The Report of the State Center for Early Childhood Development Advisory Committee on Senate Bill 76:
Feasibility of Coordinating Government-Funded Child-Care Programs in a Manner that Promotes Access to Child-Care Programs and Results in Improved School Readiness

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Houston, Texas

September 1, 2004
**Charge**
The Texas State Legislature called for the State Center for Early Childhood Development Advisory Committee to:

- Determine the current status of early child care and education programs.
- Develop pilot projects on integration of services, a quality rating system, and a parent initiative to support school readiness.
- Make recommendations on effective models of child care coordination, promotion of school readiness, and revision of statutes and policies to facilitate coordination.

**Overview of Conditions in Early Childhood Education**
The State Center Advisory Committee found:

- Available data do not inform us about school readiness.
- Community agencies often don't work together.
- While the state has pre-k standards, we do not have clear standards for school readiness.

**Pilot Projects**

**A. Integration and Intervention**

- The eleven demonstration sites chosen to participate in TEEM and represent the state were able to develop and implement integration plans across the three funding streams of pre-k (independent school districts), Head Start, and child care. Certified teachers, space, and professional development were shared to serve more children in cost-effective ways.

- Findings from the intervention in which research-based curriculum, professional development with mentoring, and progress monitoring for children was delivered to half the TEEM classrooms showed substantial and often significant growth for the children in a 2 to 3 month period in many areas of early literacy and language for both English and Spanish speaking children.

**B. Quality Rating System**

- The framework for a quality rating system, proposed as the Texas School Readiness System, was developed with a focus on outcomes used to determine if children enter kindergarten with the needed cognitive foundational skills in early literacy, early math, and social skills. The system has a focus on accountability and integration.

**C. Parent Initiative**

- The State Center developed and implemented parent activities, workshops, newsletters, and teacher-led feedback for parents to use activities at home to support school readiness.

**Recommendations**
The State Center Advisory Committee recommends:

- Local communities should serve three and four year olds in *integrated partnerships*.
- Uniform school readiness *standards* should be developed with local flexibility.
- Statutes and policies should assure *funding streams are on an equal footing* for serving children.
- The Texas School Readiness System should be used to *serve more children* in cost-effective ways, focus on *outcomes*, and provide *parents with tools* to make decisions.
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I. **INTRODUCTION**

This report details the key findings and recommendations for promoting school readiness among three and four year old children in Texas. At the current time, thousands of Texas children, particularly those from low socioeconomic backgrounds and/or learning English as a second language, are entering kindergarten programs without the basic cognitive foundational skills necessary for them to succeed. We now know how to better assure that this does not continue to happen in the future.

The findings and recommendations revolve around a strong focus on **accountability** through **integration** of educational services and the use of **resources** demonstrated to promote learning in literacy, language, math, and social functioning.

Through integration and appropriate resources, the State Center for Early Childhood Development (hereafter referred to as the State Center) has demonstrated that communities can bring **early childhood education funding streams together** with the support of local leadership, identify **key personnel** to implement a model of integration that works in their community, increase teachers’ use of **best practices**, and achieve **substantial gains for children** in the areas that predict success in school, particularly literacy and language skills.

The work of the State Center is aligned with No Child Left Behind and the Texas State Math and Reading Initiatives. Our model is connected with demonstrated research that early attention to cognitive readiness can lead to decreases in dropping out of school and to fewer referrals to special education. The State Center has also shown that the use of this model significantly decreased teacher attrition across a two year period in previous work.
The Texas State Legislature gave the State Center in September 2003 the charge of promoting school readiness. SB 76 called for the State Center to convene an Advisory Committee and develop a report with recommendations for:

- Effective models of child care coordination.
- Promotion of school readiness through early child care and education programs.
- Effective administrative structure at the state and local level to make better use of child care resources.
- Revision of statutes and policies to facilitate child care coordination.

The legislation also called on the State Center to develop pilot projects to:

- Demonstrate coordination of resources for integration of early care and education services for pre-school children.
- Demonstrate a quality rating system for pre-kindergarten programs, child care facilities, and Head Start programs.
- Create a parent initiative to support school readiness skills at home.

To implement this work, the following team was established:

- An Advisory Committee
- A Resource Panel
- A School Readiness Task Force
- Blue Ribbon Expert Panel

We started with an Advisory Committee of 15 people that has met formally numerous times in the last ten months critiquing proposals, defining important details and generally accepting stewardship of this challenge. Individual committee members also have been active in subcommittee work and ongoing direct consultation with the State Center.

**State Center Advisory Committee Members**

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<thead>
<tr>
<th>Agency / Group</th>
<th>Representative</th>
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<tr>
<td>1. Office of Early Childhood Coordination</td>
<td>Terry Boudreaux, Texas Health and Human Services Commission</td>
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<td>2. Texas Workforce Commission</td>
<td>Donna Garrett, Workforce Development</td>
</tr>
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<td>3. Texas Education Agency</td>
<td>Christi Martin, Office of Education Initiatives</td>
</tr>
<tr>
<td>4. Texas Department of Family and Protective Services</td>
<td>Diana Spears/Michelle Adams, Child Care Licensing</td>
</tr>
<tr>
<td>6. Local Workforce Development Boards</td>
<td>Donnie Gonzalez, Lower Rio Grande Valley Workforce Dev Board</td>
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<td>7. Child Care Development Panel</td>
<td>Ann Hugg, Neighborhood Centers, Inc.</td>
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<td>9. Head Start Association</td>
<td>Kenneth Gillet, Texas Head Start Association</td>
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<td>12. For-profit Child Care Providers</td>
<td>Brandi Pae, Stepping Stone School</td>
</tr>
<tr>
<td>13. Administrator of Government-Funded Child Care Programs</td>
<td>Bianca Enriquez, Region 19 ESC Head Start Program</td>
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<tr>
<td>14. Parents of Children Receiving Government-Funded Child Care Services</td>
<td>John Chacon, Consultant (formerly with the National Fatherhood Initiative of Texas)</td>
</tr>
<tr>
<td>15. Texas Licensed Child Care Association</td>
<td>Thomas McIntire/Steve Sanders, Texas Licensed Child Care Association</td>
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II. CHARGE

To support the Advisory Committee, a resource panel of additional prominent state and national leaders with vast experience was composed. Their input has reinforced the core mission: to find more cost-effective ways of doing business.

