Department of Early Education and Care

FY10 Universal Pre-Kindergarten (UPK) Pilot Classroom Quality Grant Renewal Request for Responses (RFR) Fund Code 511
PART I – BACKGROUND, PURPOSE, GOALS, APPLICANT ELIGIBILITY, FUNDING, REQUIRED SERVICES, ADDITIONAL REQUIREMENTS, OUTCOMES AND PERFORMANCE MEASURES, FUND USE, GRANT TERM, GRANT CONTACT, REPORTING REQUIREMENTS, APPLICATION DEADLINE AND SUBMISSION INSTRUCTIONS, REQUIRED FORMS, ADDITIONAL INFORMATION FOR THE APPLICANT

Background:
The Massachusetts Department of Early Education and Care (EEC) provides services for children in Massachusetts through a mixed delivery system, which includes child care centers, out-of-school time programs, family child care homes, public preschool programs, private school preschool and kindergarten, and Head Start programs. EEC is responsible for licensing early education and care and out-of-school time programs throughout Massachusetts and for providing child care financial assistance to low-income families with children birth to 13 years of age. In addition, EEC provides support for information and referral services, inclusive programming for children with special needs, parenting and family support, and professional development opportunities for educators in the early education and out-of-school time fields. These efforts affect thousands of early education and out-of-school time providers, who serve more than 275,000 children each day. In its broadest role, EEC also serves as a source of information to the families of more than one million children in Massachusetts.

EEC is committed to helping to ensure that all children have access to quality programs. The creation and implementation of a system to improve and support quality statewide is a key strategic direction in the EEC’s Board Strategic Five-Year Plan (http://www.eec.state.ma.us/docs/StrategicPlanFormatted.pdf).

The Massachusetts Universal Pre-Kindergarten (UPK) Pilot Program provides funding for grants to improve the quality of preschool programs and services to children from the age of 2 years and 9 months until they are kindergarten eligible, through a mixed service delivery system including public, private, non-profit and for-profit preschools, child care centers, nursery schools, preschools operating within public and private schools and school districts, Head Start programs, and independent and system-affiliated family child care homes.

Purpose:
The purpose of the UPK Pilot Program is to:

- Promote school readiness and positive outcomes for children participating in UPK classrooms and homes;
- Provide quality grants to programs to meet and maintain the UPK quality requirements which are detailed in the Applicant Eligibility section below);
- Support and enhance the quality of services for children in UPK classrooms and especially for low-income children and/or children living in underperforming school districts;
- Maximize parent choice by ensuring participation from all program types within a mixed public and private service delivery system;
- Support the use of child assessment systems/tools to ensure that programs are effectively measuring children’s progress across all developmental domains and using this information to inform practice; and
- Inform the longer-term implementation of a program of universally accessible, high-quality early childhood education.
**Goals:**

The goals for this grant in FY2010 are to fund quality improvement activities that lead to the following:

- Increased staff compensation and benefits to improve quality of workforce and retention;
- Low staff/child ratios and/or reduced class size/group size;
- New or expanded services that support the comprehensive developmental needs of children;
- Full implementation of child assessment systems and use of data to support program practice and communicate with families;
- Enhanced training and professional development to build the skills of educators;
- Rich curricula and instructional supports for preschool educators and children;
- Smooth transitions for children to kindergarten and/or other programs; and
- Effective and regular family engagement and support in program activities and operations.

EEC reserves the right to further limit or alter the activities funded through this grant subject to final budget appropriations, budget language, and/or EEC priorities.

<table>
<thead>
<tr>
<th>Applicant Eligibility:</th>
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<tbody>
<tr>
<td>The agencies and programs that received UPK Pilot Classroom Quality Grant funding in fiscal year 2009 are eligible to apply for renewal funds. <strong>Programs must continue to fund the UPK classrooms and family child care homes originally selected for funding by EEC.</strong></td>
</tr>
</tbody>
</table>

Designated classrooms and family child care homes must continue to meet *all* of the criteria outlined below. If a center-based or school program has multiple preschool classrooms, funding should be targeted to those designated classrooms within the program that meet *all* of the following criteria:

1. **Be EEC Licensed or License-Exempt.**

2. **Serve or be willing to serve EEC subsidized children,** defined as any of the following populations:
   a. Children accessing care through EEC contracts or vouchers;
   b. Children funded with Head Start dollars;
   c. Privately subsidized children from families meeting EEC income eligibility criteria (i.e., total household income at or below 85% of the state median income) with supporting documentation from program; and
   d. Children attending preschool programs operated by public schools that:
      1. Have a high proportion of children qualifying for free/reduced lunch;
      2. Are at risk of or have been determined to be under-performing in accordance with sections 1J and 1K of Chapter 69 of the General Laws; and/or
      3. Have been placed in the accountability status of identified for improvement, corrective action, or restructuring pursuant to Massachusetts Department of Secondary and Elementary school regulations, or which have been designated Commonwealth priority schools or Commonwealth Pilot Schools pursuant to said regulations.

