

New Jersey Council for Young Children
ARRA Application to US Department of
Health and Human Services

New Jersey Council for Young Children ARRA Application Narrative

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I. ABSTRACT OF THE PROPOSAL

The State of New Jersey is requesting the allocation of \$1,594,234 over a three-year period from September 2010 through August 2013 to support the work of the New Jersey Council for Young Children, established and serving as the New Jersey State Advisory Council under the Improving Head Start for School Readiness Act of 2007. Details on the proposed use of these funds are provided in Section III of this grant application. A summary budget by item and year follows in the abstract. The required state match has been designated within the budget of the Department of Education in the amount of \$3,719,880 over the three years of the federal grant award. This in kind contribution comes entirely from the fully state funded preschool program for three- and four-year-old children, administered and funded by the New Jersey Department of Education. The required indirect rate of 3.5% (\$55,798) is included as part of Goal 7, Council support and public accountability.

American Recovery and Reinvestment Act (ARRA) funds requested in this application will be drawn down as follows:

- SFY 2010-2011: \$520,098
- SFY 2011-2012: \$762,261
- SFY 2012-2013: \$311,875

The goals and objectives included within this grant application were developed as the direct result of work on the New Jersey Council for Young Children's *2010 Strategic Report*, adopted on June 14, 2010 following several weeks of public review and a public hearing on May 21st. The report, prepared just 120 days after the Council was established, provides an update on each of the seven functions assigned to each state's State Advisory Council for Early Education and Care (hereafter, the Council) by the Improving Head Start for School Readiness Act of 2007

(hereafter, the Head Start Act). Findings are summarized within this grant application. The full report is being transmitted with the Council's grant application but, due to its length, is not included as an appendix.

From this work, the Council identified seven goals, each with a specific set of objectives.

Table 1 provides a summary of the goals and objectives; and Table 2 provides a fiscal summary.

Table 1. Strategic Goals for the New Jersey Council on Young Children's ARRA Grant Application 2010-2013
<p><i>Goal 1: Coordinated Information Systems Development and Use, including Needs Assessment</i></p> <p>Objective 1.1: Map data sets, develop framework and implement information system</p> <p>Objective 1.2: Implement unique child ID and link to data on learning at key developmental points</p> <p>Objective 1.3: Implement coordinated data system to assess needs of infants, young children and their families</p> <p>Objective 1.4: Map regulations across agencies</p>
<p><i>Goal 2: Improved Outreach through Public Private Partnerships</i></p> <p>Objective 2.1: Evaluate and improve outreach through partnerships</p> <p>Objective 2.2: Target outreach to underserved populations</p>
<p><i>Goal 3: B-8 Early Learning and Development Standards and B-8 Program Standards</i></p> <p>Objective 3.1: Develop infant/toddler early learning and development standards, align with preschool through grade three</p> <p>Objective 3.2: Adopt kindergarten program standards and align with preschool program standards</p> <p>Objective 3.3: Cross-walk existing program standards</p>
<p><i>Goal 4: Workforce Development</i></p> <p>Objective 4.1: Map current professional development opportunities and expand the Workforce Registry</p> <p>Objective 4.2: Review and improve articulation between New Jersey institutions of higher education</p> <p>Objective 4.3: Review and improve the content and delivery of programs of higher education and professional development programs</p> <p>Objective 4.4: Expand requirements and learning opportunities for early childhood leaders</p>

Table 1. Strategic Goals for the New Jersey Council on Young Children's ARRA Grant Application 2010-2013
in public and private settings
<i>Goal 5: Comprehensive B-8 Program Improvement System</i> Objective 5.1: Plan for a continuous quality improvement system, and adopt a QRIS Objective 5.2: Map and assess program quality in a sample of infant/toddler programs Objective 5.3: Employ unique child IDs to track impact of program quality
<i>Goal 6: Strategic Communications and Information Exchange</i> Objective 6.1: Expand Council subcommittee participation Objective 6.2: Family involvement and input Objective 6.3: Public education campaign
<i>Goal 7: Council Support and Public Accountability</i>

Table 2. ARRA Resources Requested to Support the Goals and Plan of Action of the New Jersey Council for Young Children's				
All Goals	2010-2011	2011-2012	2012-2013	Total
	\$520,098	\$762,261	\$311,875	\$1,594,234
<i>Goal 1. Coord Info Systems</i>	<u>\$47,780</u>	<u>\$277,000</u>	<u>\$97,000</u>	<u>\$421,780</u>
1.1: Mapping data	\$21,000	\$50,000	-0-	
1.2: Child IDs and outcomes	\$18,780	\$65,000	\$48,000	
1.3: Needs Assessment	\$8,000	\$162,000	\$49,000	
1.4: Mapping regulations	-0-	-0-	-0-	
<i>Goal 2. Improving Outreach</i>	<u>\$6,500</u>	<u>\$75,000</u>	<u>\$36,500</u>	<u>\$118,000</u>
2.1: Assess and build system	\$6,500	\$5,500	-0-	
2.2: Targeted outreach	-0-	\$69,500	\$36,500	
<i>Goal 3: Learn, Dev Prog Stan</i>	<u>\$49,800</u>	<u>\$12,700</u>	<u>\$7,700</u>	<u>\$70,200</u>
3.1: Inf/Toddler Stands/Align	\$24,900	\$5,000	-0-	
3.2: K Program Standards	-0-	\$7,700	-0-	
3.3: Crosswalk Program Stands	\$24,900	-0-	\$7,700	
<i>Goal 4: Workforce Developmt</i>	<u>\$17,200</u>	<u>\$46,400</u>	<u>\$5,500</u>	<u>\$69,100</u>
4.1: Map PD, Expand Registry	\$2,300	\$41,000	-0-	
4.2: Improve articulation	-0-	\$1,200	\$1,200	
4.3: Improve content PD, IHE	\$14,900	\$4,200	\$4,300	
4.4: ECE leader preparation	-0-	-0-	-0-	
<i>Goal 5: Program Quality</i>	<u>\$291,600</u>	<u>\$183,000</u>	<u>\$22,000</u>	<u>\$496,600</u>
5.1: Quality Impr System	\$58,000	\$15,000	-0-	

Table 2. ARRA Resources Requested to Support the Goals and Plan of Action of the New Jersey Council for Young Children's				
5.2: Map Inf/Toddler quality	\$198,000	-0-	-0-	
5.3: Program quality data	\$35,600	\$168,000	\$22,000	
<i>Goal 6: Communications</i>	<u>0</u>	<u>\$52,757</u>	<u>\$43,000</u>	<u>\$95,757</u>
6.1: Expand Council partic.	-0-	-0-	-0-	
6.2: Family input	-0-	-0-	-0-	
6.3: Public education campaign	-0-	\$52,757	\$43,000	
<i>Goal 7: Council Support & Public Accountability</i>	<u>\$107,218</u>	<u>\$115,404</u>	<u>\$100,175</u>	<u>\$322,797</u>
Staffing/fringe/office	\$89,000	\$89,000	\$89,000	
Indirect	\$18,218	\$26,404	\$11,175	

II. OBJECTIVES AND NEED FOR ASSISTANCE

New Jersey Council for Young Children

The New Jersey Council for Young Children was established by Executive Order on January 8, 2010 to serve as the State Advisory Council for Early Education and Care as authorized under the Improving Head Start for School Readiness Act of 2007. As required in federal law, the Council has a diverse membership of 25 leaders representing the state's child care, education, disability, health and mental health sectors as well as the state's academic, research and philanthropic sectors. The Council is chaired by Dr. Ellen Wolock, Director of the New Jersey Department of Education's Office of Preschool Education.¹ Five New Jersey state departments also serve on the Council as ex officio members: the Department of Education, Department of Human Services, Department of Health and Senior Services, Department of Children and Families, and the Department of Labor and Workforce Development.

The Council is a "separate entity located in, but not of," the New Jersey Department of Education. Members are appointed for three-year terms (except for some first appointments), and vacancies are filled by gubernatorial appointment. The Council has adopted by-laws and has been meeting monthly since its inception in January. On May 21st a public hearing was held by the Council to receive oral and written testimony on the 2010 Strategic Report and the Council's preliminary 2010-2013 strategic priorities. Thirty five citizens and organizations were represented. Written testimony was received and has been posted to the Council's website.

The Council is charged with assuring "collaboration and coordination among the various early childhood programs in the state for children from birth to 'school' entry."² A first key task of the Council has been to complete this application for the one time, three-year federal ARRA

¹ Online at -- www.state.nj.us/education/ece/njcyc

² Online at -- www.state.nj.us/education/ece/njcyc/overview.pdf

grant in the amount of \$1,594,234 to continue the development and coordination of a comprehensive system of early education and development services for young children, ages birth through age eight, and their families.

To facilitate this work, committees were established to correspond to the seven functions assigned to State Advisory Councils under the Head Start Act. Over the months of March and April 2010, Council members met in committee to develop updates on the state's progress on each of the seven Council functions and to identify areas of work for possible inclusion in the Council's application for federal ARRA funding. On April 21st, the Council met as a whole to review recommendations from each committee, discuss emerging priorities, and review a first draft of the *2010 Strategic Report*. On May 7th, the draft Strategic Report was posted online.

On May 21st, the Council hosted a public hearing to receive comments on the report and to narrow priorities for inclusion in the grant application. Key issues raised across the 35 presenters are presented in detail in the *2010 Strategic Report*. They include: (a) the need for expanded council membership; (b) the need for additional resources; (c) the absence of a single entity to "manage, coordinate and evaluate" New Jersey's evolving early childhood system; (d) increased attention to several key areas including infant-toddler services, infants and children with special needs, transitions from preschool to kindergarten, wraparound services, infants and children's physical and mental health; and (e) the persistent underrepresentation of some groups in service participation.

The Council's Vision for a Comprehensive Early Childhood System

The Council's vision is to align and improve New Jersey's numerous and complex initiatives into one streamlined system of early care and education that reaches all infants and young

children in need of services. This coordinated delivery system will focus on the whole child, optimizing all aspects of learning and development. A continuous system of evaluation and improvement will help the Council achieve its goals and objectives. The system will build upon the highly successful and nationally recognized state funded preschool program implemented in the state's most economically disadvantaged school districts, formerly known as Abbott.

The movement toward a collaborative, comprehensive and high quality early childhood system comes from a history of initiatives by state stakeholders invested in optimizing services for infants, young children and their families, particularly those that are most vulnerable. These efforts to provide coordinated, comprehensive services have taken many forms. The Departments of Education and Human Services work closely in the delivery of full day preschool and wraparound services in the former Abbott districts. New Jersey hosts an Early Childhood Comprehensive Systems (ECCS) initiative, funded with federal public health resources, and has an active Head Start Collaboration Office and sector. The Head Start Collaboration Office is housed in the Department of Education, helping to ensure communication and collaboration with state-funded preschool programs. All agencies strive to move the State of New Jersey toward coordinated and integrated services for young children and their families.