State Center Resource Panel

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<tr>
<th>Name</th>
<th>Agency</th>
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<tr>
<td>Hildegarde Ayer</td>
<td>Lee Pesky Learning Center</td>
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<tr>
<td>Susan Barnes</td>
<td>Texas Education Agency Standard &amp; Programs</td>
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<tr>
<td>Rodney Bradshaw</td>
<td>Gulf Coast Workforce Development Board</td>
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<tr>
<td>LaShonda Brown</td>
<td>Texas Association for the Education of Young Children</td>
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<tr>
<td>Beth Ann Bryan</td>
<td>Akin, Gump, Strauss, LLP</td>
</tr>
<tr>
<td>Mary Capello</td>
<td>Texas Migrant Council</td>
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<tr>
<td>Eva Carter</td>
<td>National Child Care Information Center</td>
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<tr>
<td>Carla Cooper/Gail Bray</td>
<td>St. Luke’s Episcopal Health Charities</td>
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<tr>
<td>Janet Fischel</td>
<td>Dept. of Pediatrics, Stony Brook University</td>
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<tr>
<td>Kaitlin Graham</td>
<td>Texas Early Childhood Education Coalition</td>
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<tr>
<td>Elsa C. Hagan</td>
<td>Valley Speech/Brownsville READS</td>
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<tr>
<td>Bobbie Henderson</td>
<td>Center on the Family, Texas Southern University</td>
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<tr>
<td>Karen R. Johnson</td>
<td>United Ways of Texas</td>
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<tr>
<td>Chris Lonigan</td>
<td>Florida Center for Reading Resources, Florida State University</td>
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<tr>
<td>Sherea McKenzie</td>
<td>Joint City/County Commission on Children</td>
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<tr>
<td>Elizabeth Pinkerton</td>
<td>Asst. Vice Chancellor for Educational System Alignment, University of Texas System</td>
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<tr>
<td>Harriet Romo</td>
<td>University of Texas at San Antonio, Division of Bicultural Bilingual Studies</td>
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<td>John Ross</td>
<td>Partnership for Children</td>
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<td>Jason Sabo</td>
<td>United Ways of Texas</td>
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<tr>
<td>Elisabeth Schaefer</td>
<td>Early Learning Services, MA Dept. of Education</td>
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<tr>
<td>Robert Scott</td>
<td>Texas Education Agency, Office of the Commissioner</td>
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<tr>
<td>Carol Shattuck</td>
<td>Greater Houston Collaborative for Children</td>
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<tr>
<td>Alvin Tarlov</td>
<td>Baker Institute for Public Policy, Rice University</td>
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<tr>
<td>Marina Walne</td>
<td>EduStart</td>
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<td>Lisa Witkowski</td>
<td>Work Advantage Board</td>
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<tr>
<td>Helen R. Wright</td>
<td>Texas Head Start Association &amp; Tri-Cty CDC</td>
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<td>Jimmy R. Wynn</td>
<td>Consultant</td>
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To focus on the task of developing a quality rating system, a Task Force (mainly from members of the Advisory Committee and Resource Panel), and National Blue Ribbon Panel were also formed.
The Advisory Committee was asked to evaluate the current condition of several key areas of early childhood education programs. The findings are as follows:

**A. Available data does not inform us about school readiness.** Some agencies are focused on enrollment data while others can report on how many of their children have immunizations, receive dental care, or get counseling. What they can't tell you in any systematic way is how many of their children are ready to enter kindergarten with age-level skills in language, print knowledge, phonological awareness, and math, the predictors that scientific research tells us are the best indicators available of whether these children are likely to make it all the way to high school graduation.

**B. In most communities, agencies don't work together.** The funding streams and accompanying agencies work independently of one another for the most part, resulting in a silo effect with many children going unserved. For example, child care centers may have space to spare while school districts have children who are eligible for pre-k going unserved because they don't have new buildings built. There are some very few exceptions where integration across ISD pre-k, child care, and Head Start has been established for a number of years and is very strong.

**C. Making cooperation happen is more difficult than it seems.** Many agency directors and ISD administrators are used to working independently and being focused on meeting the many regulations specific to their program. Prior to SB76 there were few models to support communities in achieving integration across programs. There are existing barriers such as agency specific regulations that make this difficult.

**D. We have not agreed on a clear definition of school readiness.** We agree children need to be safe and secure. Early childhood programs across the state do not agree on how to assure that children have the critical foundational skills that allow them to enter kindergarten ready to learn to read, understand math, and successfully interact with their peers and teachers.

**E. While the state has pre-k standards, we do not have clear state standards about how to assure that all programs include the components necessary for children to achieve school readiness.** Programs vary greatly in what they emphasize and often are not including the types of learning activities that are known to predict school readiness.
IV. PILOT PROJECTS

One focus of our efforts has been to design pilot programs that respond to and overcome the problems we just outlined. This report will discuss the findings from the first year of the pilot. The results on the full two years of the pilot will be available in late Spring of 2005.