All programs must also have an income-eligible contract, and/or voucher agreement in place and be willing to accept EEC-subsidized children.
3. **Provide access to full-day, full-year services for working families.**

Programs that are not full-day, full-year (as defined in the Funding section below) must demonstrate how UPK and/or other funds are being used to provide access to full-day, full-year services in the narrative section of the UPK budget. This may include activities such as the following: conducting a needs assessment of families in the program; providing enhanced referral services; allowing another program to use its space to provide families with full-day, full-year services; transporting children to another program that will provide care when the funded program is not in operation; and/or entering into a written agreement with another program to provide full-day, full-year services to families. EEC reserves the right to consider programs that have not implemented full-day full-year services or have not partnered with another program to provide services during these hours to working families ineligible for UPK Pilot Classroom Quality Grant funding in future fiscal years.

4. **Provide a developmentally appropriate program as evidenced by:**
   a. Use of *Early Childhood Program Standards for Three and Four Year Olds* (does not apply to family child care providers);
   b. Use of *Guidelines for Preschool Learning Experiences*; and
   c. Use of one of four EEC approved assessment tools, for at least one year*:
      - Work Sampling,
      - High Scope Child Observation Record (COR),
      - Creative Curriculum Developmental Continuum, or
      - Ages and Stages.

   *Use of an assessment tool for one year is defined for purposes of this RFR as staff trained in use of the tool and having completed a full assessment for children for at least one assessment period.

5. **Have current* National Association for the Education of Young Children (NAEYC) or New England Association of Schools and Colleges (NEASC) accreditation for group child care programs OR National Association for Family Child Care (NAFCC) accreditation or a non-expired Child Development Associate (CDA) credential or higher for family child care providers (AA, BA, or Master’s degree).**

   *Current NAEYC, NEASC, or NAFCC accreditation for purposes of this RFR means that a program is considered by the national accrediting body as of May 1, 2009 to be accredited. If there is a lapse in accreditation, during the contract period, the program must report this change to EEC and come back into accreditation status within 90 days of the first day of the lapse or be subject to loss of UPK funding.

   **Programs originally funded in FY07 because they met the FY07 requirement of a teacher/provider with a bachelor’s degree (BA/BS) in each UPK classroom/family child care home instead of national accreditation are not currently required to be accredited.

All classrooms for which an applicant is seeking UPK funding must be serving preschool aged children (age 2 years 9 months to kindergarten eligible in the community in which they live).

UPK grants are awarded to specific family child care providers and classrooms within
child care centers and are not transferable to other sites or facilities. Grant recipients are prohibited from transferring funds to a different center or provider if, for example, the funded site closes, changes affiliation, or is no longer eligible for funds. If a center or provider moves to a new location and the UPK classroom remains intact, EEC may allow funding to be transferred to the new location. No grant funds shall be transferred without the express written approval of EEC.

If a program’s eligibility status changes during the grant period, it must immediately report this change to EEC and come back into compliance within 90 days of the first day that the program was ineligible or be subject to loss or reduction of funding.

The lead agency and all subcontracted providers must comply with all applicable statutes, regulations, policies, and procedures, inclusive of any changes made as a result of enacted legislation, duly promulgated regulations, or policies implemented by the Board and the Department of Early Education and Care.

**Funding:**

FY09 UPK Classroom Quality grantees may apply for up to the level of funding identified in Appendix A which is based on reported FY09 enrollment data and the hours that classrooms/family child care homes are in operation with expected across-the-board reductions based on the final FY10 Senate budget. Final award amounts will be subject to final FY10 budget appropriations available on or around July 1, 2009.