New Jersey's early childhood "systems building" work began in 2003 with the New Jersey BUILD Initiative, coordinated by the Association for Children of New Jersey. This broad group of citizens and organizations worked for several years to produce a report entitled *Build the Future: A Blueprint for Early Learning in New Jersey* (February 2006). The report articulated three goals to move a birth to five early learning agenda forward in New Jersey. Each is consistent with the role, functions and goals of the New Jersey Council for Young Children:

- **Strengthen a Good Foundation** by investing in preschool, creating a competent early childhood workforce through better professional development and adequate compensation, and improve the quality of the child care system.
- **Construct a Better Framework at the State Level** by improving service coordination , making early learning a priority for state policy and funding, ensuring that families are engaged in policy and program decisions, and mounting a statewide education campaign on the importance of early learning for families and the public.
- **Develop an Infrastructure at the Community Level** by supporting and educating infant/toddler caregivers to improve the quality of early care and education and supporting families in effective parenting through education, support and access to services.³

In addition to building a comprehensive system that is responsive to the physical, intellectual, social, and emotional needs of a culturally and linguistically diverse population from birth to five, the Council believes that the emerging early childhood system must reach into the elementary school years as well. The expansion of focus from a birth to five to a birth through eight framework reflects currently evolving research and best practices, including linking and aligning the preschool experience to formal early schooling, kindergarten through grade three.⁴

Working with preschool to third grade programs, the Department of Education's Division of Early Childhood Education is now responsible for the development, implementation, and alignment of preschool through third grade program (PK-3) components with a focus on standards, curricula and assessment. Creation of this division acknowledges that a continuum of developmental stages constitute what is traditionally known as early childhood, further supports

³ Build the Future: A Blueprint for Early Learning in New Jersey, February 2006. pp. 5-15

⁴ Online at -- www.fcd-us.org/issues/issues_show.htm?doc_id=847000

New Jersey's investment in high quality preschool by providing high quality kindergarten through third grade educational experiences for young children. The preschool through third grade work is organized within a framework that includes structural (administration, class size, teacher-child ratio, etc.), process (quality of classroom environments, family involvement, teacher-child interactions, etc.) and alignment (standards, curriculum, assessments, etc.) components that impact children's development and learning.

In their commitment to a birth through age eight system, New Jersey policy makers and practitioners also understand that a comprehensive early learning and development system is, in reality, a "system of systems" that includes four core service domains:

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

In New Jersey, the services necessary to build a comprehensive and well-coordinated early childhood system for all of the state's young children exist within and are administratively managed and funded by a broad array of public-private, state and local agencies. No single department or agency exists in New Jersey with the authority to manage, coordinate and evaluate an early childhood system. For this reason, the Council places a high priority upon continuing to build collaborative relationships as part of the core mission and operational principles of governmental agencies at the state, county and local levels.

At the same time, the early childhood sector recognizes the need to continue to advance program quality and access, and to make the essential connection between program access, program quality and demonstrable child and family outcomes, as has frequently been articulated by the U.S. Secretary of Education Arne Duncan.

However, addressing the issue of governance remains a long-term goal for New Jersey's early care and education system. Designing an entity or system with the responsibility and authority to coordinate early education and care in the most effective and efficient way possible should continue to be explored.

A Snapshot of the State of New Jersey and its Young Children

New Jersey is home to nearly 650,000 children under the age of six. This age cohort constitutes 33% of the 2.1 million New Jersey children under age 18. The US Census estimates the total population of New Jersey at 8.7 million as of July 2009.⁵ Although New Jersey ranks 46th in size, it has become the 11th most populated state in the nation. Like many states, New Jersey is also becoming more diverse, with 46% of the state's children under age 18 identified as

⁵ U.S. Census Bureau, Population Division. Population as of July 1, 2009

non-white, including African American, Hispanic, Asian or a combination of ethnicities.⁶ In 2008, Hispanic families accounted for 21% of the state's children, while 15% lived in African American families.

In addition to this rise in diversity, New Jersey is experiencing an increase in the percentage of low-income families (that is, families living at or below 200% of the Federal Poverty Level). The Association for Children of New Jersey reports that, in 2008, 27% of the state's children lived in low income families.⁷ Among children under the age of six, 29% live in low income families.⁸

Of equal concern is the fact that that between 2004 and 2008, the percentage of children living in extreme poverty (that is, less than 50% of the Federal Poverty Level) rose to 6%, impacting 116,000 children. In 2008, the Federal Poverty Level for a family of three was \$17,600 and for a family of four was \$21,200.⁹ Of note, nearly one in four children lived in families where no adult held full-time employment, and at the same time the numbers of children receiving support from the federal food stamp program increased.¹⁰

Among children under the age of 18, there is a strong relationship between family race and ethnicity, and living in low-income families. In 2008, as reported by the National Center for Children in Poverty, 5% of white children under the age of 18 lived in low income families as compared to 49% of African American children and 56% of Hispanic children. Among children under the age of six, 14% lived in low-income families (possibly a result of the nation's recession) as did 54% of young Hispanic children. In contrast, 86% of white young children lived in families with incomes greater than 200% of the Federal Poverty Level, and when per

⁶ New Jersey 2010KidsCount report, The State of Our Children. Online at -- www.acnj.org

⁷ New Jersey 2010KidsCount report, The State of Our Children. Online at -- www.acnj.org.

⁸ National Center for Children in Poverty. Online at -- nccp.org/profiles/NJ_profile_6.html

⁹ In 2009, the Federal Poverty Level for a family three was \$18,310; for a family of four was \$22,050.

¹⁰ The State of Our Children, pp. 7-12. Online at -- www.acnj.org

capital income was considered, New Jersey ranked 2nd among states with a 2008 per capita income of \$70,378.

The Annie E. Casey KidsCount Data Center¹¹ ranks New Jersey 9th in the nation in overall child well-being, and the National Survey of Children's Health¹² reports that New Jersey exceeds the national average on such indicators as children in excellent or very good physical health (86%) and school-aged children exhibiting positive social skills (97%), children with a preventive medical visit in the past year (95%) and children current insured (92%).

State Fiscal Challenges and Opportunities

New Jersey, like many other states, faces a daunting state budget deficit in the current and coming year, an unemployment rate of 10.2%, and the need to reduce the size of the state budget. At the same time, the state has already been awarded over \$4 billion in state American Recovery and Reinvestment Act (ARRA) funds and has applied for Round II federal Race to the Top¹³ comprehensive P-20 school reform funding.

The New Jersey Council for Young Children is also following the congressional reauthorization of ESEA (Elementary and Secondary Education Act), expected to provide opportunities to improve early learning outcomes for young children.¹⁴ Specifically, one of the priority areas in the proposed ESEA plan requires a "cradle to career" educational context for children growing up in high poverty communities. Should ESEA be reauthorized with this downward reach into the preschool years, the New Jersey Council for Young Children will be

¹¹ Online at -- www.kidscount.org

¹² Online at -- www.nschdata.org/StateProfiles

¹³ Online at -- www2.ed.gov/programs/racetothetop/phase1-applications/index.html

¹⁴ *A Blueprint for Reform: Reauthorization of the Elementary and Secondary Education Act*, March 2010. Online at -- www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf

ready to participate fully, having included attention to preschool to third grade issues as part of its birth through eight strategic agenda.

Summary of the Council's Review of Federal Functions

In developing the content for the *2010 Strategic Report*, Council members determined that it would be useful to add one additional area of work, Program Standards and Quality Improvement. After members reviewed each of the existing seven sections, they determined that issues of program quality and standards were included in most of them. Consolidating that information in a single new section helps to bring coherence and emphasis to a highly important component of early childhood systems building.

The information provided below presents a summary of the work and findings of the committees. Substantial detail is provided in the Council's *2010 Strategic Report*.

Needs Assessment

The federal Head Start reauthorization requires that each State Advisory Council conduct a periodic needs assessment of quality and access for early childhood services and program. The State of New Jersey has not yet conducted a comprehensive needs assessment that will address the broadest intent of the federal legislation. However, the Council did examine a number of needs assessment efforts¹⁵ developed by both the public and private sector, and identified four issues related to needs assessment going forward.

First, very little is known about the quality of services for preschool children outside of the former Abbott school districts. Second, data on the quality and availability of early care options for infants and toddlers is significantly lacking. Third, there is a strong need to link the process

¹⁵ Four major studies were reviewed and are documented in substantial detail in the Council's *2010 Strategic Report*: The NJ Head Start Collaboration Office Needs Assessment (2009); National Institute for Early Education Research 2009 Preschool Yearbook (released 2010); NJ Preschool Expansion Assessment Research Study (2008); and Family Child Care Study (2006).

of needs assessment to the process of data collection. Fourth, there is a need to map the various “needs assessments” now in use and to gather knowledge about both the processes and findings. Together, these issues speak to a focused effort on both product (what do we know) and process (how do we know it; how can we know more) over the coming year.

Three recommendations were made regarding action in 2010-2013. First, the Council should work with partners, including, but not limited to, Departments of Human Services and Education, Child Care Bureau of Licensing, the New Jersey Early Childhood Comprehensive Systems Initiative and the Head Start Association, to develop a model to improve collaboration and information exchange across agencies already assessing the needs of children, families and the programs that fund them. Second, the Council should support work on data systems development to facilitate data sharing about children, families and the programs. Third, information gathering should be undertaken to map the quality of early care options for infants and toddlers.

Collaboration and Coordination

The Council identified a substantial list of barriers in aligning and coordinating programs: conflicting standards, differences in eligibility, enrollment and funding, reimbursement rates and the absence of cross-agency policy. The absence of an aligned early childhood governance structure was also noted. Across all of the areas that impact negatively on program collaboration and coordination, perhaps most significant is the absence of one or more entities – until the New Jersey Council on Young Children was established – with the responsibility of coordinating aspects of service development and delivery within and between early childhood services.

Seven recommendations considered at the April 21st meeting were consolidated into three proposals for action: First, the Council should work to improve interdepartmental

communication, within and across both governmental and private agencies, including the mapping of formal Memoranda of Agreement (MOA) across agencies and recommendations for additional MOAs where system building, data development, and service quality and access would be improved. Second, the Council should create a public cross-walk of early learning and development and program standards (including home visitation) that is utilized across agencies. Third, the Council should support the coordination of professional development offerings across public and private agencies, beginning with a full alignment and articulation of early childhood offerings across all systems including higher education.

Early Care and Education Outreach and Enrollment

With the enactment of the School Funding Reform Act in 2008, an expansion of the high quality preschool program in New Jersey was expected to be gradually implemented over six years, targeted to children eligible for free or reduced lunch in all communities. However, because of budget constraints, the state could only offer four additional school districts the option to expand.

Publicly-funded early education in New Jersey involves six specific programs: the fully funded former Abbott (and four additional districts that expanded their programs); the partially state funded former non-Abbott Early Childhood Program Aid and Early Launch to Learning Initiative, Early Intervention, Preschool Disabled, child care programs funded through the federal Child Care Development Fund, and Early Head Start/Head Start. Tables 3a and 3b below summarize 2009/2010 enrollment for programs that are both state funded and not state funded. Data provided from the federal Child Care Development Block grant (CCDF) are for children ages birth through five.

