above; • Providing mentoring, career counseling, academic advising, and other supports; • Making professional development opportunities readily accessible to early education and care and out-of-school time educators; • Assessing the professional development needs of early education and care and out-of-school time educators through site visits and other means; • Offering a range of professional development opportunities, from beginner to advanced, including developmental coursework for newly recruited students, to meet the needs of early education and care and out-of-school time educators; • Ensuring institution website information for Building Careers and ECE Scholarship programs are up to date and accurate; <p>4. Provide at least two courses in early education and care or out-of-school time and at least two general education courses to Building Careers students. Courses should indicate which EEC Core Competency area(s) are addressed. ECE courses addressing preschool-aged children must align with the <i>Early Childhood Program Standards and Guidelines for Preschool Learning Experiences</i>. Courses may be offered to the entire cohort, or the institutions may permit <i>Building Careers</i> students to enroll in courses offered to all students;</p> <p>5. Ensure that all early education and care or out-of-school time courses include content on young children with disabilities and children who are English language learners;</p> <p>6. Provide academic support systems that assist students in maintaining a grade point average of 2.5 or above, including but not limited to, tutoring, advising, providing ESOL at times convenient for working adults, and providing referrals and linkages to the college’s Disability Services office if the student has a disability;</p>
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	<ol style="list-style-type: none"> 7. Provide at least one community-wide seminar for staff working in early education and care and out-of-school time programs to inform students about higher education programs. This seminar will include time for individual academic and career counseling in the field of early education and care and out-of-school time; 8. Participate in EEC sponsored statewide and regional meetings; 9. Ensure student eligibility and continued eligibility (see Grantee and Student Eligibility section above); 10. Ensure that courses funded under Building Careers grants are not also paid for by other funding sources, such as professional development funds awarded to the CPCs and CCR&Rs by EEC or the ECE Scholarship Program; and 11. Complete EEC provided data forms and submit all required forms to EEC in a timely manner. <p>Special Education Coursework</p> <p>Additional (optional) funding is available for the provision of undergraduate and graduate level coursework to educators working directly with preschool-age children with disabilities and to those individuals responsible for the professional development of the educators working in programs serving preschool-age children with disabilities. In addition to the Required Services #1-11 listed above, grantees must do the following in order to be eligible for Special Education Coursework funding:</p> <ol style="list-style-type: none"> 1. Offer one undergraduate course on a topic that addresses children with disabilities during the 2008-2009 academic year to at least 20 participants. Institutions with the ability to provide graduate level coursework may offer one graduate level course as well. Please note: Courses provided with Special Education Coursework funding are in <u>addition to course offerings listed above in #4</u> under the Required Services for Building Careers in Early Education and Care; 2. Prioritize individuals who work directly with preschool children with disabilities in EEC-funded programs, MFN and PCHP programs, or individuals who work at CPC programs, CCR&R agencies, or family child care systems <u>and</u> who are responsible for the professional development of individuals who work with these children and their families; 3. Ensure participant eligibility and give priority to individuals responsible for the professional development of staff and those who are working with children with disabilities. Students other than current Building Careers students may participate in courses provided with Special Education Coursework funding; and 4. Report on the demographics of students served upon EEC request.
<p>Grant Term:</p>	<p>This is a one year grant for the period September 1, 2008 – June 30, 2009 subject to the following: legislative authorization, legislative appropriation, an annual award of grant</p>