Pilot Project 1: Demonstrate coordination of resources for integration of early care and education services for pre-school children.

Through the Texas Early Education Model (TEEM), the State Center designed and delivered a multi-faceted technical assistance package for Texas communities demonstrating a willingness to integrate services for young children.

This included two steps.

First step: to develop and carry out an integration plan within communities.

Second step: to develop and carry out a research-based intervention to objectively and systematically study the impact on young children's school readiness.

For the second year of the pilot, more fully developed integration plans will be carried out and more teachers and children will receive the intervention.

Overall Findings

The report will provide detailed information about the pilot and findings, but the overall results are striking and worth noting as an introduction.

- In the TEEM communities, the potential now exists to decrease waiting lists because of partnerships between child care, ISDs, and Head Start.
- In four months, the communities using this model are seeing significant gains in children's literacy and language development in classroom environments that attend to children's social and emotional development. This means that quality learning is occurring in all of these types of programs.
- We no longer have to ask if it is possible for children to learn their letters and numbers, master new vocabulary, and build confidence and self-esteem. The TEEM project has demonstrated that children's social and emotional development can go hand in hand with an intense focus on school readiness.
**Timeline**

The following timeline and activities occurred.

*Within two months* of the founding of the State Center, the Center had:
- **Released a request for proposals** through the Texas Education Agency, Texas Workforce Commission, Texas Head Start Collaborative Office, and the Texas Early Childhood Education Coalition, offering intense technical assistance to communities willing to integrate how independent school districts, child care agencies, and Head Start centers used their resources. (see Appendix A)

*Within three months,* the State Center had:
- Received and **reviewed applications from 17 communities** across Texas,
- **Selected eleven sites,**
- **Created an advisory committee** of prominent Texans to review research designs and steer our implementation work, and
- **Established a resource panel** drawing on experts around the country to consider models for how the state could serve more children in cost effective ways.

*Within a year,* we are reporting back to you that the State Center has:
- **Strong data about the progress children and teachers** are making in the TEEM sites,
- **Impressive data about how adults are changing** how they integrate to serve more children in efficient and cost effective ways, and
- **Solid solutions for systemic changes** in the early childhood education system in Texas.

**Step 1: Effective Models of Child Care Coordination-Integration within Communities**

Our **working definition of integration** is the sharing of resources such as having a certified teacher provide cognitive readiness instruction, sharing space, and/or sharing training dollars.
IV. PILOT PROJECTS

The Look of the Project

We now have pilot projects up and running in 11 communities, where more than 100 agencies are working together to serve more children more efficiently. This fall, in twenty sites in each of 11 communities, Head Start programs, independent school districts and many kinds of private child care operators are coming together to further strengthen their community-wide efforts to prepare children for school.

The key to success has been to ask communities to be responsible for integration. A few communities already had much of the infrastructure in place, while others were starting from scratch. This approach has generated the support necessary for the project to succeed and to generate a concept that could be applied to any community.

One of the critical elements behind establishing these meaningful collaborations has been identifying and underwriting a professional in each targeted community to bring together previously non-communicating people and agencies. Their work is vital in carrying out coordination, mentoring, and maintaining the integrity of the project.

### State Center TEEM Partnerships

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<tr>
<th>City</th>
<th>Independent School District</th>
<th>Head Start Program</th>
<th>Faith Based Program</th>
<th>Child Care Non-Profit</th>
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<td>Austin</td>
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This map shows the locations of the TEEM Partners across Texas.

Results of Integration Efforts

Each community has a **locally meaningful integration model** to bring the three funding streams of Head Start, ISDs, and child care together.

Across the 11 TEEM sites, children are being served in the following settings in integrated models:

- **80** ISD classrooms
- **55** Child Care center classrooms
- **57** Head Start classrooms
- **9** Charter school classrooms
IV. PILOT PROJECTS

Implementing an integrated model in the communities means that:

- Children who once spent their four year old year on waiting lists now have a greater chance of attending public school programs that can prepare them to be ready for school.
- More children are receiving effective literacy and language instruction because ISDs are sharing teaching resources with child care.
- In communities where early child care staff once studied to improve their teaching in separate groups, if at all, they now gather every two weeks to meet. One coordinator mentor told us, "What has been most beneficial so far is that during the online sessions, public school, Head Start, and day care teachers have been able to have a place to dialogue with each other in nonjudgmental ways about education."

Contributions to the model by individual communities included:

- Amarillo: served homeless children
- Austin: brought school readiness instruction to family day homes
- Brownsville: made community funds available for training
- Dallas: included the largest coalition of child care centers in the project
- El Paso: involved community leaders in their efforts
- Fort Worth: achieved shared teaching resources across all three funding streams
- Houston: had the greatest variety of integration with nine types of collaborations
- Laredo: tested the model across the largest geographical area
- Raymondville: had the greatest number of independent school districts
- San Antonio: included faith-based programs
- Wichita Falls: learned that the partnership between the ISD and child care can decrease the need for new ISD buildings

This new found respect among agencies has been a critical component in our work this summer. Teams from participating communities have met together to develop new ways to cooperate and integrate in the fall to serve more children in increasingly cost effective ways. A summary of the results of these planning sessions can be found in Appendix B.
Step 2: The State Center Intervention

The State Center has achieved unprecedented results in terms of impacting children's school readiness with an intense new intervention model that combines previously successful CIRCLE (Center for Improving the Readiness of Children for Learning and Education) intervention tools with advanced technologies that make new kinds of teacher assessment and professional development possible.