Table 3a. Characteristics of New Jersey's Publicly Funded Programs						
	Fully State Funded (Abbott and 4 additional)	Partially State Funded (ECPA, ELLI)	Early Intervention (Part C)	Preschool Disabled (Self Contained)	CCDF	Head Start
# of Districts/ Providers/ Agencies	35 districts	110 districts	89 providers	500 districts	7761 providers	35 agencies
Enrollment (year)	42,389 (2009)	8,103 (2009)	10,505 (2009)	9,258 (2009)	47,700 (2009)	14,115 (2009)

Table 3b. Licensed Child Care Centers in New Jersey		
	For Profit Centers	Non Profit Centers
Providers	1778	2388

The Council also reviewed a broad array of outreach programs, identified several existing mechanisms to improve the amount and effectiveness of outreach to families and recommended a series of action steps that could be taken. These actions involve: (a) procedural changes to improve ease of accessing services; (b) better coordination of services to targeted populations; (c) structural changes to assure better cross-agency coordination; and (d) more extensive training and professional development for community workers, volunteers and educators in family involvement.

At its April 21st meeting, the Council consolidated these recommendations into three potential priorities for action over the period 2010-2013. First, the Council should support coordinated services and outreach for multi-vulnerable young children (for example, homeless and migrant children, English language learners and children with special needs). Second, the Council should support expansion of NJ Helps to include an on-line application and eligibility

determination in multiple languages. Third, the Council should coordinate outreach efforts across state agencies and work to implement outreach partnerships with community organizations.

Unified Data System

The New Jersey Council for Young Children has defined “early childhood” as the period from birth through age eight. “Services” include programs that provide health care (including oral health, child mental health and nutrition services), family support (including family education and mental health), early learning (including family child care and center-based child care and early education programs), and services to children with special needs (including early intervention and preschool special education).

Current data, although fragmented in nature, clearly indicate that the following categories of children are less likely to be receiving health care, mental health services, adequate and nutritious food, early intervention and/or early learning services: (a) Those in the state’s poorest families, both urban and rural; (b) Those in military families; (c) Homeless children; (d) Recent immigrants; (e) Those served in half-day kindergarten, and (f) Those children in families where English is not the primary language.

Gaps in data about children, the workforce and programs were reported for virtually every one of the functional reviews conducted by the Council over the past several months. In addition, challenges including barriers to data sharing and data availability (including timeliness) were reported. There was strong cross-committee agreement that a focus on data challenges is one of the top priorities for the coming years and that it must be addressed as a cross-cutting infrastructure issues.

Three potential priorities for action were identified. First, the Council needs to engage in the work of mapping who has what data and how it can now be accessed and used for systemic

analyses, strategic planning, service improvement and public accountability. Real and perceived barriers to data sharing and release posed by HIPAA and FERPA need to be addressed, with national technical assistance if it is available. Second, the Council should explore how to secure the assignment of a unique child identifier at birth or otherwise link identifiers. Third, the Council should explore, as an interim measure, how to design a proper, timely and regular process of matching data sets on vulnerable children and families (and the services that support them) across state agencies and extant data systems. This should include developing a plan to track vulnerable infants and children longitudinally to inform the Council about service needs at critical developmental junctures.

Program Quality Standards and Improvement

The issue of program quality standards and improvement is embedded across most of the seven State Advisory Council categories of work (that is, the seven functions specified in the Head Start Act of 2007). The New Jersey Council for Young Children added an eighth area of work by extracting items related to program quality and improvement and consolidating them. As part of this consolidation and analysis, council members considered the program quality standards being used across New Jersey programs: National Association for the Education for Young Children accreditation; Head Start Performance Standards; Department of Education standards for preschool programs; Department of Education standards for kindergarten programs (under development); the Learning Guide for the Infant Toddler Credential (2008); and Department of Children and Families licensing requirements. These standards are not aligned and sometimes even conflict.

The Council also reviewed work that occurred over the past three years to establish and pilot a New Jersey Quality Rating and Improvement System. The effort, led by the New Jersey

BUILD Initiative, included the following entities: Association for the Children of New Jersey, Department of Children and Families, Department of Human Services, Child Care Connection, New Jersey Association of CCRRA, and Professional Impact NJ. In addition, family care providers were represented as were center-based child care and early education providers through the New Jersey Association for the Education of Young Children. National technical assistance was provided by the BUILD Initiative.

A pilot to test the BUILD QRIS was undertaken beginning in 2007. Two centers from Camden and four centers from Trenton constituted the pilot cohort. In addition, the Statewide Parent Advocacy Network (SPAN) and Parents Anonymous of New Jersey were funded to conduct research on the understanding and comfort of families with the QRIS and its constituent quality indicators. Three findings from the pilot project,¹⁶ released in April 2010, are noted here. First, overall gains were made in the participating centers as the result of participation in the pilot QRIS, including as measured by the Early Childhood Environment Rating Scales-Revised (ECERS-R) for preschool programs. Gains were also made in programs serving infants and toddlers, as measured by the Infant Toddler Environment Rating Scale (ITERS), although not to the same degree as gains in the preschool programs. Second, the “baseline quality of private provider preschool classrooms contracting with the former Abbott districts varies from city to city.” Third, although quality incentives were made available to advance their quality improvement plans, centers more often utilized the expertise and technical assistance of their mentors to advance their proposed quality improvements.

The Council should use BUILD’s work as a springboard for the implementation of this or an alternative QRIS, including resolution of such challenges as the voluntary versus mandatory

¹⁶ Creating a Roadmap for Success: The Need for a Quality Rating and Improvement System in New Jersey.

nature of the QRIS, funding for program supports, incentives to assist programs, and governance and coordination issues, including accounting for the competing program standards found across programs with different funding streams (e.g. Head Start, former Abbott). The Council should also explore and crosswalk program standards for infants/toddlers that are based on, but not limited to, the work conducted by ZERO TO THREE, the National Centers for Infants, Toddlers and Families, the Infant-Toddler Credential and Early Intervention. The Council should also support the development of a coherent set of program standards from birth through age eight that lead to positive outcomes for infants, young children and their families.

Professional Development

New Jersey offers multiple pathways for early childhood practitioners to advance and continue their professional development. A review of these by the Council revealed a series of challenges requiring attention:

- The absence of common core definitions and cross-agency policies on professional development
- Lack of training in the four comprehensive preschool curriculum models
- Insufficient access to professional development opportunities, especially those coupled with ongoing mentoring and coaching
- Inadequate scholarship and reimbursement programs
- Inadequate access to technology for professional development
- Lack of marketing for professional development.

At the April 21st Council meeting, three priorities for action were proposed. First, the Council should support establishment of a centralized, web-based database of all early childhood professional development opportunities. Second, the Council should evaluate and make

recommendations for minimum standards for early childhood staff that are not already regulated. Third, the Council should support development of an administrator's certificate with particular training in child development, including infant and toddler development and the importance of brain development and mental health in early learning.

Early Education-Higher Education Workforce Preparation

New Jersey's early childhood workforce is comprised of assistant teachers, head/group teachers, and directors/principals or program managers as well as an array of support staff including special educators, family liaisons, and advocates in homes, centers and schools. A very preliminary review of two- and four-year higher education certificate and degree programs that target early childhood education reveals a range of offerings across the state, mostly focused on preparing teachers for child care or certified teachers for publicly funded preschool settings. While one major focus has been on preschool, in 2008, preparation of the infant/toddler workforce began to take shape, with the development of the New Jersey Infant/Toddler Credential (Coalition of Infant/Toddler Educators- CITE) which builds on the Child Development Associates (CDA) credential, with eight quality indicators and skills, including infant mental health.

The Committee identified two major system challenges that will need to be addressed to improve course offerings (particularly in administration of early education programs and in the area of infant/toddler development and services), access and articulation agreements. First, New Jersey lacks a higher education career pathway for program leaders as well as limited access to infant toddler preparation programs within higher education. Second, there is a need to review existing early childhood education programs along to establish program clarity and articulation agreements across New Jersey institutions of higher education.

Early Learning and Development Standards

New Jersey has a comprehensive set of early learning and development standards for preschool children, the *Preschool Teaching and Learning Standards* (revised in 2009), that are grounded in a strong theoretical framework for delivering high quality educational experiences to young children between the ages 3-5. The *Preschool Teaching and Learning Standards* define supportive learning environments for preschool children, provide guidance on the assessment of young children (3-5), articulate optimal relationships between and among families, the community, and preschools, and provide expected learning outcomes for preschool children by domain, as well as developmentally appropriate teaching practices that are known to support those outcomes.

While New Jersey has developed a comprehensive set of preschool learning and development standards, the state has not developed standards for birth to age three. Some work has been done in this area, however, through the Learning Guide for the Infant Toddler Credential (2008), Center for the Social and Emotional Foundations of Early Learning, and ZERO TO THREE, all of which include valuable information about infant/toddler learning and development. The Council has prioritized the development of B-3 early learning and development standards during 2010-2011. Paramount to the Council's perspective is the conviction that early and secure relationships and caring, and responsive care are critical to children's development and learning. As part of this work, the B-3 standards will also be aligned and integrated with the state's Preschool Standards that were updated within the last year. With the addition of the newly adopted Kindergarten standards, this continuum of standards will form the framework of the consolidated New Jersey B-8 Comprehensive Early Learning and Development Standards.

III. APPROACH (PLAN OF ACTION)

The New Jersey Council for Young Children, acting as the designated State Advisory Council for Early Education and Care, has identified seven goals for the coming three years and requests a total of \$1,594,243 in federal ARRA funding to support work required by each. Each of the seven goals includes between two and four objectives. Taken together, the goals support New Jersey's vision for a high-quality, comprehensive, coordinated, effective and fully funded early childhood system, as described in Section II of this application.

A summary of ARRA resources requested by year to support each of the goals is presented in Table 4, below.



Table 4. ARRA Resources Requested to Support the Goals and Plan of Action of the New Jersey Council for Young Children's				
	2010-2011	2011-2012	2012-2013	Total
All Goals	\$520,098	\$762,261	\$311,875	\$1,594,234
1. Data System & Needs Assessment	\$47,780	\$277,000	\$97,000	\$421,780
2. Coordinated & Targeted Outreach	\$6,500	\$75,000	\$36,500	\$118,000
3. Learn, Dev & Program Standards	\$49,800	\$12,700	\$7,700	\$70,200
4. Workforce Development	\$17,200	\$46,400	\$5,500	\$69,100
5. Improving Program Quality	\$291,600	\$183,000	\$22,000	\$496,600
6. Communication & Info Exchange	-0-	\$52,757	\$43,000	\$95,757
7. Council Support & Indirect	\$107,218	\$115,404	\$100,175	\$322,797

GOAL 1: COORDINATED INFORMATION SYSTEM DEVELOPMENT AND USE, INCLUDING NEEDS ASSESSMENT

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

Data Systems Development

As reported in the *2010 Strategic Report* and summarized in Section II of this grant application, the development of well-functioning and interconnected early childhood data systems is essential to the delivery of effective services. The Council identified four action priorities related to data development and each of these has been incorporated into the operational framework for this goal.