As a reminder, the funding formula from FY09 was as follows:

\[
\text{Total UPK Classroom Quality Grant} = (A+B)
\]

\[
\text{Total Classroom Enrollment} \times \$500 + \text{Total Classroom Subsidized* Enrollment} \times \$1,500
\]

\[
(A+B)
\]

*For the purposes of this RFR, the term “subsidized enrollment” is defined to include the following:

a. EEC-subsidized children (i.e., children accessing care through contracts or vouchers);

b. Children funded with Head Start dollars;

c. Privately subsidized children from families meeting EEC income eligibility criteria (i.e., total household income at or below 85% of the state median income) with supporting documentation from the program; and

d. For public school preschool programs, the proportion of children qualifying for free/reduced lunch in the district will be used to approximate the number of subsidized children.

In order to be eligible to receive the full award amount, programs must be providing full-day, full-year services. Full-day, full-year programs are defined as operating for at least 231 days and 2079 hours per year. For programs providing less than full-day, full-year services, award amounts have been proportionately reduced based on the number of hours that a classroom/family child care home is in operation per year (as reported in the FY09 UPK Classroom Quality RFR Questionnaire). Classrooms/family child care homes operating for:

- Three-quarters time care (1560 through 2078 hours per year) will receive 75% of their annual grant award;
- Part-time care (1080 through 1559 hours) per year will receive 60% of their annual grant award; and
- Less than part-time care (less than 1080 hours per year) will receive 50% of their annual grant award.

EEC reserves the right to increase or decrease award amounts subject to various factors, including, but not limited to, the following: changes in the enrollment or full-time equivalent capacity of the UPK classrooms/family child care homes, UPK program priorities as determined by EEC, and/or legislative authorization, appropriation and allotment.

### Required Services:

**UPK Pilot Classroom Quality Grant funds must be used to:**

- increase staff compensation;
- lower staff/child ratios and/or decrease class/group size;
- enhance the program’s ability to interpret and use assessment data to improve program quality;
- purchase hardware, software, or training to fully implement the electronic component of the curriculum and/or assessment tool currently in use;
- enhance developmentally appropriate practice and instructional support;
- provide new staff professional development opportunities and/or support staff attainment of credentials or degrees;
- incorporate additional comprehensive services into the program to meet the diverse learning needs of children and their social-emotional, behavioral, and/or physical health needs;
- support ongoing accreditation or reaccreditation activities;
- enhance current or provide new family engagement opportunities;
- enhance current or provide new transitional supports to children moving to/from other programs or to kindergarten; and/or
- provide or facilitate access to full-day, full-year services for working families.

### Additional Requirements:

The following additional requirements must be met as a condition of grant funding:

1. Lead agencies with multiple UPK sites and family child care systems must communicate and consult with individual sites and family child care providers about the plan for UPK funds during the application process and throughout the grant period. UPK funds may not currently be used to benefit other sites within the same lead agency with the exception of certain agency and/or community-wide professional development opportunities when there is minimal or no additional cost to doing so.

2. Funding must directly benefit and target the children in the UPK classrooms/family child care homes. With justification that is approved by EEC, programs may also use funds to benefit other classrooms and areas of the program within the same site in accordance with UPK goals and priorities.

3. Funded activities should support the diverse learning needs of all children, including children with disabilities and children with challenging behaviors.

4. No more than 15% of a site’s total grant may be spent on educational materials, supplies, or equipment (including technology purchases).

5. Family child care systems receiving funds for designated UPK family child care grantees must pass through at least 50% of their total UPK grant directly to participating providers. “Pass through” means that providers will receive the funds directly through stipends or direct payments and decide how to spend these funds, with support from system staff, to improve the quality of their
programs. Individual family child care provider budgets must detail how funds will be spent on quality improvement activities.

6. If a program does not currently have the capacity to enter its child assessment data electronically, fiscal year 2010 funds must be prioritized first for this purpose. The electronic component of the assessment systems involves purchasing, receiving training in, and implementing one of the following: creativecurriculum.net, worksamplingonline.net, onlineCOR.net, or Ages and Stages database manager.

7. In order to help grantees align spending with the objectives of the UPK Classroom Quality grant, EEC will require a quality improvement plan be submitted by grantees. The quality improvement plan will be due no later than 4:30pm on September 30, 2009. A template of a quality improvement plan will be provided to grantees this summer.