The Look of the Project

Across the 11 communities, the pilot project included 220 classrooms and approximately 4400 children. The project utilized a common approach to determining if a program intervention is effective. Within each site, half of the classrooms received the intervention and half continued as "business as usual".

At the end of the four month period in which the intervention was able to be in place, these two settings were compared with respect to changes for teachers and children.

Those classroom teachers who did not receive the intervention in the first year are going to have the intervention provided in 2004-2005 school year and the first year teachers will continue to receive the intervention. We will be able to learn more about the differences in those settings with more intensive exposure. In this way, everyone can participate.

The Three Necessary Ingredients

Our process is concise and cost-effective. In communities where Head Start, child care, and independent school districts integrate their efforts on behalf of children, these communities can greatly enhance their children's achievement by combining:

• Strong curriculum,
• Effective and ongoing professional development with mentoring, and
• Progress monitoring

One of the most important elements to the success of this pilot project was that the teachers involved in the TEEM intervention received the same set of effective resources and ways of preparing children regardless of whether they were coming from school districts, child care, or Head Start.
IV. PILOT PROJECTS

The three components are carefully designed to reinforce one another

Curriculum

CIRCLE has been part of nationally funded studies examining the impact of curriculum on pre-k children’s progress. Fourteen major studies now show that curricula with an explicit and systematic focus on developing children’s knowledge of sounds, letters, and vocabulary regularly outperform other curriculum in terms of preparing children for school.

Using this knowledge, the State Center intervention program called for the use of a research-based curriculum in all TEEM sites. Local control was exercised to the extent that intervention classrooms could chose a curriculum from the State Adoption List. Instruction in classrooms occurred in both English and Spanish again as a determination made at the local level.

In the past, some programs have focused exclusively on social-emotional and child discovery techniques and did not appreciate the importance of intentional instruction around cognitive readiness. Many other programs were not previously using research-based curriculum either because they were not accessible or when available, teachers had not received adequate training.

In the TEEM intervention, a positive finding was that teachers across all types of program settings were successfully able to implement research-based language, literacy, and math curricula.

Professional Development with Mentoring

There are several key concepts about teaching young children that were highly important for teachers to know. The mechanism to pass this knowledge onto teachers was through professional development with mentoring.
While there is no one approach to teaching that is appropriate above all others, the
evidence shows that young children learn most effectively if they are engaged in
constructing knowledge. This happens when teachers provide the following
environment:
• Exposure to content that predicts reading success
• Planning that focuses on the development of memories
• A balance of teaching strategies
• Flexible groupings of children for learning: one-to-one, small groups, large groups

Within the classroom environment, there must be a responsive interaction style
that supports learning and this includes:
• Rich language input
• Responsiveness to children’s signals
• Maintaining and building on interests
• Reasonable freedom from restrictions
• More choice in providing strategies
• Adapting to children's changing needs

Just as there is no one way to teach, there also is no one way to assure that
teachers will use all, or even most, of the strategies outlined above. Due to this
reality, the State Center’s experience is that the best way to improve teacher
instruction is to offer educators a multi-faceted intervention that reinforces the
same messages in many different ways.

The State Center's professional development intervention has three components, all
designed to reinforce one another:

• Onsite CIRCLE training
• In-classroom mentoring
• Web-based training courses

We know from earlier surveys and results that CIRCLE's research-based in-person
training combined with intense follow-up mentoring, leads to changes in teacher
practice and increased children's readiness for school. We also know that it is
expensive to send a mentor to teachers' classrooms every week. With the State
Center model this year in TEEM, we tested if improvements in children's
achievement could be sustained with mentor visits only once every two
weeks. Preliminary data are showing that this is the case.
Even with fewer visits, our teacher reports demonstrate that such contact with a mentor is a highly valuable part of the program. This is important in that it takes us one step closer to our goal of serving more children in cost-effective ways.

"Some of the teachers became so comfortable with my presence that they wanted more frequent visits (they stated that they were "so amazed with the progress" they saw in the children, that they wanted me to "help" them more)."

TEEM Mentor

The most innovative of the three approaches is the web-based training. Our teachers:
• See examples of excellent instruction
• Read research summaries
• Apply what they are learning in classrooms
• Discuss what they are learning with peers both in face-to-face meetings and online

The course shows teachers how to offer children multiple exposures to big words ...like blueprint.
They do this covering the same topics covered in the CIRCLE onsite training:

- Building Vocabulary
- Phonological Awareness
- Read Alouds
- Best Practices
- Letter Knowledge
- Writing
- Early Mathematics
- Children’s Talk (oral language)

While teachers take courses online, they meet face to face at times to discuss what they are learning. Teachers report that these sessions have created mutual respect between people working for child care, Head Start, and schools.

"Every time we had a meeting, I would get so excited about all the information everyone shared. The meetings would give me the initiative to go back to my room and keep trying to do it better."

TEEM Teacher

We found it exciting that our online work was leading to extraordinary in-person discussions. A repeated preliminary finding throughout our work has been that highly innovative or completely traditional approaches rarely are as effective as an intense blend of traditional and innovative.

This multi-faceted approach is research driven, dynamic, interactive, and highly effective.
Progress Monitoring

One of the most vital components of a successful early childhood program is the ability of teachers to identify what their children know and what they need to know to follow the path in becoming ready for school. The State Center has taken advantage of the technology available in this area so that assessments that once cost thousands of dollars and took months now costs only hundreds and are done in minutes.

The State Center has trained teachers to use Personal Digital Assistants (PDAs).

Assessment and Observation

Teacher records assessments and builds portfolios of children’s development in the palm of her hand.

Across a year, teachers can monitor the growth of each child in multiple learning areas to assure that by the end of the year they are ready to enter kindergarten.
IV. PILOT PROJECTS

Portfolios of Every Child

Online portfolios give rich insight into every child.