To assist the Council in accomplishing its goal of designing a robust and interoperable data system that is capable of tracking child, program and workforce information and connecting existing state and community data, technical assistance will be sought from the national Early Childhood Data Collaborative. Partners in the Collaborative include: National Governors Association; National Conference of State Legislatures; Council of Chief School Officers; Data Quality Campaign; National Center for Children in Poverty; Pew Center on the States, and the Center for the Study of Child Care Employment. The Council will also seek consultation from the National Registry Alliance in development of its early care and education professional workforce registry and other organizations including ZERO TO THREE and the National Head Start Association.

The New Jersey Council for Young Children views data systems development as essential to all other work to build and support a comprehensive early childhood information system. For this reason, we have chosen to embed elements of our evolving data work throughout five of the

seven goals that comprise this application. Specifically, in Goal 1 we map data elements, develop data sharing memoranda of agreement and propose a design for the early childhood information system. Note that our design will not involve the creation of yet another data warehouse separate from existing systems but, rather, envisions, a framework of data analytics capable of lifting data from existing agency data systems with no disruption of existing agency data services. In Goal 1, we begin this work with development of the child data components (including unique identifiers) and then use this work to construct a data-driven needs assessment, as required under the Head Start Act of 2007. In Goals 3 and 5, we continue development of our information system with elements related to programs, through our work on program standards (Goal 3) and characteristics of programs related to quality and effectiveness (Goal 5). Finally, in Goal 4, our data development work expands to include a full-featured Professional Workforce Registry with which to acquire, analyze and report out data on the early childhood workforce along with workforce training and educational achievements and credentials.

In addition to implementing a functional early childhood information system and using that evolving system to complete the needs assessment, we expect four other significant results from this work. First, a broad group of stakeholders (from families to practitioners, program directors, researchers and policymakers) will have regular, easy access to information for real time case management as well as for longitudinal aggregate and subgroup analyses. This will support our efforts to identify underserved populations. Second, the evolving New Jersey early childhood information system for data collection and use will be interoperable with the New Jersey Department of Education's K-12 State Longitudinal Data System as now required under federal law. Third, our evolving system will satisfy the requirement of the Improving Head Start for School Readiness Act's for a "unified early childhood system." Fourth, children will be better

served and resources better managed when data-driven decision-making is the basis of service provision.

Needs Assessment

The *2010 Strategic Report* of New Jersey Council on Young Children identified three issues related to needs assessment. First, very little is known about the quality of and access to services for preschool children outside of the former Abbott school districts. Second, data on the quality and availability of early care options for infants and toddlers is significantly lacking. Finally, it will be important to map the various needs assessments now in use and gather knowledge about both their processes and findings. In working on this goal, we will employ our evolving data system, anchored in unique child identifiers and a system for connecting child and family data across agencies, to conduct the required needs assessment.

Four objectives guide Council work on this goal over the coming three years.

- Objective 1.1: Map data sets, develop framework and implement information system
- Objective 1.2: Implement unique child ID and link to data on learning at key developmental points
- Objective 1.3: Implement coordinated data system to assess needs of infants, young children and their families.
- Objective 1.4: Improve interagency communication and collaboration by mapping regulations and creating information sharing agreements across agencies.

ARRA resources requested to support activities associated with each Goal 1 objective are presented by objective, below.

Table 5. Summary of Goal 1 Objectives and ARRA Resources Requested			
Objective	2010-2011	2011-2012	2012-2013
1.1: Mapping, framework, info system	\$21,000	\$50,000	-0-
1.2: Child IDs and linking to child outcomes	\$18,780	\$65,000	\$48,000
1.3: Data-driven needs assessment	\$8,000	\$162,000	\$49,000
1.4: Mapping regulations	-0-	-0-	-0-
Total Resources by Year	\$47,780	\$277,000	\$97,000

Activities, Timeframe and Responsible Parties for Each Objective

Objective 1.1: Develop a mapping process to determine what data elements are collected by what state and community agencies, and how that information can be accessed and used for systemic analysis, strategic planning, service improvement and public accountability.

Year of Work	Goal 1: Objective 1.1 Activities
Year One	<ul style="list-style-type: none"> Hire organization to map data sets and create Memoranda of Agreement (MOA) for sharing data
Year Two	<ul style="list-style-type: none"> Develop a framework for data sharing across state and community agencies
Year Three	<ul style="list-style-type: none"> Implementation of recommendations for data sharing across state and community agencies
Responsible Parties: Consultant, Council Data Development Committee, Participating State Agencies; New Jersey institutions of higher education	

Objective 1.2: Obtain uniform data on children's learning and development at first entry to early childhood programs, kindergarten and third grade and create plan for longitudinal analysis to link data to unique identifiers for children and the programs they attend.

Year of Work	Goal 1: Objective 1.2 Activities
Year One	<ul style="list-style-type: none"> • Establish a unique child identifier or system of connected identifiers to track starting at birth • Identify key measures of learning and development.
Year Two	<ul style="list-style-type: none"> • Develop and implement a coordinated tracking system
Year Three	<ul style="list-style-type: none"> • Continue with the development and implementation of a coordinated tracking system
<p>Responsible Parties: Consultant, Council Data Development Committee, participating state and local agencies, national partners, New Jersey institutions of higher education</p>	

Objective 1.3: Implement a coordinated data system to assess the needs of infants, toddlers and young children and their families across departments and agencies.

Year of Work	Goal 1: Objective 1.3 Activities
Year One	<ul style="list-style-type: none"> • Design needs assessment
Year Two	<ul style="list-style-type: none"> • Implement needs assessment
Year Three	<ul style="list-style-type: none"> • Analyze needs assessment results and make recommendations to establish policies or regulations to ensure collaboration and remove barriers
<p>Responsible Parties: Consultant, Council Data Development Committee, Office of Head Start Collaboration, participating state and local agencies, New Jersey institutions of higher education</p>	

Objective 1.4: Improve interagency communication and collaboration within and across governmental departments and private organizations by mapping regulations and creating information sharing agreement across agencies.

Year of Work	Goal 1: Objective 1.4 Activities
Year One	<ul style="list-style-type: none"> • Identify and assess current systems for information exchange in state departments and divisions and in initiatives such as the New Jersey Early Childhood Comprehensive Systems Initiative, New Jersey Head Start, and the New Jersey Association of Child Care Resource and Referral Agencies. • Identify conflicting regulations and guidelines and propose changes.
Year Two	<ul style="list-style-type: none"> • Coordinate across regulations and guidelines to remedy conflicts. • Establish necessary policies and regulations to ensure collaboration.
Year Three	<ul style="list-style-type: none"> • Amend applicable state regulations
<p>Responsible Parties: Council Data Development Committee, Office of Head Start Collaboration, participating state and local agencies, professional associations (e.g. Coalition of Infant/Toddler Educators (CITE), New Jersey Association for Infant Mental Health (NJIMH), NJ Association for the Education of Young Children (NJAEYC).</p>	

Expected Outcomes:

1. The development and implementation of a data system will provide decision-makers and policy-makers a snapshot of the field of early childhood services in terms of children and families served, types of services, access, and gaps in services.
2. The development and implementation of a data system will document all children's development and learning to guide program planning, implementation, and evaluation to ensure that programs are aligned B-8.
3. State and community agencies will operate under a new set of policies and procedures that improve the information exchange and decisions that are responsive to the needs of all children and their families.
4. The data system will allow stakeholders to connect efficacy of program components with children's learning and development.

GOAL 2: COORDINATED AND TARGETED OUTREACH

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

The *2010 Strategic Report* provides significant information about the delivery of effective outreach services in New Jersey. In Section II of this application, we summarize these findings and identify action strategies specific to outreach including the need to: (a) coordinate services and outreach for underserved infants and young children (e.g., homeless and migrant children, English language learners, and children with special needs) and (b) implement outreach partnerships between state and community organizations in order to leverage resources and create an effective system of outreach. Two objectives will guide our work over the next several years:

- Objective 2.1: Evaluate and improve outreach through partnerships.
- Objective 2.2: Target outreach to underserved populations.

Accomplishment of these objectives will have several significant results. First, existing resources will be leveraged and coordinated for maximum effectiveness. Second, effective needs assessment and outreach will support the early identification of infants and young children with actual or likely delays and vulnerabilities that could impair their early health, development and school readiness. Third, outreach activities will be respectful of family language and culture.

Table 6. Summary of Goal 2 Objectives and ARRA Resources Requested			
Objectives	2010-2011	2011-2012	2012-2013
2.1: Assess and build outreach	\$6,500	\$5,500	-0-
2.2: Target outreach efforts to underserved	-0-	\$69,500	\$36,500
Total Resources by Year	\$6,500	\$75,000	\$36,500

Activities, Timeframe and Responsible Parties for each Objective

Objective 2.1: Evaluate and improve outreach efforts through partnerships among public and private entities at the state and local level.

Year of Work	Goal 2: Objective 2.1 Activities
Year One	<ul style="list-style-type: none"> Assess current outreach systems of all stakeholders to assess strengths and gaps
Year Two	<ul style="list-style-type: none"> Develop a comprehensive outreach system, building on successful existing initiatives and addressing gaps in outreach
Year Three	<ul style="list-style-type: none"> Establish necessary agreements, policies and regulations to ensure coordination across services and programs
<p>Responsible Parties: Council committees, consultant, university and other higher education partners, participating state and local agencies, New Jersey Office of Head Start Collaboration</p>	

Objective 2.2: Identify effective outreach services and prioritize efforts to reach underserved infants and young children, especially those who are homeless, living in migrant families, those who are English language learners, experience special needs or families in the armed services.

Year of Work	Goal 2: Objective 2.2 Activities
Year One	<ul style="list-style-type: none"> • Create a policy that requires all enrollment and outreach activities to reflect the languages and cultures of New Jersey families. • Identify all stakeholders necessary to create comprehensive outreach services
Year Two	<ul style="list-style-type: none"> • Develop a coordinated outreach system involving all stakeholders necessary to create comprehensive outreach services for underserved populations
Year Three	<ul style="list-style-type: none"> • Continue to implement and evaluate the effectiveness of coordinated outreach systems, monitoring and revising as needed
<p>Responsible Parties: Council committees, consultant, university and other higher education partners, participating state and local agencies, New Jersey Office of Head Start Collaboration, New Jersey Early Childhood Comprehensive Service System partners, New Jersey resource and referral agencies, including the New Jersey Association for Child Care Resource and Referral Agencies</p>	

Expected Outcomes:

1. An improved outreach system across the state and community agencies will be established across the state and community agencies to ensure that families with young children have access to high-quality early care and education programs and services.
2. The development of policies and procedures will facilitate access by all children and families.

GOAL 3: EARLY LEARNING AND DEVELOPMENT STANDARDS AND B-8 PROGRAM STANDARDS

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

Benchmarks for infant and young children's learning and development are defined by standards. The *2010 Strategic Report* identifies the absence of infant and toddler early learning

and development standards and the need to coordinate and align existing preschool learning standards with K-3 standards. This work is further complicated by the emergence of national K-12 Common Core State Standards for mathematics and English language arts that was adopted by New Jersey and other states as part of new federal education policy and grant initiatives. Required by the Head Start Act, work on infant and toddler learning and development standards is well underway across the nation (ZERO TO THREE organization). Also critical to the creation of effective settings for infants and young children are program standards that define the characteristics of programs (critical components of high quality) and requirements for the program workforce that are known to result in improved outcomes for children and families.