Outcomes and Performance Measures:

Funds must be used on the required services listed above, which support the eight objectives of this grant program. For each performance measure below, applicants must report in their applications: 1) their grant accomplishments from this past year (FY09), 2) proposed activities for FY10, and 3) proposed budget allocation for FY10. Grantees are not required to accomplish all of the below objectives and associated outcomes/performance measures described below during Fiscal Year 2010, but are expected to make progress on as many of them as possible within available resources. EEC will analyze data collected from grantees about their progress toward meeting these objectives, and may use this information to evaluate fund use requirements in the future and to make other grant refinements.

OBJECTIVE 1: Increased staff compensation and benefits to improve quality of workforce and retention

Performance Measures:
1a. # staff/providers with compensation and benefits increases
1b. Starting/ending salary of staff
1c. # staff with ongoing increases in compensation maintained
1d. Staff retention rate

OBJECTIVE 2: Low staff/child ratios and/or reduced class/group size

Performance Measures:
2a. # new staff hired
2b. # staff with increased hours
2c. # additional staff hours
2d. starting/ending staff/child ratios
2e. starting/ending class/group size

OBJECTIVE 3: Services that support the comprehensive developmental needs of children

Performance Measures:
3a. Categories of services provided
3b. # hours and frequency of services

OBJECTIVE 4: Implementation of child assessment systems and use of data to support program practice and communicate with families
Performance Measures:
4a. Nature of trainings, materials, and other supports provided to ensure regular assessment of children
4b. Nature of supports and activities to use assessment data to inform practice and communicate with families
4c. Observed progress of children across developmental domains from beginning to end of year.

OBJECTIVE 5: Enhanced training and professional development to build the skills and credentials of educators

Performance Measures:
5a. # educators that earned credentials
5b. # educators that benefited from college courses
5c. # educators that participated in trainings
5d. # hours of additional staff planning time
5e. # assistant teachers/staff promoted
5f. # trainings offered

OBJECTIVE 6: Rich curricula and instructional supports for preschool educators and children

Performance Measures:
6a. Nature of additional instructional supports, activities, and materials that are available
6b. Nature of activities/supports that help programs maintain accreditation

OBJECTIVE 7: Smooth transitions for children to kindergarten and/or other programs

Performance Measures:
7a. Nature of activities/supports to help facilitate transitions to different programs

OBJECTIVE 8: Effective and regular engagement and support of families in program activities and operations

Performance Measures:
8a. # additional hours/days of program operation
8b. # children with access to full-day full-year services (as defined on page 6 of RFR)
8c. Nature of family engagement and support activities available

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<tr>
<th>Fund Use</th>
<th>Allowable Fund Use:</th>
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<td></td>
<td>Budget instructions and expenditure parameters are detailed in Appendix A and Appendix B.</td>
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</table>

Professional Development

1. EEC encourages programs that spend UPK funds on professional development courses/classes/conferences to align them with EEC’s Core Competency categories and subcategories and target those that offer undergraduate or graduate credits or CEUs.

Prohibited Fund Use:

1. Out-of-state travel for professional conferences will not be permitted with
| **Grant Term:** | This is a one-year grant for the period 7/1/2009 – 6/30/2010, subject to the following: appropriation, legislative allotment, an annual award of grant funds, and any modifications made by EEC. |
| **Grant Contact:** | Kelly Schaffer, 617-988-7803 or kelly.schaffer@state.ma.us |
| **Reporting Requirements:** | All grantees must agree to participate in EEC data collection and evaluation activities and must submit all reports to EEC in a timely manner. As described above, a mid-year Quality Improvement Plan will also be required during Fiscal Year 2010. EEC will monitor the assessment data collected by programs twice per year via reviews of aggregate classroom reports to ensure that programs are regularly assessing children and entering the data. The prescribed format and expectations will be communicated to all grantees separately after awards are made. EEC will not examine individual child data or use this information to assess the strengths or weaknesses of individual programs. In order to recognize accomplishments, identify challenges, and inform future funding decisions, quarterly progress reports will be required of all grantees. These reports will provide EEC with information regarding grantee successes and challenges in meeting grant funded goals and objectives. A template for these reports will be made available. End-of-year reports are due no later than 30 calendar days after the end of the grant term. Failure to submit required reports in a timely manner may affect the release of grant payments. |
| **Application Deadline and Submission** | • RFR and RFR Questionnaire* posted on EEC website on June 19, 2009. Responses to the RFR Questionnaire and programmatic documentation must be received by EEC (electronically and when specified by mail) by July 17, 2009 at |
| Instructions: | 4:30 pm. Submission of the standard contact form is not required at this time. Applicants should mail two hard copies of each required form listed in the next section (except for the questionnaire) to the below address and e-mail each form to UPKgrants@state.ma.us with their site name and “UPK Classroom Quality Grant Renewal” in the subject of the e-mail.
- Award payments are expected to be made beginning in August 2009.