From compiling the data, teachers sync the PDA to the computer and they are linked to a thorough analysis of the children's needs, including recommendations for the most immediate professional development needs of the teacher.

Teacher comments show the hand-held tool is quickly being accepted by teachers.

For example:
- Teachers found it to be a **real and relevant tool** when information was clearly revealed on web reports. Teachers were better informed by the information where they had previously **made assumptions** about children's growth and progress.
- When the teachers used the PDA to assess the children the first time and they could see the printout of what their children knew, they **realized that they had not been using effective tools** to teach early literacy concepts. Though they struggled with implementing all the new information, they were **open and more willing** to try after that first assessment.
IV. PILOT PROJECTS

To illustrate, in a classroom in Dallas the teacher said "I need to work on rhyming." This teacher’s reaction to seeing many low scores for her children on the rhyming task is exactly the response one hopes to find. She took the results as an indicator of where she needed to focus her efforts, not that "my children scored low on rhyming." Within the first month of using the PDA she had looked at the group summary and added two or more children to each group who were strong in that area based on their scores. This balanced group approach was echoed by other teachers as well.

To recap, the intervention was composed of three key components:
• Strong, research-based curriculum
• Professional development with mentoring
• Progress monitoring

The Single Most Important Lesson Learned from the Intervention

We found these three components most critical and we also found that a program can not be effective for children if it does not work for teachers. We have seen that this program will work because it works for our teachers across the state.

Teachers and mentors embraced the intervention. We see this from the data presented in this report and we hear it from the mentors and the teachers.

Quotes from Coordinator Mentors and Teachers

"Head Start managers, child care directors, and school officials are increasingly sold on the benefits of integration."

TEEM Mentor

"To be honest, there are times I have wondered myself if the extra before and after hours of work are worth it. However, I have seen a difference in the attitude of the child care centers. I also have a different attitude toward them. I now understand to a deeper depth the extent of some of their problems."

TEEM Mentor
IV. PILOT PROJECTS

Quotes continued...

"The program is great. I am biased because I love to read and I think the earlier you get literacy instruction the better. This program allows children to be one step ahead of their peers. It definitely boosts their confidence level."

TEEM ISD Teacher

"The whole overall project was awesome."

TEEM Head Start Teacher

"This project has given me better self esteem and great experiences. And I met lots of wonderful people who gave me nothing but great feedback. I can also say I am glad now to attend college for my associate's in teaching."

TEEM Head Start Teacher

Results of the First 3.5 Months of TEEM in Communities and Classrooms

Overall Outcomes

• Greater gains in the key language and literacy skills known to predict school success were seen across three short months in children receiving the State Center intervention.
• This occurred because of teachers changing their instructional approaches and using research-based curriculum, and embracing progress monitoring to guide instruction through the opportunities granted as a result of the integration models.

Sources of Data to Demonstrate Effectiveness

In order to fully demonstrate effectiveness, three types of data were gathered. These were:
• External observations of teaching practices,
• Classroom progress monitoring of children, and
• External assessments of children,

In their onsite professional development, with their mentors, and in their online courses, teachers were taught how to provide three hours of cognitively-based instruction to develop language and literacy skills. External observations were conducted at pre- and post-test to measure the degree of change that teachers exhibited.
In addition to the PDA progress monitoring carried out by teachers over the course of several months, external assessment was conducted on a random selection of children at pre-test and post-test. This allowed an objective determination of child change as well as validation with the teacher-conducted progress monitoring.

**Teacher Results**

The measure of teacher change consisted of observations conducted by research staff unaware of whether or not the teacher was in an intervention classroom or a comparison classroom.

In order to see gains for children, we needed to see changes in teacher behavior first. **Child results were supported by changes in teacher's instructional approaches.** After starting off at the same point, **teachers receiving the intervention showed greater gains than "business as usual" teachers in best practices, use of lesson plans, monitoring of children's learning, encouraging children's language; and in activities around print and letter knowledge, early writing, math, and phonological awareness.**

These findings dramatically emphasize how important that changes occur at the teacher level as this is what leads to changes in children's school readiness. These were seen across most sites and were statistically significant.
These results show that TEEM teachers with the CIRCLE face-to-face two day training workshop, the online web-based course, and mentoring increased their instructional approaches in the critical cognitive areas of math, letter activities, phonological awareness, and opportunities for early writing.

**Critical points to consider when thinking about these results:**
- There were significantly greater gains in only three months.
- The teachers in the TEEM versus comparison groups were comparable when the intervention started.
- The greater gains were seen for teachers across all three early childhood funding streams

**Child Results**
External assessments were conducted by testers unaware of whether or not the child was in an intervention classroom. After starting off at the same point, the results showed that children receiving the intervention made greater gains than children in classrooms with "business as usual" in language development, vocabulary, phonological awareness, letter knowledge, and letter sounds.
For each of these skills, 55% to 82% of the sites showed faster growth rates for classrooms receiving the intervention versus those that did not. These were not always statistically significant, but demonstrated evidence for program effectiveness in a very short period of time, about three and a half months based on the restricted timeline of the first year of the pilot project.

Equally encouraging results were seen for both English (E) and Spanish (S) speaking children.

These results are outlined in the following graphs.