Goal 3 of the New Jersey Council for Young Children is directed at the development and adoption of infant and toddler early learning and development standards and their alignment with current preschool and K-3 standards to create an aligned, developmentally and instructionally appropriate set of learning and development standards for children ages birth through third grade. In addition to addressing all domains, this includes standards that consider the critical role of infant-toddler mental health and well-being in learning and development. Work on Goal 3 will be closely coordinated with the activities of Goal 6 which aims to ensure that key individuals with an impact on infants and young children's lives, are equipped with the necessary resources to optimize their impact. In the case of early learning and development standards, the primary audience is the families, teachers and caregivers of infants and young children.

Goal 3 is also directed at the continued development of program standards for the kindergarten year and the alignment of those program standards with existing standards for preschool programs. New Jersey's *2010 Strategic Report* reviewed several of the preschool standards frameworks in use at the present time: Head Start Performance Standards, New Jersey

Department of Education standards for preschool programs, and accreditation requirements through the National Association for the Education of Young Children.

There are several significant benefits to focusing on standards. First, educators, other practitioners and caregivers will have ready access to guide developmentally appropriate practice for young children. Second, families will have information to assist them in formulating and acting on developmentally appropriate learning expectations, knowledge, skills and behaviors – for themselves and for their infants and young children. Third, by combining the development of standards with our efforts to improve workforce knowledge, preparation and professional development, and by implementing a statewide program improvement system (including a QRIS), we will be establishing a comprehensive system of standards-based, high quality programs.

Objective 3.1: Develop infant/toddler learning and development standards, and align with preschool through grade 3.

Objective 3.2: Adopt kindergarten program standards and align with preschool program standards.

Objective 3.3: Create a cross-walk of existing program standards.

Table 7. Summary of Goal 3 Objectives and ARRA Resources Requested			
Objective	2010-2011	2011-2012	2012-2013
3.1: Develop Infant/Toddler Early Learning and Development Standards	\$24,900	\$5,000	-0-
3.2: Adopt kind program standards, align with preschool and disseminate	-0-	\$7,700	-0-
3.3: Cross walk program standards	\$24,900	-0-	\$7,700
Total Resources by Year	\$49,800	\$12,700	\$7,700

Activities, Timeframe and Responsible Parties for each Objective

Objective 3.1: Develop infant and toddler early learning and development standards that outline their developmental capacities and that are aligned with preschool standards.

Year of Work	Goal 3: Objective 3.1 Activities
Year One	<ul style="list-style-type: none"> Identify and evaluate existing learning and development standards currently in use in New Jersey related to infant-toddler development, including the Infant-Toddler credential for caregivers.
Year Two	<ul style="list-style-type: none"> Develop a set of aligned standards for development and learning for infant/toddlers. Align these standards with those for preschool.
Year Three	<ul style="list-style-type: none"> Disseminate standards across all agencies
<p>Responsible Parties: Council, consultant, university and higher education institutions, early childhood professional associations (e.g. the Coalition for Infant Toddler Educators), parent organizations, ZERO TO THREE, NJ Department of Education and NJ Department of Children and Families</p>	

Objective 3.2: Adopt kindergarten program standards and align with preschool program standards that describe the components of a high quality kindergarten program.

Year of Work	Goal 3: Objective 3.2 Activities
Year One	<ul style="list-style-type: none"> Complete and align the kindergarten program standards
Year Two	<ul style="list-style-type: none"> Disseminate standards
Year Three	<ul style="list-style-type: none"> Adopt kindergarten program standards Amend regulations
<p>Responsible Parties: Council, NJ Department of Education, consultant, early childhood professional associations, parent organizations</p>	

Objective 3.3: Create a cross-walk of program standards for programs serving birth through age eight (including for home visitation, child mental health and behavioral health) used throughout the state.

Year of Work	Goal 3: Objective 3.3 Activities
Year One	<ul style="list-style-type: none"> • Collaborate with other ongoing efforts to align program standards (for example, the Cross Sectors Initiative). • Create a crosswalk of program standards used across all program types
Year Two	<ul style="list-style-type: none"> • Make recommendations for addressing conflicting program standards, and improving alignment and coordination or adoption of program standards
Year Three	<ul style="list-style-type: none"> • Disseminate alignment, coordination and expectations for program delivery
<p>Responsible Parties: Council, state agencies, consultant, early childhood professional associations, parent organizations</p>	

Expected Outcomes:

1. A comprehensive vision of high-quality B-8 early learning and development standards will be established and will reflect aligned and developmentally appropriate expectations for all children.
2. Using common learning and development standards will help ensure equity in expectations and learning experiences for all children, regardless of the type of provider they attend. .
3. Using a common set of learning and development standards will allow public school districts to design curriculum that is responsive to the diverse cognitive, social, academic, and social-emotional needs of all students.

GOAL 4: WORKFORCE PROFESSIONAL DEVELOPMENT

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

This goal brings together two areas of work specified under the Improving Head Start for School Readiness Act of 2007: (a) ongoing professional development and (b) early education – higher education workforce preparation. Next to families, early childhood personnel are one of the most important influences on young children’s learning and development. Responsive practitioners who have had specialized training in child development and early education ensure that young children develop trust and security in themselves and their environments, help young children to learn how to engage with others in prosocial ways, and engage children in learning experiences that build on their emerging concepts and ideas of the world. However, ensuring that every child in the state of NJ from birth through age eight is taught by a well-prepared practitioner is undermined by several key challenges.

First, there is the issue of access. Not all positions in the early childhood workforce have an identifiable program of professional preparation (whether it is inservice professional development or a credentialing program at institutions of higher education) despite the research base that illustrates a positive relationship between practitioner preparation and improved child outcomes. For example, while New Jersey now has P-3 certification, there are no specialized programs for leadership preparation and we have only recently initiated an infant-toddler credential that is being supported by numerous institutions of higher education.

Accessing professional preparation no matter where one works in the field of early education is complicated by the lack of continuity between programs of professional preparation. Early

childhood practitioners find it difficult to move between programs of preparation and professional development so that they can continuously build on and deepen their expertise. This continuity challenge is due in part to the lack of articulation between institutions of higher education and the fact there is little coordination between those working in higher education and those who provide professional development in a community-based system. Both of these challenges -- access and continuity-- remain difficult to address because of the multiple agencies and individuals involved in the professional preparation and development of the early childhood workforce, the absence of common core definitions and cross-agency policies to guide and coordinate professional development.

A third challenge concerns the quality of the professional development and preparation available to those in the workforce. Early childhood professionals need to understand and address the mental health needs of young children, they need to know how to implement curriculum models and methods that contribute to children's learning of concepts and skills, and they must also be able to act responsively to the needs of an increasingly diverse student population which requires that they be able to work with other adults. At the same time, learning and improving how to work with young children and their families is best achieved through opportunities for individuals to try ideas out in practice with an experienced coach and through collaborative and ongoing learning opportunities that include reflective practices. While New Jersey has developed a number of programs of preparation and professional development, these programs have been found to be lacking in preparing practitioners to work with English language learners, children with special needs, and children with behavioral issues, among others. Moreover, there is insufficient access to learning opportunities that are known to ensure improvements in practice (e.g. mentoring and coaching opportunities, reflective practices,

professional learning communities). Again the issue of the quality of professional preparation and development is exacerbated by the lack of coordination between those who provide professional learning opportunities for the workforce resulting in replication, wasted resources, and under-educated practitioners.

Goal 4 therefore seeks to evaluate and improve the current system of professional development and preparation of those working with young children ages birth to 8 in New Jersey by enacting the following objectives:

Objective 4.1: Map current professional development opportunities and expand the Professional Workforce Registry

Objective 4.2: Review and improve articulation between New Jersey institutions of higher education

Objective 4.3: Review and improve the content and delivery of programs of higher education and professional development programs.

Objective 4.4: Expanded requirements and learning opportunities for early childhood leaders in public and private settings.

Table 9. Summary of Goal 4 Objectives and ARRA Resources Requested			
Objective	2010-2011	2011-2012	2012-2013
4.1: Map current PD opportunities and expand Registry	\$2,300	\$41,000	-0-
4.2: Review and improve articulation between institutions of higher education	-0-	\$1,200	\$1,200
4.3 Review and improve content of programs of PD and preparation	\$14,900	\$4,200	\$4,300
4.4: Early education training for early childhood leaders	-0-	-0-	-0-
Total Resources by Year	\$17,200	\$46,400	\$5,500

Objective 4.1: Improve the coordination of preparation and professional development (PD) programs by mapping early childhood PD offerings across all systems and develop a full-featured Professional Workforce Registry

Year of Work	Goal 4: Objective 4.1 Activities
Year One	<ul style="list-style-type: none"> • Collaborate with existing efforts to assess preparation and professional development activities • Evaluate the current centralized professional development web site to determine if it can provide the full features of a professional early childhood workforce registry
Year Two	<ul style="list-style-type: none"> • Support the improvement and expansion of an early childhood workforce registry
Year Three	<ul style="list-style-type: none"> • Make recommendations to connect community and higher education professional development opportunities
<p>Responsible Parties: Consultant, Council committees, participating state and other agencies, national partners, higher education institutions, Professional Impact New Jersey and other relevant organizations</p>	

Objective 4.2: Establish program clarity and articulation across New Jersey colleges and universities for early childhood education programs, and implement current and new law and regulations that support articulation.

Year of Work	Goal 4: Objective 4.2 Activities
Year One	<ul style="list-style-type: none"> • Examine early childhood preparation programs to identify course content alignment and cross-institutional articulation agreements, in collaboration with the New Jersey Department of Education • Fully implement the Transfer Law that supports the transfer of community college students to New Jersey public four-year college and universities
Year Two	<ul style="list-style-type: none"> • Explore accountability measures in order to ensure articulation occurs
Year Three	<ul style="list-style-type: none"> • Evaluate extent that articulation agreements have been established and are working effectively

Year of Work	Goal 4: Objective 4.2 Activities
<p>Responsible Parties: Council, New Jersey Department of Education, higher education institutions, participating state and other agencies</p>	

Objective 4.3 Evaluate and improve programs of preparation and professional development for all members of the early childhood workforce

Year of Work	Goal 4: Objective 4.3 Activities
Year One	<ul style="list-style-type: none"> • Conduct a quality audit of programs of professional development and preparation • Adopt a policy recommendation for the expansion of higher education preparation programs for practitioners who work in infant-toddler programs
Year Two	<ul style="list-style-type: none"> • Analyze data collected from quality audit and make recommendations for policy • Bring together key agencies involved in professional development and preparation of EC workforce to develop cross-agency policies on content and coordination of programs.
Year Three	<ul style="list-style-type: none"> • Work with higher education preparation programs and professional development providers to upgrade content and delivery of programs to address the needs of early childhood professionals • Work with higher education preparation programs and professional development providers to integrate efforts as part of a coordinated professional development system
<p>Responsible Parties: Council committees, New Jersey higher education institutions, participating state and other agencies, national partners, consultant</p>	

Objective 4.4: Ensure that early childhood program leaders (principals, administrators, and directors) possess early childhood education content knowledge.