	funds, and any modifications made by EEC. If additional funding becomes available during the grant term, EEC may disperse such funds through an open award process or may amend existing grants.
Contact:	Katie DeVita Professional Development Specialist 617-988-7827 Katie.DeVita@massmail.state.ma.us
Timeline and Submission Date:	Building Careers in Early Education and Care grant renewal applications must be submitted and received at EEC’s Central office by 4:30 p.m. on Monday, August 18, 2008.
Required Forms:	<ul style="list-style-type: none"> • Part II: Budget Detail and Narrative • Part III: Fiscal Year 2009 Program Contact Information • Part IV: Required Program Information • Commonwealth Terms and Conditions (if not already on file) • Authorization for Electronic Funds Transfer (EFT) (if not already on file) • Contractor Authorized Signatory Listing Form (if not already on file) • Request for Taxpayer Identification Number and Certification (W-9) (if not already on file) <p>Forms numbered 4 through 7 above may be accessed through the Operational Services Division’s website at www.mass.gov/osd.</p> <p>Please note: Part I: Standard Contract Form or ISA Form will be sent to you by EEC fiscal staff following the programmatic approval of your grant. You will have to sign and return the contract form to EEC with an original signature (no copies).</p>
Submission Instructions:	<p>Parts II, III, and IV are due in hard copy to the EEC Central office by 4:30 p.m. on Monday, August 18, 2008. Please send one original (all signatures must be in blue ink) and one copy of these documents to:</p> <p style="text-align: center;">Tresa Glover-Smith Massachusetts Department of Early Education and Care 51 Sleeper Street, 4th Floor Boston, MA 02210 Attention: Fund Code 250 Grant</p> <p>Parts II and IV must also be submitted via email as an attachment to Katie.DeVita@massmail.state.ma.us by 4:30 p.m. on Monday, August 18, 2008. Please include the name of your agency and “Fund Code250” and in the email subject line.</p>
Additional Information for the Applicant:	<p>Appendix A: Grant Eligibility Amounts</p> <p>Appendix B: Instructions for Budget Detail and Narrative</p> <p>Appendix C: Grant Negotiation, Payment Terms, Grant Expenditures, Termination, Recoupment of Funds, and Relevant Law</p> <p>Appendix D: EEC Core Competencies</p> <p>Appendix E: Massachusetts Vocational Technical High Schools With Early Education and Care Programs</p>

<p>Reporting:</p>	<p>In order to recognize accomplishments, identify challenges, and inform future funding decisions, data reports, including student and program information, are required of all Fiscal Year 2009 grant recipients. These reports will provide EEC with information regarding the successes and challenges in meeting grant goals and objectives.</p> <p>A template for reporting this information will be forthcoming. Institutions will be responsible for providing EEC with an updated list of participating students including directory information, current position type, and employment setting. These programmatic narrative reports are in addition to existing financial reporting requirements.</p>

Part III: Fiscal Year 2009 Program Contact Information

BUILDING CAREERS COORDINATOR	
<i>(This is the person who will receive an EEC approved copy of the grant.)</i>	
Name:	
Position/Title:	
Mailing Address:	
Phone:	
Fax:	
E-mail:	

BUILDING CAREERS SECOND CONTACT COORDINATOR	
Name:	
Position/Title:	
Mailing Address:	
Phone:	
Fax:	
E-mail:	

BUILDING CAREERS SUMMER CONTACT	
<i>(This person must be available to EEC from August 18, 2008 – September 1, 2008.)</i>	
Name:	
Position/Title:	
Mailing Address:	
Phone:	
Fax:	
E-mail:	

Part IV: Required Program Information

Building Careers in Early Education and Care

1. Identify the grant components for which your program will be applying for funding in Fiscal Year 2009?

_____ Building Careers in Early Education and Care

_____ Special Education Coursework

2. Does your institution currently have a cohort of 20-30 students to participate in the Building Careers program for FY2009?

_____ Yes, if yes how many students: _____

_____ No, if no please indicate the number of students currently participating and describe your efforts to recruit additional students into the program.

3. Identify who will serve as the coordinator(s) for the Building Careers in Early Education and Care grant program. Identify (list) the roles and responsibilities of this individual; include number of hours per week that will be dedicated to the Building Careers grant.
4. Who will be responsible for providing the required support services, such as career and academic advising, mentoring, and navigating the college system, to Building Careers and ECE Scholarship students? Please provide the name and the credentials/expertise of individual(s) providing these services, the anticipated number of hours per week for these activities. .
5. Describe your proposed efforts to collaborate with other institutions and community-based agencies, including vocational technical high schools, included in Required Services section of the grant renewal application.
6. Describe your proposed plan for community-wide seminars.
7. Describe the strategies that will be used to adapt course offerings and support services to meet the needs of non-traditional students.
8. How are (how will) the following be aligned with current coursework at your institution? What resources or tools are used (will be used) to help with this process?
- a. *Early Childhood Program Standards and the Guidelines for Preschool Learning Experiences*;
 - b. EEC Core Competencies; and
 - c. Addressing special education and the developmental needs of children.
9. Will your program offer coursework to students via a cohort class, purchasing seats for individual students, or both? If your program will be purchasing seats for individual students please identify the number of students that will be served and the number of courses that will be purchased per student.

10. Complete the chart below for **cohort classes** that will be offered through the Building Careers grant.

Course Number & Title	Course Location*	Semester and Time**	Anticipated Number Worksite Observations per Student	Anticipated Number of Students	Core Competency Area(s)

*Indicated if this course will be offered on or off campus. If a course is being offered off campus please provide detail on where the course is being held. **Indicate the semester in which the course will be offered and if the course will be offered at night or during the weekend.