*An important part of the renewal process is completion of the Fiscal Year 2010 UPK Classroom Quality Grant RFR Questionnaire. Responses to this questionnaire must be received by EEC (via online or mail at the address stated below). Completing the online version of the questionnaire is strongly encouraged, but not required. As an alternative, applicants can mail the questionnaire to the address below. For the questionnaire, applicants must choose only one method of submission.*

Department of Early Education and Care, Attn: Kelly Schaffer
51 Sleeper Street, 4th floor
Boston, MA 02210 |

| Required Forms to be Submitted: | FY10 grantees must submit all of the necessary programmatic and fiscal documentation along with a fiscal year 2010 budget, which will be reviewed and approved by EEC before funds are awarded. The documentation that grantees are required to submit includes the following:

**Programmatic Documentation**
- Part I: RFR Questionnaire
- Part II: Budget Form
- Part III: Contact Information Form
- Part IV: Outcome and Performance Measures Reporting Form
- Part V: Narrative Questions
- Part V: Quality Improvement Plan (to be due by January 15, 2010) – *this template will be sent to grantees after awards are made*
- Part VI: Quarterly Reports - *templates will be provided*

Please note: The Standard Contract Form and any additional required fiscal forms below will be sent to grantees following programmatic approval. These forms are required submissions before any payments will be processed.

**Additional Required Forms (to be sent with contract form):**
- **Affirmative Market Program (AMP) Plan Form**: Pursuant to Executive Order 390, any contract with a potential financial benefit of $50,000 or more requires a bidder to complete applicable sections of this form and include the required attachments for consideration in the scoring of their submission for any contracting opportunity with the Commonwealth of Massachusetts.
- **Executive Order 504 Contractor Certification Form**:
- **A new Request for Taxpayer Identification Number and Certification (W-9) Form** will also be required with your grant submission if you are a grant lead agency that is not a state/public entity. Lead agencies that are NOT state/public entities (i.e. city or town, state college) must submit this new W-9 which now includes information regarding the Dunn and Bradstreet Universal Numbering System (DUNS) number requirement. Any entity that does not have a DUNS number can apply for one at www.DNB.com under the DNB Number tab. *Grant applicant lead agencies that are state/public entities (i.e.
Additional Information for the Applicant:

| Appendix A: Anticipated FY10 UPK Classroom Quality Grant Award Amounts by Site  |  |
| Appendix B: Budget Instructions |  |
| Appendix C: Budget Expenditure Parameters |  |
| Appendix D: Core Competency Areas and Subcategories |  |
| Appendix E: Grant Payment Terms, Grant Expenditures, Termination, and Relevant Law |  |
APPENDIX A – ANTICIPATED FY10 UPK CLASSROOM QUALITY GRANT AWARD AMOUNTS

Please see Appendix A posted on ECC’s grants page, http://www.eec.state.ma.us/kr_grant_submit.aspx, under FY10 Universal Pre-Kindergarten (UPK) Pilot Classroom Quality Grant Renewal.
General Instructions regarding Budget Detail and Narrative Forms

Your UPK budget is in the form of an Excel spread sheet. Its purpose is to provide budgetary information, using a line item or object of expenditure format. All amounts on budget lines must be rounded to whole dollars.

Open the Excel documents entitled “FY10 Budget Form” (there are two versions: one for family child care systems and one for centers, school districts, and independent family child care providers) and “FY10 Narrative Form” and save them to your computer. Rename the files so that they include the name of your program. All amounts on budget lines should be rounded to whole dollars.

Family child care systems must submit a system-level budget for expenditures spent at the system level to support UPK providers and a separate budget for each family child care provider (signed by the provider) listing the funds that the provider will spend on activities of her/his choosing. Each expenditure must only be listed once (either in the system budget or provider budget) and must be listed according to who is responsible for spending the funds.

The budget contains the following columns:

Expenditure Category: This column delineates the specific expenditure categories pre-determined by EEC that reflect program goals and allowable expenditures. Please note that the assessment category includes two subcategories that will automatically sum in the assessment subtotal row (row 3 = row 3a + row 3b).