Year of Work	Goal 4: Objective 4.3 Activities
Year One	<ul style="list-style-type: none"> • Adopt a policy recommendation that public school administrators and community program directors overseeing a preschool program have annual specialized training in child development related to the period birth through age eight • Adopt a policy recommendation for a higher education career pathway for early childhood program leaders • Adopt a policy recommendation for the expansion of higher education preparation programs for practitioners who work in infant/toddler programs
Year Two	<ul style="list-style-type: none"> • Work with higher education preparation programs to address the needs of early childhood professionals and integrate efforts as part of a coordinated professional development system
<p>Responsible Parties: Council, New Jersey higher education institutions, participating state and other agencies, national partners</p>	

Expected Outcomes:

1. The analysis of existing centralized professional development resources will facilitate the enhancement of a professional early childhood workforce registry.
2. The analysis of existing early childhood education preparation programs will lead to program clarity and articulation agreements across New Jersey institutions of higher education.
3. The integration of professional development programs and offerings will foster the design of a collaborative and strategic partnership between New Jersey institutions of higher education and community agencies responsible for the career advancement of all early childhood educators, including private and public program directors and supervisors.

GOAL 5: PROGRAM IMPROVEMENT SYSTEM

Identify and plan a system of comprehensive, aligned program quality improvement processes for early care and education from birth through age eight.

New Jersey has used multiple methods to ensure the quality of each component of its DOE-funded preschool program by using structured classroom observation instruments, child assessment information and program component evaluation to create a continuous evaluation and improvement process. A Quality Rating and Improvement System was developed over the period 2004 through 2006 and piloted beginning in 2007. These efforts are documented in substantial detail in the *2010 Strategic Report*. However, New Jersey has yet to develop a continuous improvement and evaluation system outside of the DOE programs, and has yet to adopt the QRIS, as its alignment with other state and federal quality improvement efforts (e.g. Head Start performance standards) and systems has not yet been conducted. In addition, the Council identified the need to focus attention at the level of infant and toddler services in terms of assessing, and improving, the quality of services provided. Finally, Goal 4 begins to put into place the data elements of the early childhood system to examine the efficacy in terms of program characteristics.

Goal 5 includes three objectives:

Objective 5.1: Develop a continuous quality improvement system

Objective 5.2: Map and assess the quality of early care options for infants and toddlers

Objective 5.3: Employ unique child identifiers to track impact of various components of program quality

Table 8. Summary of Goal 4 Objectives and ARRA Resources Requested			
Objective	2010-2011	2011-2012	2012-2013
5.1: Quality improvement system	\$58,000	\$15,000	-0-
5.2: Infant/Toddler Quality	\$198,000	-0-	-0-
5.3: Program data tracking	\$35,600	\$168,000	\$22,000
Total Resources by Year	\$291,600	\$183,000	\$22,000

Activities, Time Frame and Responsible Parties for Each Objective

Objective 5.1: Develop a continuous quality improvement system through routine data collection, self-evaluation and external evaluation of program performance in programs serving children birth through eight.

Year of Work	Goal 5: Objective 5.1 Activities
Year One	<ul style="list-style-type: none"> • Develop recommendations for a plan to track and maintain quality in programs • Continue to study, refine and develop a Quality Rating and Improvement System • Engage families to develop a user-friendly version of the QRIS to assist families in determining program quality, in conjunction with Goal 6
Year Two	<ul style="list-style-type: none"> • Assess current regulations and requirements across all agencies and align with the QRIS
Year Three	<ul style="list-style-type: none"> • Designate state agencies to oversee the implementation of the QRIS and develop plan for implementation
Responsible Parties: Council, state agencies, Head Start Association, BUILD Initiative, New Jersey institutions of higher education, national partners, consultant, families	

Objective 5.2: Map and assess the quality of infant/toddler care

Year of Work	Goal 5: Objective 5.2 Activities
Year One	<ul style="list-style-type: none"> • Gather current data on the quality of infant/toddler programs
Year Two	<ul style="list-style-type: none"> • Analyze data on quality of infant/toddler programs
	<ul style="list-style-type: none"> • Develop a plan to improve the quality of infant/toddler programs
Responsible Parties: Council, participating agencies (e.g. Coalition for Infant Toddler Educators), national technical assistance, university researchers	

Objective 5.3: Create a sustainable system of program evaluation to relate program quality to children's learning and development

Year of Work	Goal 5: Objective 5.3 Activities
Year One	<ul style="list-style-type: none"> • Develop evaluation system design. • Enable tracking of program quality and features
Years Two	<ul style="list-style-type: none"> • Pilot the implementation of the evaluation system • Begin the collection of data
Year Three	<ul style="list-style-type: none"> • Assess the pilot and plan for statewide implementation
Responsible Parties: Council, participating agencies, national technical assistance	

Expected Outcomes:

1. Instituting a voluntary and statewide quality rating and improvement system by all providers of early care and education will facilitate the establishment of a mechanism of aligned knowledge of best practices for young children in education and care and will assist families and community leaders in making effective policy and program choices.
2. Building a system of quality standards and improvement will allow for consistency in program design and delivery at all early care and education providers.
3. Expanding the use of unique identifiers will provide the collection and analysis of data on impact program quality and best practices that produce positive student outcomes.

GOAL 6: STRATEGIC COMMUNICATIONS AND INFORMATION EXCHANGE

All citizens of New Jersey will recognize the value of early care and education for the well-being of infants and children ages birth through eight and for the state as a whole.

Investments in high quality early childhood programs and services have been proven to advance children's learning and development not only for families but for the residents of the state. While the data are solid irrespective of the general fiscal climate of states and the nation, the current period of economic downturn coupled with international and national military and environmental challenges has resulted in less attention to the need for continued investment in the early years that the science so clearly demands. In addition, our work as a new State Advisory Council clearly reveals that information exchange and data-driven decision-making continues to be fragmented and difficult even at the state and community levels. Competing demands make it more challenging than ever to involve families and other caregivers in the process of public policy. The Council is committed to making the process of family input easier by enhancing current successful models that inform families about the early care and education and engaging families in policy development.

The New Jersey Council for Young Children seeks to improve its strategic communication capabilities, establishing interagency policies that require and expect better data and information sharing beginning with our state agency and community partners, and reaching out to families and the other caregivers of very young children. Goal six will advance this important agenda through three objectives.

Objective 6.1: Expand Council subcommittee participation

Objective 6.2: Family involvement and input

Objective 6.3: Public education campaign

These objectives, successfully accomplished, will have substantial benefits for the work of the Council as well as for families, practitioners and policy makers. First, the work of the Council will be enhanced by maximizing input from stakeholders. Second, the critical role of families will be supported through information about child development and early care and education as well engagement in policy development. Third, the value of early investment will remain in the public eye in tight fiscal times where policy leaders make tough choices about funding every day. Finally, agencies – public and private as well as state and local – will benefit from increased information exchange and access to ever better data to aid them in making decisions with an eye to implications for the “whole system.”

Table 10. Summary of Goal 6 Objectives and ARRA Resources Requested			
Objective	2010-2011	2011-2012	2012-2013
6.1: Expand Council subcommittee participation	-0-	-0-	-0-
6.2: Parent/Family Feedback	-0-	-0-	-0-
6.3: Public education campaign	-0-	\$52,757	\$43,000
Total Resources by Year	-0-	\$52,757	\$43,000

Activities, Timeframe and Responsible Parties

Objective 6.1: Ensure that all stakeholders and partners in the early care and education system for children from birth through age eight have the opportunity to be informed and have input into the goals and outcomes of the Council

Year of Work	Goal 6: Objective 6.1 Activities
Year One	<ul style="list-style-type: none"> • Expand participation in the council’s work by utilizing subcommittees to engage additional stakeholders to develop plans and implement the council’s recommendations. • Maintain an interactive website for the council to solicit feedback and expand communications on the work of the council. Consider NJ Parent Link (ECCS) as a home base.
Years Two and Three	<ul style="list-style-type: none"> • Ensure opportunities for stakeholders to provide input on the work of the council
Responsible Parties: Council, participating stakeholders	

Objective 6.2: Ensure that families are informed and have input into the work of the council and the early care and education system

Year of Work	Goal 6: Objective 6.2 Activities
Years One, Two and Three	<ul style="list-style-type: none"> • Identify and develop mechanisms for input and feedback from families into the work of the council • Ensure families are involved in the development and implementation of the council goals and recommendations (as an example, a family guide to the QRIS)
Responsible Parties: Council, participating agencies, families	

Objective 6.3: Develop and implement a public education campaign about the value of early care and education for infants and children ages birth through eight and the state as a whole

Year of Work	Goal 6: Objective 6.3 Activities
Year One	<ul style="list-style-type: none"> • Review other resources for messaging in early care and education (Communications Consortium Media Center, Spitfire Strategies) • Research how early care and education has been discussed in New Jersey; review prior polls and conduct a media scan • Develop effective messages and messengers on the importance of early care and education, including business leaders
Years Two and Three	<ul style="list-style-type: none"> • Implement a statewide strategic communications campaign on the importance of early care and education for children from birth through age eight
Responsible Parties: Council, participating agencies, council staff	

Expected Outcomes:

1. All sectors of the state, including families, caregivers, educators, elected officials, policy makers, business and community leaders will join together as partners to promote early learning to ensure that all children grow up to be responsible, healthy, productive citizens.
2. The creation and implementation of a system that allows for ongoing family feedback will guarantee effective communication and input into implementation of the Council's action plan.
3. The organization and implementation of a public education campaign will foster communication with families, early care and education, elected officials, policy makers, and business community leaders.

GOAL 7 : COUNCIL SUPPORT AND PUBLIC ACCOUNTABILITY

Ensure that the work of the Council is supported, that progress is documented and challenges identified and brought to the Council and its members for resolution, and provide periodic reports and presentations to key stakeholders in the State of New Jersey
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The agenda set forth in this grant application is bold, but do-able. This agenda is based on seven goals with a total of 19 objectives to be accomplished over a three-year period. There is no single departmental entity in New Jersey with statutory authority to manage and coordinate this state's evolving early childhood system. However, the New Jersey Council for Young Children will make recommendations regarding this issue after the grant is funded. Support for the agenda will be required from all Council members, with a special commitment from the state agencies who sit on the Council in an ex officio capacity. To assist the chairperson and members in assuring public reporting and accountability for progress, funding has been allocated in each year (beginning on a part-year basis for year one) to support the cost of full-time equivalent of one staff person to support the work of the Council. In addition, indirect costs are included here.