11. Indicate the person(s) responsible for the observation and supervision components of the grant in FY2009.
12. Indicate resources that will be used to help students implement coursework at work-sites. How will work-site observations be used to help students implement and reflect on instructional strategies learned through coursework?
13. How will observation and supervision visits help faculty assess students' competencies? What training if any will be provided to faculty responsible for work-site observations and supervision?
14. Indicate the number of Building Careers and ECE Scholarship students that you anticipate will be graduating in FY2009; describe transitions/plans that are in place (will be in place) to support these students to:
 - a. transfer to a bachelor's degree program
 - b. continue with professional development opportunities available to them

Special Education Coursework

Please answer the following questions if your institution will be applying for additional (optional) funding to support special education coursework.

1. Please complete the chart below for the special education coursework that will be offered through the additional (optional) funding.

Course Number	Course Name	Course Description: specify if undergraduate or graduate course	Anticipated Semester	Core Competency Area(s) addressed

2. If observations at student’s place of employment will be included in as part of the special education coursework, please include information on who will be responsible for worksite observations, how many times each student will be observed, and the tools/resources that will be used to observe and evaluate the observations.

Child Development Associate (CDA) Credential

EEC is considering ways to expand resources to support early education and care and out-of-school time educators interested in obtaining their CDA credential. Please answer the following questions to the best of your ability.

1. Does your institution currently have a CDA program?

IF Yes

2. Describe your program including:
 - a. number students currently participating,
 - b. number of courses,
 - c. number of college credits students receive,
 - d. length of the program,
 - e. necessary advising, coaching, mentoring, and observation components
3. Is your CDA program linked to a degree program at your institution?
4. Would your program be interested in expanding? If so, what enhancements/additions would you anticipate?

IF NO

5. Would your institution be interested in creating a CDA program? If so describe how the program would get started and how it would be linked to the existing ECE program at your institution.

Appendix A: Fiscal Year 2009 Grant Eligibility Amounts

Institution of Higher Education	Fiscal Year 2009 Building Careers in Early Education and Care Grant Eligibility	Fiscal Year 2009 Special Education Coursework Undergraduate Course Eligibility	Fiscal Year 2009 Special Education Coursework Graduate Course Eligibility
Anna Maria	\$68,000	\$10,950	\$12,950
Becker College	\$68,000	\$10,950	\$12,950
Berkshire Community College	\$48,480	\$7,450	
Bridgewater State College	\$68,000	\$10,950	\$12,950
Bristol Community College	\$48,480	\$7,450	
Bunker Hill Community College	\$48,480	\$7,450	
Cape Cod Community College	\$48,480	\$7,450	
Fitchburg State College	\$68,000	\$10,950	\$12,950
Greenfield Community College	\$48,480	\$7,450	
Holyoke Community College	\$48,480	\$7,450	
Mass Bay Community College	\$48,480	\$7,450	
Massasoit Community College	\$48,480	\$7,450	
Middlesex Community College	\$48,480	\$7,450	
Mount Wachusett Community College	\$48,480	\$7,450	
North Shore Community College	\$48,480	\$7,450	
Northern Essex Community College	\$48,480	\$7,450	
Quinsigamond Community College	\$48,480	\$7,450	
Salem State College	\$68,000	\$10,950	\$12,950
University of Massachusetts - Boston	\$68,000	\$10,950	\$12,950
Urban College Of Boston	\$48,480	\$7,450	
Worcester State College	\$68,000	\$10,950	\$12,950

Appendix B: Instructions for Budget Detail and Narrative

Budget Detail General Instructions:

The Budget Detail for your program is provided as an Excel document. Please note that there are two sections (tabs) to the Budget Detail file. One section is for funding allocated to the Building Careers in Early Education and Care Program and the other section is for funding specifically allocated for the Special Education Coursework. If your program is interested in applying for the additional (optional) funding for Special Education Coursework you must complete both sections (tabs) of the Budget Detail document.