Proposed Fiscal Year 2010 Expenditures: This column is where proposed expenditures are reported that are allocated to specific categories. This column should auto-sum all of the figures entered to provide a subtotal where indicated and a total grant award amount at the bottom of the spreadsheet. The total amount should not exceed the allocation for the grant.

Expenditure Description: This column includes space for a detailed explanation of how the funds in the Proposed Fiscal Year 2010 Expenditure column will be used. Please be as specific as possible and do not reiterate the definitions that are included in the Expenditure Parameters. Please pay close attention to the level of information that is required.

Additional Detail: This column includes space for an explanation of how proposed expenditures are related to maintaining and improving the quality of the UPK classrooms or family child care homes.

Total Amount Requested: The total amount requested will automatically sum the rows above and may not exceed the allocation for the grant.

Administrative Costs: Program administrative costs must not exceed 8% of the total grant amount. For family child care providers affiliated with a family child care system, total administrative costs (system-level and provider-level) must not exceed 8% of the total grant amount.

Expenditure Description Guidance tab: This column provides definitions, clarification, and examples of appropriate expenditures. Please pay close attention to the information provided here regarding the level of detail required in the Expenditure Description column.

Narrative Form: Programs must describe the following:

- their plan for submitting/entering electronic assessment data;
- spending that duplicates previous year expenditures in select categories;
- program activities that do not target designated UPK classrooms;
- how they are providing access to full-day, full year services for working families, if full-day, full-year hours are not offered directly; and
• for family child care systems, their plan for developing, passing through, and communicating the proposed use of UPK funds with their affiliated family child care providers.

Grant recipients must do the following:
• Maintain separate and auditable records;
• Maintain time and attendance records to support payrolls;
• Maintain time distribution records for salaries and wages of employees that are chargeable to more than one grant program; and
• Administer funds in compliance with relevant federal, state and local laws, regulations and/or policies, including but not limited to 815 CMR 2.00 et. seq.

All funds must be spent and services must be delivered in fiscal year 2010 (July 1, 2009 through June 30, 2010). Grantees must return unexpended funds to EEC within 60 days of the grant’s end.

Please note: Recipients who wish to make adjustments to the budget about it is approved by EEC must request the change in advance. Any proposed line item expenditure increase or decrease of more than 10%, or change in programmatic activities, requires approval by EEC. The request must be submitted at least 30 days in advance prior to the proposed change and no later than May 31, 2010.
This document describes the acceptable expenditure parameters for the FY10 UPK Classroom Quality Grant program. Programs should use this document as guidance for preparing the FY10 UPK Classroom Quality Budget.

### Staff Compensation
Costs to support salary and benefit increases to teachers/providers, assistants, and program/system staff working directly with UPK providers on allowable activities. Costs may also include funding new UPK classroom/home staff and/or increasing the hours of current UPK classroom/home staff. Please detail % annual increase and/or or nature of benefit change by staff person as well as whether increase is ongoing or one-time (list one staff person per line).

### Comprehensive Services
Costs to support initiatives that related to incorporating new or enhanced comprehensive services into the program that will facilitate meeting the social-emotional and/or physical health needs of children (e.g., health screenings, access to mental health services, dental care, social services, outpatient therapy, physical therapy, and speech therapy). Please list each service separately along with provider of service and estimated # of children who will benefit.

### Assessment Supports and Online Licenses
Costs to purchase materials related to assessment (e.g., manuals, assessment instruments, and supplementary materials that will allow full implementation). Technology costs and supplies (i.e. ink, binders, report covers, etc.) should be listed under "Educational Materials and Technology Supports." List # of units/items for each planned purchase.

### Assessment Trainings
Costs to support trainings related to assessment. Please include specifics on the type of training(s) to be offered and confirm the costs with the trainers. List # of trainings planned.

### Professional Development
Costs to support professional development not related to conducting child assessment. Please include specifics on the type of training to be offered and confirm the costs with the trainers. EEC encourages programs that spend UPK funds on professional development courses/classes/conferences to align them with EEC’s Core Competency categories and subcategories and target those that offer undergraduate or graduate credits or CEUs. Out of state travel for professional conference is not permitted with UPK funds.

EEC anticipates that UPK programs will have the opportunity to access EEC’s Professional Development Calendar this fiscal year. Grantees are strongly encouraged to use the calendar as a means of seeking out and communicating opportunities with other programs. Further information on the Professional Development Calendar will be communicated to grantees when it is available.