Growth in Language Skills for the children in TEEM classrooms receiving the intervention compared to those that did not, was in three months, eight standard score points greater for about five of the eleven partnerships. This is a large amount of difference in a short period of time because it means that some children might move from skills in the low or below average range to showing skills in the solidly average range.
The **Phonological Awareness** (Elision) testing revealed **strong trends for TEEM classrooms** in seven partnerships to show greater growth in this **complex skill and strong predictor of reading** over the growth seen in comparison classrooms.
Print and Alphabet (Letter) Knowledge skills are one of the three best predictors of early reading success. Children at nine of the eleven TEEM partnerships show greater growth or a tendency toward greater growth for classrooms with the intervention versus those without in Letter Knowledge in the three months between pre-testing across January and the post-testing across April and early May. Several partnerships also show this for the more complex task of understanding the sounds that go with letters.

**Progress Monitoring**

By utilizing the progress monitoring tool, we saw concrete evidence that intervention teachers were able to move their children along very systematically and successfully. The results are striking given that teachers only had an opportunity to use the PDA progress monitoring tool for two and a half months. Given a full year, we would expect even stronger results.
One area included here for illustration is phonological awareness. This is the skill most highly related to being a successful reader. It is the single most powerful predictor of early reading, and one of the most complex preschool instructional approaches that teachers must deliver.

The top yellow triangle of the pyramid includes the skills children need to be ready to learn when they enter kindergarten. Most children in our state are currently entering kindergarten without even any knowledge of the foundational skills in the lower part of the pyramid.
The following results show the **phonological awareness continuum and the movement from pre- to post-test of the intervention children** along this continuum. With the PDA progress monitoring system, teachers in all three types of funded programs were able to determine whether each child was learning skills in the five areas necessary to reach the top of the pyramid. **Prior to TEEM**, many preschool teachers were not including any phonological awareness activities in their daily practices.

The **stars** next to the sites indicate that this is **statistically significant growth** from pre- to post-test. There are eleven sites in the English graphs and nine in the Spanish, indicating there were English speaking children at all eleven sites, and Spanish speaking in nine. These graphs show that for English in the majority of the areas on the continuum **between 50% and 100% of the sites showed significant growth for children**. For sites with Spanish speaking children, a similar pattern was present. That so much growth above what would be expected occurred is exciting and very compelling **evidence for the effectiveness of the intervention**.

**English**

**English Sentence Segmentation**

**Sentence Segmentation** means that children can hear a sentence and show they understand that it is made up of different words. They show this by clapping out the individual words or by lining up colored blocks in a row, one for each word they hear.
IV. PILOT PROJECTS

**English Alliteration**

[Bar graph showing pretest and posttest results for English Alliteration across various sites (A to K).]

**English Rhyming**

[Bar graph showing pretest and posttest results for English Rhyming across various sites (A to K).]
Alliteration means hearing the beginning sound of a word, while rhyming is listening carefully to the ending sounds in words. Young children develop these skills through playful activities and games, including nursery rhymes, songs, and chanting. The large growth the children across the sites made in rhyming helped their teachers know they could begin to try activities that promoted skills in onset-rime, the last important skill area to prepare them for kindergarten.
These total scores in phonological awareness demonstrate that the children at nine of eleven TEEM partnerships have **achieved knowledge for 65% to 73% of the phonological skills necessary for school readiness.**

**Spanish**

**Spanish Sentence Segmenting**
IV. PILOT PROJECTS

Spanish Syllabication

Spanish Alliteration
These five graphs for children tested in Spanish show dramatic growth in phonological awareness skills for the majority of the nine sites that included Spanish speaking children. Significant growth was seen in breaking words into syllables, hearing and manipulating the beginning sounds of words (alliteration), and rhyming. Five of nine sites showed total scores at or above an 80% level (children understanding 80% of all possible items).
IV. PILOT PROJECTS

Vocabulary and Letter Knowledge

With PDA progress monitoring, when teachers assess how their children's knowledge of vocabulary is growing, they show them a series of pictures of objects and actions and see how many they can name in one minute. The second time they use a new set of pictures. Children should be able to at least name as many pictures the second time, demonstrating they know an additional number of new words. The same procedure is used to assess how their knowledge of the alphabet is growing.

The following graphs show the growth for children in the intervention group in these areas over a two and a half month period. There are many statistically significant gains indicated here. This is further evidence of the ability of the intervention to have been effective and a very important finding that both the external assessment and progress monitoring show gains for children.
IV. PILOT PROJECTS

English Letter Knowledge

- Pretest
- Posttest

Sites

Spanish Vocabulary

- Pretest
- Posttest

Sites
It is a striking finding in particular that Spanish speaking children across the nine sites at the pre-test in late January could only name, on average, eight letters in a one minute period. This suggests that their teachers were not giving them rich experiences with letters prior to having the PDA assessments to give them information about this important area of learning. With this information, they started supporting children such that the average number of letters named in one minute at the post-test (2.5 months later) was thirty-one letters out of fifty-two letters.
IV. PILOT PROJECTS

**Intervention Conclusions**

- **Responsive teaching** promotes social and cognitive development.
- Cognitive readiness can be achieved in ways that support the **whole child**.
- Early childhood is a **critical period** for social, emotional, language, and cognitive foundational skills known to predict later school success.
- **Research-based** comprehensive curricula are critical classroom tools.
- **Progress monitoring** that directs teaching better assures school readiness.
- **Effective professional development** for all levels of staff is key to assuring early childhood goals are achieved.

For both children and teachers, the data of the first months from TEEM show the project's potential to far outstrip what our interventions have accomplished in the past. This is due to using the three key components together in a package and implementing them in ways that worked for children.

**From the Teachers:**

"Wow!! Rhyming activities/games with the actual items made children more interested in what they were doing. Same with the initial sounds. Children loved writing words from the thematic word books."

"The PDA gave me the opportunity to test my children and know where my children were as an individual or as a group. This little machine also told me what to apply for each child."