Table 11. Summary of Goal 7 Objectives and ARRA Resources Requested

Objective	2010-2011	2011-2012	2012-2013
Staffing support for the New Jersey Council for Young Children	\$89,000	\$89,000	\$89,000
Indirect Rate for Department of Ed	\$18,218	\$26,404	\$11,175
Total Resources by Year	\$107,218	\$115,404	\$100,175

IV. THE COUNCIL’S PLAN FOR SUSTAINABILITY

In designing this plan for the use of federal ARRA funds designated to State Advisory Councils, the NJ Council for Young Children sought to structure this one-time funding opportunity to dramatically advance its mission by engaging in work that could either be completed within the three years or carried forward using existing state and federal resources allocated to the Department of Education and its partner state agencies— Department of Human Services, Department of Health and Senior Services, Department of Children and Families, and the Department of Labor and Workforce Development.

Like other states, the New Jersey faces a period of fiscal uncertainty. Fortunately, the state has been able and willing to maintain support for the early education and care of its youngest and most vulnerable citizens even in the face of significant budget deficits. The funding from the American Recovery and Reinvestment Act will allow the Council to make important infrastructure advancements that will better meet the needs of infants and young children over the next three years. The Council has selected tasks that will result in important system-wide improvements to New Jersey’s current systems, and are based on proven successes and areas of need.

A summary of funding by goal and year was presented earlier in Table 2. Information on the ARRA supported goals and their sustainability status is presented in Table 12.

Table 12: ARRA-supported New Jersey Council for Young Children Goals, Objectives and Sustainability Status at the End of Year Three

Goal 1: Coordinated Information Systems Development and Use, including Needs Assessment

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

Table 12: ARRA-supported New Jersey Council for Young Children Goals, Objectives and Sustainability Status at the End of Year Three

Objectives and sustainability approach:

Map data sets, develop framework and implement information system

Annually evaluate whether MOAs or information system needs to be modified or improved.

Implement unique child ID and link to data on learning at key developmental points

Data coordinators from each agency will meet regularly to determine whether fields need to be added and to ensure that the unique identifiers and program data are robust.

Implement coordinated data system to assess needs of young children and their families

Point persons from each agency/department that track data will implement and maintain data systems.

Map regulations across agencies

Once the regulations are mapped, the agencies will meet annually to discuss and address any conflicts that arise after the mapping process is complete.

Goal 2: Improved Outreach through Public Private Partnerships

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

Objectives and sustainability approach:

Evaluate and improve outreach through partnerships

Continually adjust and improve methods by revising and adding MOA partnerships.

Target outreach to underserved populations

Examine demographics of infants, children and families annually to assess the effectiveness of the outreach efforts.

Goal 3: B-8 Early Learning and Development Standards and B-8 Program Standards

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

Objectives and sustainability approach:

Develop infant/toddler early learning and development standards, align with preschool through third grade

Infant/toddler standards will be rolled out to programs by a designated agency.

Adopt kindergarten program standards and align with preschool program standards

Responsible agency will conduct an evaluation of kindergarten classroom quality after the implementation of the program standards.

Table 12: ARRA-supported New Jersey Council for Young Children Goals, Objectives and Sustainability Status at the End of Year Three

Cross-walk existing program standards

Designated agencies regularly update cross-walk of program standards based on new policies and regulations.

Goal 4: Workforce Development

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

Objectives and sustainability approach:

Map current professional development opportunities and expand the workforce registry

Designated agency will adjust the components of the registry at least annually, and examine aggregate data to determine whether the registry is providing the necessary information.

Review and improve articulation between NJ institutions of higher education

Responsible agency will survey institutions of higher education to determine whether articulation efforts are working.

Review and improve content and delivery of higher education and professional development programs

Include fields for higher education and professional development in longitudinal data systems and link to child progress.

Expanded requirements and learning opportunities for leaders

The workforce registry and surveys of higher education will inform the council about the extent to which early childhood program leaders are receiving training in serving infants, toddlers and young children and their families.

Goal 5: Comprehensive B-8 Program Improvement System

Identify and plan for a system of comprehensive, aligned program quality improvement processes for early care and education from birth through age eight.

Objectives and sustainability approach:

Plan for a continuous quality improvement system, and adopt a QRIS

State agencies will coordinate their program quality evaluation efforts and a designated agency will implement the QRIS. These systems will be updated as needed.

Map and assess program quality in a sample of infant-toddler programs

Designated agency will create and implement a plan for improvement based on the results of the mapping and assessment process.

Employ unique child IDs to track impact of program quality

Generate reports based on information collected.

Table 12: ARRA-supported New Jersey Council for Young Children Goals, Objectives and Sustainability Status at the End of Year Three

Goal 6: Strategic Communications and Information Exchange

All citizens of New Jersey will recognize the value of early care and education for the well-being of infants and children ages birth through eight and for the state as a whole.

Objectives and sustainability approach:

Expand Council subcommittee participation

Conduct annual public hearings and focus groups to determine if additional subcommittees should be represented.

Family involvement and input

Continue to regularly evaluate the system of feedback and make modifications as issues arise.

Public education campaign

Designated agency will annual revisit strategies and materials.

Goal 7: Council Support and Public Accountability

Ensure that the work of the Council is supported, that progress is documented and challenges identified and brought to the Council and its members for resolution, and provide periodic reports and presentations to key stakeholders in the State of New Jersey.

Sustainability approach:

After the grant period, the Council will continue to prepare a report for the public on the status of each of its goals and objectives.

V. REQUIRED DOCUMENTATION

Staffing: Job Description for Council Project Coordinator

Project Coordinator Description

Under the direction of the Council Chair, the Project Coordinator will develop and oversee the day to day work required by the council. For each of the three years, the Project Coordinator will oversee the specific tasks carried out by consultants and universities and will be responsible for tracking and submitting expenditure and progress reports. Specific responsibilities are outlined below:

- Write and track progress of Memoranda of Agreement with colleges and universities
- Develop consultant agreements for the work of the Council.
- Track the timeline to ensure that tasks are being completed as planned.
- Communicate with council members and arrange meetings, as needed.
- Meet regularly with contractors and consultants to assist in the coordination of tasks.
- Track expenditures and report on progress.
- Work with DOE staff and the Head Start Collaboration Director to support the work of the Council.

Qualifications

Education:

Graduation from an accredited college or university with a Master's degree in Education, Early Childhood Education or a related field

Experience:

Experience in the role of a project coordinator in agencies that address the needs of infants, toddlers or preschool-age children and/or experience in early care and education programs in communities or schools, working with infants and young children from birth through age eight preferred. Good organizational skills a must. Must be adept at working with budgets, and experience with handling grants helpful. Prospective candidates should be able to complete tasks independently, as well as to work collaboratively.

Organizational Profile

The Division of Early Childhood Education – PK3

The Division of Early Childhood Education (DECE) of the New Jersey Department of Education has programmatic responsibility for preschool through 3rd grade (PK3) programs. Working with PK3 programs across the DOE, the Division of Early Childhood Education is responsible for the development, implementation, and alignment of program components with a focus on standards, curricula, and assessment.

The creation of this division:

- Acknowledges that a continuum of developmental stages constitute what is traditionally known as early childhood,
- Protects New Jersey's investment in high quality preschool by providing high quality kindergarten through third grade educational experiences for young children.

PK3 work is organized within a framework that includes *structural* (administration, class size, teacher-child ratio, etc.), *process* (quality of classroom environments, teacher-child interactions, etc), and *alignment* (standards, curriculum, assessments) components that are associated with children's social and academic outcomes.

The division's work revolves around the following:

1. Developing and aligning teaching, learning, and program standards and guidance based on current research on early childhood education,
2. Developing guidance, modules and other materials designed to facilitate the implementation of each component of high quality preschool and k-3 programs,
3. Tracking and adjusting implementation, and
4. Providing regional and on-site support to key staff who turnkey the information.

Staffing

The Division currently has nine program early childhood education specialists and one budget and data specialist charged with supporting New Jersey's preschool to third grade programs. Each specialist also has an area of specialization, e.g., early literacy, assessment, math, science, dual language learners, transition, intervention and referral, inclusion of children with special needs, community/social services. The Division also houses the state's Head Start collaboration Director in order to ensure optimal involvement of the Head Start agencies in the state. The work is currently supervised by one division manager and a director.

New Jersey Council for Young Children Members

Name/Title	Representing
Ellen Wolock, Director, Office of Preschool Education, Division of Early Childhood Education	NJ Department of Education
James Moore, Deputy Commissioner	NJ Department of Labor and Workforce Development
Celeste Andriot Wood, Assistant Commissioner, Division of Family Health Services	NJ Department of Health and Senior Services
Beverly Wellons, Assistant Director, Child Care Operations, Division of Family Development	New Jersey Department of Human Services
Joseph Ferraina, Superintendent	Long Branch School District
Laura Morana, Superintendent	Red Bank Borough School District
Tina Foley, Supervisor	Catholic Charities, Diocese of Metuchen
Alice Rose, Director, Child Development Center	McGuire Air Force Base, NJ
Peter Contini, President	Salem County Community College
Sharon Ryan, Associate Professor, Graduate School of Education	Rutgers, the State University of NJ
Ana Berdecia , Senior Fellow/Director	Thomas Edison
Ted Gooding, President/CEO	O.C.E.A.N. Inc.
Betty Acosta, Deputy for Child & Family Development Program	Migrant Head Start (CFDP-MHS)
Suzanne Burnette, Head Start Collaboration Director	NJ Department of Education
Cindy Herdman-Ivins, Director – Division of Prevention & Community Partnerships	Department of Children and Families
Barbara Kiley, President	Coalition of Infant/Toddler Educators
Barbara Reisman, Executive Director	Schumann Fund
Cecilia Zalkind, Executive Director	Association for the Children of New Jersey
W. Steven Barnett, co-Director	National Institute for Early Education Research
Lisa Lockwood, President	NJ Association for the Education of Young Children
Veronica Ray, President	New Jersey Head Start Association
Lorraine Johnson, President	New Jersey Head Start Director's Association
Michelle Melgarejo, President	New Jersey Family Child Care Provider Association
Gerard Costa, Director	YCS Institute for Infant and Preschool Mental Health

Section VI. BUDGET**Year 1, 2010-2011**

Category	Federal Budget	State In Kind Contribution
Salaries- Project Coordinator		
Fringe Benefits (34.85%)		
Other: Technology	\$1,004	
Other: Telephone	\$1,170	
Travel (.31/mile)	\$1,612	
Contractual: MOAs with higher education	\$335,280	
Other: Agency/Consultants	\$77,600	
Indirect portion (3.5%)	\$18,218	
NJ State Preschool Program		\$1,214,451**
Total	\$520,098	

Year 2, 2011-2012

Category	Federal Budget	State In Kind Contribution
Salaries- Project Coordinator		
Fringe Benefits (34.85%)		
Other: Technology	\$1,004	
Other: Telephone	\$1,170	
Travel (.31/mile)	\$1,612	
Contractual: MOAs with higher education	\$445,000	
Other: Agency/Consultants	\$201,855	
Indirect portion (3.5%)	\$26,404	
NJ State Preschool Program		\$1,760,398**
Total	\$762,261	

Year 3, 2012-2013

Category	Federal Budget	State In Kind Contribution
Salaries- Project Coordinator		
Fringe Benefits (34.85%)		
Other: Technology	\$1,004	
Other: Telephone	\$1,170	
Travel (.31/mile)	\$1,612	
Contractual: MOAs with higher education	\$119,000	
Other: Agency/Consultants	\$92,700	
Indirect portion (3.5%)	\$11,175	
NJ State Preschool Program		\$745,031**
Total	\$311,875	

Summary

Federal Share	State In Kind Contribution
\$1,594,234	\$3,719,880**

**The in kind contribution from the state of New Jersey comes entirely from the fully state funded preschool program for three- and four-year-old children, administered and funded by the New Jersey Department of Education. This aid provided to school districts for the operation of their preschool program is not used as in kind contributions for other grants.