Each budget contains:

- **Expenditure Category:** Delineates the specific expenditure categories that reflect Building Careers allowable expenditures that can be used to support the program goals and priorities.
- **Number of Staff/Number of Students:** Report the number of staff or students that will be funded under this line item.
- **Total FTE:** Report the full time equivalency of the individuals reported under “Number of Staff”. For instance, if the line item funds two (2) staff that each work half time, their FTE is 1.0 (100%).
- **Proposed FY 2009 Expenditure:** Report the proposed funding you intend to allocate to specific expenditure categories. This column will auto-sum all of the figures entered to provide a subtotal amount and total grant award amount at the bottom of the spreadsheet. This amount should not exceed your given allocation for that particular budget (please refer to Appendix A for eligibility amounts).
- **Expenditure Description:** Provide a detailed explanation of how the funding proposed in the Proposed FY 2009 Expenditure column will be used. Please do not reiterate the definitions that are included in the Expenditure Parameters tab.

Appendix C: Grant Negotiation, Payment Terms, Grant Expenditures, Termination, Recoupment of Funds, and Relevant Law

EEC may negotiate with the selected Grantee(s) the specific deliverables and timeline for their completion prior to the commencement of this project. Payments will be made according to the final negotiated terms. EEC will have sole discretion to determine whether a deliverable has been successfully completed by a Grantee thereby triggering a payment.

Amendments to required services or deliverables which do not affect funding changes:

If during the project, either EEC or a Grantee would like to request a change in the required services, deliverables, or timeline, EEC or the Grantee may propose such changes to the other. The parties must mutually agree to such change(s) in writing. A written memorandum may be used to memorialize such changes; a formal grant amendment will not be required.

Programmatic Budget Adjustments (formerly called grant amendments):

If during the project, a Grantee would like to request a change from the original approved budget, thus changing deliverables, or timeline, the Grantee may propose such changes to EEC who may agree to implement such changes. This is done by filing a Programmatic Budget Adjustment (formerly called a grant amendment). A Programmatic budget adjustment is required 30 days in advance of proposed changes and in any case where the original budget line is changed by more than 10%. EEC reserves the right to approve or deny any proposed changes. When the Programmatic Budget Adjustment forms are available, you will receive electronic notification regarding where they are posted on the EEC website.

Grantees are encouraged to use Electronic Funds Transfers (EFT). EFT allows for payments to be made from the Commonwealth to grantees electronically and is the preferred method of payment for all payees doing business with the Commonwealth. Use of EFT significantly reduces payment delays through a reduction in processing and mailing time. Registering a grantee for EFT payments requires completion of an Electronic Funds Transfer form by the Grantee and submission to EEC as part of contract execution.

First quarter grant payments will be released to you automatically. To initiate subsequent grant payments, grantees must submit a Request for Funds Form for the appropriate fiscal year. Throughout the grant term, grantees must seek EEC's approval for any budget changes by filing EEC Amendment Forms. Within sixty (60) days of the termination of a grant, a grantee must submit an FR1 Final Financial Report and repay the Commonwealth for any unexpended funds. These forms are available at EEC's website, www.eec.state.ma.us.

Forms must be sent to the following address:
Massachusetts Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210
Attn: Sandy Fortier Hollow

All grant recipients must use the grant monies in accordance with the terms and requirements set forth in this Request for Responses, in addition to applicable EEC policies, regulations and/or state or federal laws. EEC reserves the right to recoup any and all monies which are not spent in accordance with such terms and/or laws. EEC further reserves the right to discontinue grant funding to any recipient who violates any of the grant terms and/or conditions which are incorporated into this Request for Responses.

The selected Grantee must comply with all applicable provisions of the Massachusetts General Laws, State Finance Law, 815 Code of Massachusetts Regulations 2.00 *et seq.* (regarding grants), and the Office of the State Comptroller's policies and procedures regarding grants.

In accordance with the Commonwealth's Terms and Conditions, EEC reserves the right to, among other things, withhold payment or seek reimbursement if the Lead Agency/Council does not comply with the requirements delineated in this RFR.

Appendix D: EEC MA Early Education and Care and Out-of-School Time Core Competencies

Competency Area 1: Understanding the growth and development of children and youth

- A. General principles of child development
- B. Physical development
- C. Sensory development
- D. Language development
- E. Cognitive development
- F. Social-emotional development
- G. Individual differences and development

Competency Area 2: Guiding and interacting with children and youth

- A. Acceptance of all children
- B. Child guidance
- C. Relationships/Interactions with children
- D. Supporting children's interactions
- E. Groups and environments
- F. Mental health

Competency Area 3: Partnering with families and communities

- A. Respect for diverse cultures and communities
- B. Communication/relationships with families
- C. Family involvement
- D. Resources to support families