"I really like the trainings. It made a big impact because I learned ideas, techniques, and literacy skills."

"My mentor gave me the support and encouragement I needed to help me work through the changes in my classroom management strategies. I also appreciated the "modeling" of teaching techniques."

"The materials enriched our centers. They gave the children new activities and hands-on activities and experiences to develop literacy skills."
IV. PILOT PROJECTS

Pilot Project 2: Texas School Readiness System

The legislation also mandates that the State Center:

• Demonstrate a quality rating system for pre-kindergarten programs, child care facilities, and Head Start programs

The following lays out the recommendations of the School Readiness Task Force. Using this as a basis, the four additional communities will be testing the system this fall. The new communities are:

• Midland
• Abilene
• Odessa
• Tyler

The TEEM Integration and Intervention Demonstration Pilot Project built the foundation for the proposed quality rating system, operationally being called the Texas School Readiness System.

Using what has been learned thus far, the Advisory Committee strongly sees the need for a shift from relying on a quality rating system based solely on physical characteristics of the environment and responsive teacher interactions with children to one where quality is defined as a function of how ready children are to begin school.

While this system is based on kindergarten readiness, it also includes an important process component.

With the TEEM demonstration sites as a guide, the Task Force has so far agreed that measuring whether or not children leave an early childhood program "ready for school" is a valid determination of whether or not an early childhood program offers a sufficient level of "quality" to its children for several reasons:

• Defining "quality" in the early childhood arena is highly subjective and numerous obstacles (especially regulatory and provider-based) exist to driving towards one quality standard across the three distinct early childhood program funding streams (child care, Head Start, Title I Pre-kindergarten);
IV. PILOT PROJECTS

- Using school readiness at entry to kindergarten to gauge program quality would place the focus on whether or not an early childhood program is preparing children for school (the "product") rather than solely on how a program accomplishes this desired outcome (the "process"), and may result in a more objective determination and allow early childhood program providers a variety of means by which to achieve this end; and

- Making the critical tie between the quality of our early childhood programs and student performance in our K-12 education system more explicit may help in efforts to increase funding for the early childhood program system.

The Task Force has recommended defining school readiness for the purposes of the School Readiness System as:

"Children being ready to succeed by being able to function competently in a school environment in the areas of early literacy, early math, and social skills as objectively measured by State Center approved assessments."

The use of kindergarten screening measures in determining a preschool program's ability to prepare children for school success is proposed including:
- Early reading and early literacy (such as Texas Primary Reading Inventory TPRI and Tejas LEE)
- A brief social skills screener
- Early math skills assessment (to be determined)

These screeners indicate if a child is "developed" or "still developing". Early childhood programs will need to demonstrate that a certain proportion of their children are scoring in the "developed" range to be considered a School Ready Program.

The Texas School Readiness System would follow the Individuals with Disabilities Act (IDEA) and any other relevant federal statutes, rules, and guidelines.

The pilot will help determine the appropriate proportion of children who will need to be in the "developed" range.
IV. PILOT PROJECTS

The School Readiness System would not replace National Association for the Education of Young Children (NAEYC) standards, Texas Licensing regulations, or the Texas Rising Star program, but would be a seal of approval and be equally available for all preschool programs.

Eligibility to Apply

It is proposed that this be a voluntary program. Any early childhood program can apply that:
• Serves three and four year old children
• Offers a minimum three hours of cognitive readiness instruction per day
• Has been in good standing with the Texas Department of Family and Protective Services Child-Care Licensing Division for a minimum of nine months

The applicant would complete a packet that would solicit information about the process and structure of the early childhood program. Questions that applicants must answer might include the credentials of their directors and teachers, experience and professional development; their curriculum; child-to-staff ratios; number of books in each classroom; and their funding streams. It may also include lesson plans for a week or more, and some day could include photos or even videos of classroom set-up and activities (e.g., story time).

Designation of a School Ready Program

Each program that achieves school ready status would receive a School Ready Symbol with a schoolhouse showing the year of certification and year of graduation from high school for the four year olds. This symbol will become prestigious for programs to have and most importantly will give parents information for choosing programs based on knowing that their child is assured school readiness.
Getting Ready to Be School Ready: Technical Assistance

For those programs not able to achieve school readiness status during the first application, the program would receive technical assistance that might occur at a state, regional, or local level in the following manner:

- **Step 1**--Conference call(s) with overseeing agency to discuss the components in the assisted application process.

- **Step 2**--Guided self assessment to identify needs, such as which curriculum is being used, the professional development activities of the program, the progress monitoring carried out with the children, and a week’s lesson plans. In this step, the level at which the program is functioning will be determined (see below).

- **Step 3**--Matching the program with the best technical assistance resources in their community (setting up a mentor model). Program would work with the overseeing agency and community mentors to develop a plan to reach school ready status with goals, timelines, and concrete outcomes.

- **Step 4**--A part of the technical assistance plan would include the development of an integration plan. The plan would focus on how to utilize resources from the three funding streams to enhance the program.

Texas School Readiness System Levels

**Key Components**: Curriculum, progress monitoring, professional development

- **Level 1**: Infrastructure Level  
  - does not meet minimum equipment and facilities standards
- **Level 2**: Lacking in 3 out of 3 components
- **Level 3**: Lacking in 2 out of 3 components
- **Level 4**: Lacking in 1 out of 3 components
- **Level 5**: School Ready Level  
  - meets minimum standards and all components are in place
IV. PILOT PROJECTS

Focus Groups

The State Center has conducted focus groups to obtain feedback on the School Readiness System with national experts, state stakeholders, providers, and parents. Focus groups have taken place in Austin and Houston and specific meetings have occurred with school based groups, including a large meeting with Texas Education Agency Commissioner Neeley and over 30 district superintendents, and the Texas Licensed Child Care Association Board.