Appendix 1: Executive Order**State of New Jersey
Executive Order #162****Governor Jon S. Corzine**

WHEREAS, pursuant to the federal Omnibus Budget Reconciliation Act of 1981, as amended by the Head Start Act amendments of 2007 enacted on December 12, 2007, 42 U.S.C. § 9837b, P.L. 110-134 (hereinafter referred to as the “federal requirements”), the State of New Jersey is required to designate or establish a state entity to serve as New Jersey’s advisory council on early childhood education and to care for children from birth to school entry; and

WHEREAS, the federal requirements provide that the advisory council is to be comprised of a diverse selection of individuals concerned with young children who represent a cross-section of the educational, child care, health, mental health, and disabled communities; and

WHEREAS, the federal requirements provide that the advisory council is to be charged with assuring collaboration and coordination among the various early childhood programs in the State; and

WHEREAS, in order to maintain compliance with the federal law, it is appropriate for the State of New Jersey to establish a New Jersey Council for Young Children to carry out the duties set forth in the federal requirements;

NOW, THEREFORE, I, JON S. CORZINE, Governor of the State of New Jersey, by virtue of the authority vested in me by the Constitution and by the Statutes of this State, do hereby ORDER and DIRECT:

1. There is hereby established the New Jersey Council for Young Children (hereinafter referred to as “the Advisory Council”), which shall be established as a separate entity in, but not of, the New Jersey Department of Education.
2. The Advisory Council is hereby designated the State entity responsible for assuring collaboration and coordination among all the early childhood programs in the State of New Jersey.
3. The Advisory Council membership shall be comprised of no more than twenty-five members.
4. The following officials, or their designees, shall serve on the Advisory Council, ex officio, and with a vote:
 - a. the Commissioner of the New Jersey Department of Human Services;
 - b. the Commissioner of the New Jersey Department of Education;
 - c. the Commissioner of the New Jersey Department of Health and Senior Services;
 - d. the Commissioner of the New Jersey Department of Labor and Workforce Development; and
 - e. the Commissioner of the New Jersey Department of Children and Families.

5. The Council also shall consist of the following public members:
 - a. a representative of a local educational agency in the State;
 - b. a representative of an institution of higher education in the State;
 - c. a representative of a local provider of early childhood education and development services in the State or an organization representing such providers;
 - d. a representative from Head Start agencies located in the State, including migrant and seasonal Head Start programs and Indian Head Start programs;
 - e. the President of the New Jersey Head Start Association;
 - f. the State Director of Head Start Collaboration; and
 - g. at least six other members who either represent entities or interest groups or constituencies determined by the Governor to be relevant to the Advisory Council's work, such that their participation will be of assistance to the Advisory Council, or who have expertise or significant experience in early childhood education, pre-school education, Head Start programs, child development, child care, or the education and training of early childhood teachers, regardless of their organizational affiliation.
6. The public members of the advisory council shall serve for three year terms, except that of those first appointed, five members shall serve for a term of one year, ten shall serve for a term of two years, and the remainder shall serve for a term of three years. Council vacancies from among the members shall be filled by appointment by the Governor for the remainder of the unexpired term. Any vacancy occurring in the membership of the Council is to be filled in the same manner as an original appointment and the vacancy is not to affect the power of the remaining members to execute the duties of the Advisory Council. The Governor shall designate a member of the Advisory Council to serve as chair. The Advisory Council members shall serve without compensation.
7. The Advisory Council shall:
 - a. conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school entry, including an assessment of the availability of high-quality pre-kindergarten services for low-income children in the State;
 - b. identify opportunities for, and barriers to, collaboration and coordination among federally-funded and State-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among state agencies responsible for administering such programs;
 - c. develop recommendations for increasing the overall participation of children in existing federal, state, and local child care, as well as early childhood education programs, including outreach to underrepresented and special populations;
 - d. develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the State;
 - e. develop recommendations regarding statewide professional development and career advancement plans for early childhood educators in the State;
 - f. assess the capacity and effectiveness of two- and four-year public and private institutions of higher education in the State to support the development of early childhood educators, including the extent to which such institutions have in place articulation agreements, professional development and career advancement plans,

- and practice or internships for students to spend time in a Head Start or pre-kindergarten program;
- g. make recommendations for improvements in State early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate; and
 - h. engage parents and develop improved communication strategies with families across New Jersey regarding the importance of their roles in quality programs for young children.
8. The Advisory Council shall submit a statewide strategic report addressing its assessments and recommendations set forth in Section 7 of this Order to the State Director of Head Start Collaboration and the Governor no later than 18 months from the release of federal grant funds.
 9. After the submission of the statewide strategic report, described in the Section 8 of this Order, the Advisory Council shall convene at least four meetings each year to review the implementation of the recommendations in the strategic report and consider any changes to state and local needs.
 10. After the submission of the statewide strategic report, described in Section 8 of this Order, the Advisory Council shall submit an annual report of its activities to the Governor each July.
 11. The Advisory Council shall hold at least one public hearing per year and provide an opportunity for public comment regarding the issues set out in Section 7 of this Order.
 12. This Order shall take effect immediately.

GIVEN, under my hand and seal this 6th day of January, Two Thousand and Ten, and of the Independence of the United States, the Two Hundred and Thirty-Fourth.

/s/ Jon S. Corzine
Governor

[seal]

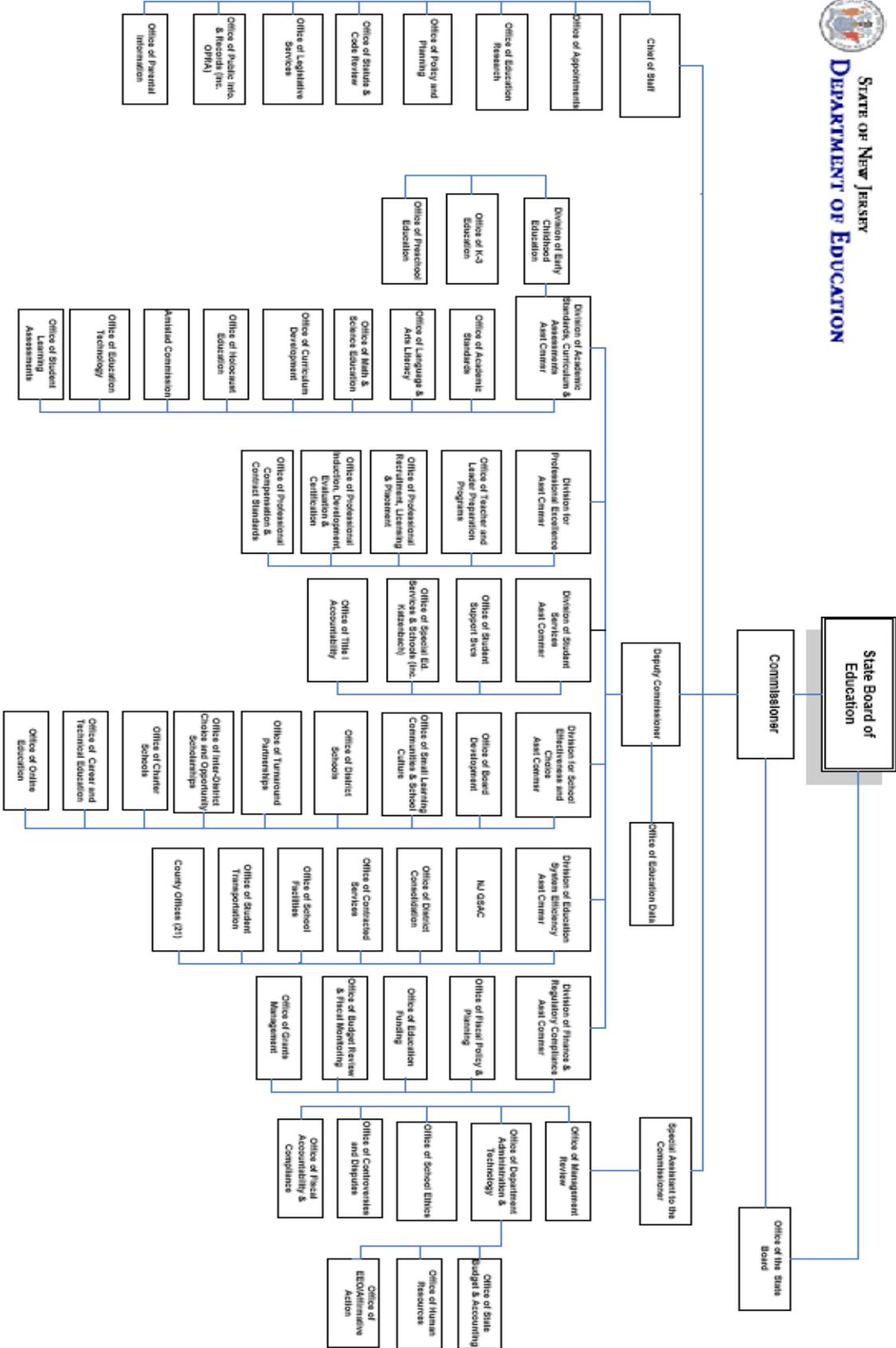
Attest:

/s/ William J. Castner, Jr.
Chief Counsel to the Governor

Appendix 2: Organizational Chart



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION



6/16/10

Appendix 3: Letter of Support from Governor Christie



State of New Jersey
OFFICE OF THE GOVERNOR
PO Box 001
TRENTON, NJ 08625-0001

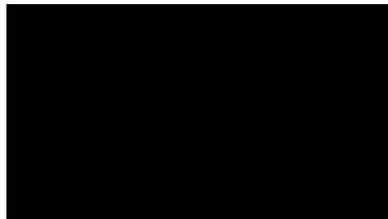
CORIS CHRISTIE
Governor

July 15, 2010

The Honorable Kathleen Sebelius
Secretary, US Department of Health and Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretary Sebelius,

Please accept this letter as my designation of the New Jersey Department of Education as the lead agency for the New Jersey Council for Young Children. The Department of Education is authorized to apply for the grant to support the work of the Council under the American Recovery and Reinvestment Act (ARRA). I am delighted that these resources are being made available to help us continue our leadership efforts to assure that all of New Jersey's most vulnerable and youngest children can receive effective early childhood education programs and services.



cc: Commissioner Bret Schundler
Department of Education
Ellen Wolock, Director, Office of Preschool Education
Division of Early Childhood