### Full Day Full Year Services
Costs to support initiatives related to providing or facilitating access to full day/full year services for working families (e.g., transportation, planning and meeting time, and staff support). Detail each initiative on separate line. Note: This line is only applicable to programs that have either recently implemented, or are in the process of implementing, full day/full year services.

### Curricula and Enrichment Activities
Costs to purchase curricula or fund enrichment activities (i.e. field trips, external classroom specialists such as art instruction, yoga classes and storytellers).
<table>
<thead>
<tr>
<th><strong>Educational Materials and Technological Supports</strong></th>
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<tr>
<td>Costs to purchase educational materials and supplies to improve program quality, and technological supports (e.g. computers, printers, digital cameras). No capital improvements (e.g. the installation of in-wall wiring for computer networks, shade coverings, playground structures, classroom shelving units, carpeting, etc.) can be paid for with this grant; equipment purchased must be easily movable. <strong>This line item may not exceed 15% of the program's award amount.</strong></td>
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<th><strong>Accreditation Support</strong></th>
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<td>Costs associated with up to 50% of NAEYC or NAFCC accreditation or reaccreditation costs (programs must match 50% of cost) for individual program in the following categories: self study; becoming an applicant; becoming a candidate and on-site visit; and reaccreditation report. Costs associated with staff time and/or materials associated with accreditation or reaccreditation process.</td>
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<tr>
<th><strong>Transition to Kindergarten</strong></th>
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<td>Costs associated with facilitating smooth transitions to kindergarten for children and their families (e.g. providing children and parents with information on the expectations of kindergarten, the creation and use of a parent/teacher form to record profiles of children's learning to communicate to kindergarten programs).</td>
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<th><strong>Family Support</strong></th>
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<td>Costs to support and engage children's families through new or enhanced activities (e.g. outreach to caregivers (newsletters, etc.), parent support groups and parent-teacher conferences, the purchase of parenting resources and materials, and funds to enable staff training on supporting families in crisis and referring families for comprehensive services).</td>
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<th><strong>Administrative Costs</strong></th>
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<td>Costs for salaries associated with the administration and oversight of the UPK grant program; salaries associated with bookkeepers, billing, contract monitors or other fiscal staff for the UPK grant program; fringe costs of fiscal and oversight staff administering the UPK grant program; rental of space used for administration of the UPK grant program; telephones for UPK staff and utilities associated with administration of the UPK grant program; maintenance and repairs for equipment owned by or used to support the administration of the UPK grant program; or internal audits costs to ensure proper administration of the UPK grant program. List salary costs by staff person. <strong>This line can be no more than 8% of the total amount requested.</strong></td>
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## Understanding the growth and development of children and youth

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

## Guiding and interacting with children and youth

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

## Partnering with families and communities

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

## Health, safety, and nutrition

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

## Learning environments and implementing curriculum

- A. Concepts and principles of developmentally appropriate practice
- B. Creating the learning environment
- C. Curriculum
- D. Language and literacy
- E. Cognitive development
- F. Health and Physical development
- G. Creativity and the arts
- H. Personal and social-emotional development

## Observation, assessment, and documentation

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

## Program planning and development

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

## Professionalism and leadership

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

*Subcategories are draft only and subject to change.
APPENDIX E - GRANT NEGOTIATION, PAYMENT TERMS, GRANT EXPENDITURES, TERMINATION, RECOUPMENT OF FUNDS, AND RELEVANT LAW

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

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

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

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

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

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

All grant recipients must use the grant monies in accordance with the terms and requirements set forth in this Request for Responses and the Commonwealth Terms and Conditions, in addition to applicable EEC policies, regulations and/or state or federal laws. EEC reserves the right to recoup any and all monies which are not spent in accordance with such terms, conditions, policies, regulations, and/or laws. EEC further reserves the right to terminate grant funding to any recipient who violates any of the grant term requirements and/or conditions which are incorporated into this Request for Responses. EEC has the right to suspend, amend, and/or terminate the grant funding in the event of a budget reduction initiated under M.G.L. c. 29, sec. 9c.
The selected Grantee must comply with all applicable provisions of the Massachusetts General Laws, State Finance Law, 815 Code of Massachusetts Regulations 2.00 et seq. (regarding grants), and the Office of the State Comptroller’s policies and procedures regarding grants.