Competency Area 4: Health, safety, and nutrition

- A. Health
- B. Safety
- C. Nutrition and Physical Activity

Competency Area 5: Learning environments and implementing curriculum

- A. Creating the learning environment
- B. Curriculum

Competency Area 6: Observation, assessment, and documentation

- A. Planning
- B. Observing and recording
- C. Using appropriate assessment methods
- D. Communicating with and involving families in the assessment process
- E. Using observations and assessments to plan
- F. Working with families to facilitate referrals

Competency Area 7: Program planning and development

- A. Regulations, standards, and policies
- B. Program planning and evaluation and continuous improvement
- C. Personnel issues
- D. Managing resources

Competency Area 8: Professionalism and leadership

- A. Professional attitudes, behaviors, and ethical standards/professional guidelines
- B. Communication skills
- C. Relationships and team building
- D. Professional development
- E. Leadership

**Appendix E: Massachusetts Vocational Technical High Schools
With Early Education and Care Programs**

<http://www.doe.mass.edu/cte/programs/directory.doc>

- | | |
|---|---|
| <p>1. Attleboro Public Schools
100 Rathbunwillard Drive
Attleboro, MA 02703
Phone: 508-222-5150
http://www.attleboroschools.com/ahs/index2.htm</p> | <p>Phone: 978-441-4807
http://www.gltech.org</p> |
| <p>2. Blue Hills Regional Vocational Technical High School
800 Randolph Street
Canton, MA 02021
Phone: 781-828-5800
http://www.bluehills.org</p> | <p>7. Lynn Vocational Technical Institute
Lynn School District
80 Neptune Blvd.
Lynn, MA 01902
Phone: 781-477-7431
http://www.lynnschools.org</p> |
| <p>3. BMC McDurfee High School
Fall River School District
360 Elsbree Street
Fall River, MA 02720
Phone: 508-675-8130
http://www.fallriver.k12.ma.us</p> | <p>8. Medford Vocational High School
Medford School District
489 Winthrop
Medford, MA 02155
Phone: 781-393-2369
http://www.medford.k12.ma.us</p> |
| <p>4. Cape Cod Regional Vocational Technical High School
Pleasant Lake Avenue
Harwich, MA 02645
Phone: 508-432-4500
http://www.capetech.us</p> | <p>9. Minuteman Regional Vocational Technical High School
758 Marrett Street
Lexington, MA 02421
Phone: 781-861-6500
http://www.minuteman.org</p> |
| <p>5. Greater Fall River Regional Vocational Technical High School
251 Stonehaven Road
Fall River, MA 02723
Phone: 508-678-2891
http://www.diman.mec.edu</p> | <p>10. Montachusett Regional Vocational Technical High School
1050 Westminster Street
Fitchburg, MA 01420
Phone: 978-345-9200
http://www.montytech.net</p> |
| <p>6. Greater Lowell Regional Vocational Technical High School
230 Pawtucket Blvd.
Tyngsboro, MA 01879</p> | <p>11. Nashoba Valley Regional Vocational Technical High School
100 Littleton Road
Westford, MA 01886
Phone: 978-692-4711
http://www.nashobatech.mec.edu</p> |

12. Newton North High School
Newton School District
360 Lowell Avenue
Newton, MA 02460
Phone: 617-559-6400
<http://www.newton.mec.edu>
13. Plymouth High School
Plymouth School District
490 Long Pond Road
Plymouth, MA 02360
Phone: 508-224-7512
<http://www.plymouthschools.com/pshs/index.htm>
14. Quincy High School
Quincy School District
52 Coddington
Quincy, MA 02169
Phone: 617-984-8731
<http://www.quincypublicschools.com>
15. Somerville High School
Somerville School District
81 Highland Avenue
Somerville, MA 02143
Phone: 617-625-6600
<http://www.somerville.k12.ma.us/>
16. South Middlesex Regional Vocational Technical High School
750 Winter Street
Framingham, MA 01702
Phone: 508-416-2100
<http://www.jpkeefehs.org>
17. Tri-County Regional Vocational Technical High School
147 Pond Street
Franklin, MA 02038
Phone: 508-528-5400
<http://www.tri-county.tc>
18. Waltham High School
Waltham School District
617 Lexington Street
Waltham, MA 02452
Phone: 781-314-5519
<http://www.city.waltham.ma.us/school/webpage/sh.htm>
19. Whittier Regional Vocational Technical High School
115 Amesbury Line Road
Haverhill, MA 01830
Phone: 978-373-4101
<http://www.whittier.mec.edu>