The findings thus far are very positive.
- The feedback has supported the strong accountability focus that an outcome based approach allows.
- People find that this approach, which allows programs from all types of funding streams to have equal opportunity to receive school ready certification and resources, to be very appealing.
- Many solutions around implementation, funding, and public awareness have been generated through this process. In the coming year, this quality rating system will be further developed through the four new pilot partnerships.

Pilot Project 3: Create a parent initiative to support school readiness skills at home.

The Parent Initiative pilot was composed of several activities.

The State Center, understanding the critical importance of involving parents in their children’s learning, created a parent packet "Learning Side by Side".

Teachers conducted short parent workshops to help parents understand the importance of language and literacy and to model how to use the contents of their packets, such as:
- Book reads
- Games to play with magnetic letters
- Ways to engage children in conversations

Parents received a monthly newsletter with literacy activities that were easy and fun to do at home.

Parents received a checklist of what to look for in a quality pre-k program.
Teachers were also trained in how to use the PDA learning reports in individual discussions with parents. Several teachers said they were excited about using these reports to involve parents more in early literacy development of the children. Teachers who only have their children for half a day felt these discussions and the information from the scores helped them plan classroom activities and focus their parents on which activities to use with children at home.

As the Reach Out and Read (ROR) State Office is part of the State Center for Early Childhood Development, efforts were made to make direct links between the ROR pediatric clinics and community partnerships by creating a training video and developing a parent survey.

**Final Thoughts on the Successes of the TEEM Model**

The successes of the State Center have only been possible because of the breadth and intensity of the support it has received from influential Texans. We believe the intensity of this support reflects that there is a growing consensus about the need to better prepare our children for school and to do it in ways that demonstrate to the general public that it is making a good investment in this time of increasingly scarce resources.
V. RECOMMENDATIONS

The advisory committee was directed to make recommendations in the following areas:

A. **Effective models of child care coordination.** To assure that all three and four year old children are school ready, local communities must take responsibility and ownership for integration of the early care and education services available in their community. Under this system children within a community would be served by an integrated partnership that together considers the needs of all of the children as their responsibility. This will assure that the right of all children to enter kindergarten school ready is guaranteed. The effective models have been demonstrated under SB 76 in the TEEM projects and can serve as guides for a statewide system.

B. **Effective administrative structure at the state and local level to make better use of child care resources.** There is a need for uniform school readiness standards across all three current early childhood funding streams, but adequate flexibility and support for local communities to meet these standards. However, support and resources should be linked to local communities showing evidence of integration and that they are attempting to meet Texas school readiness standards.

C. **Revision of statutes and policies to facilitate child care coordination.** Currently barriers exist to providing quality services to children in cost effective ways. Some of the regulations that make integration across the three funding streams difficult will need to be revised. In general, barriers include regulations regarding eligibility requirements as they differ across funding streams, differences across programs in terms of the regulations they must abide by such as licensing, as well as differences across programs regarding cost to parents and the impact this difference has on true parent choice of programs. Specific consideration needs to be given to ways to assure that these three funding streams are on an equal footing in their ability to have the resources necessary to carry out this program. This will be particularly important for subsidized child care.

D. **Providing for one or more methods of including the collected and maintained data necessary to determine school readiness.** In order for the proposed Texas School Readiness Rating System to be effective, a statewide data system will be needed that links early childhood programs with kindergarten programs. The data to be maintained should include the key predictors of school readiness, namely literacy, math, and social skills. There is currently no statewide data system at the early childhood level that makes it possible to maintain data on children’s school readiness skills.
E. Promotion of school readiness through early child care and education programs. Resources necessary for programs to be school ready should be tied to community's efforts to integrate across the three funding streams. This can be carried out through the Texas School Readiness System, which would provide technical assistance to communities to develop and implement these linkages. The focus of this assistance would specifically include the research-based key components tested in the TEEM model and found to be effective, including research-based curriculum, web-based professional development with mentoring for teachers, and progress monitoring of children to inform instruction. Most importantly, the Texas School Readiness System would provide parents with the tools to make effective decisions about their children's early childhood experiences.
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Request for Interested Parties

THE TEXAS EARLY EDUCATION MODEL: (TEEM):
ACHIEVING HIGHER LEVELS OF SCHOOL READINESS
IN COST EFFECTIVE WAYS

State Center for Early Childhood Development
7000 Fannin St.
Suite 2300
Houston, TX 77030

Dated Material---Open Immediately

Closing Date---5:00 p.m., Central Time
September 19, 2003
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NOTICE OF INTENT TO APPLY

The undersigned school district, non-profit corporation, for profit corporation, or organization hereby files a Notice of Intent to Apply for:

*The Texas Early Education Model (TEEM): Achieving Higher Levels of School Readiness in Cost-Effective Ways*

| Organization: |
| Contact Person: |
| Mailing Address: |
| Phone Number (with area code): |
| E-mail Address: |

The filing of this notice is not mandatory; however, it will assist the State Center for Early Childhood Development (SCECD) in anticipating the volume of applications in order to better expedite the review process and to finalize awards.

Filing this notice in no way binds the applicant in regard to its application for The Texas Early Education Model (TEEM) project:

Applicants who do not file this notice are still eligible to participate. To file this notice:

- E-mail: circle@uth.tmc.edu
- Fax: 703-500-3705
- Or mail to: State Center for Early Childhood Development, 7000 Fannin St., Suite 2300, Houston, TX 77030
TO THE APPLICANT

This is not a standard grant application. This is a request for interested parties to apply to the State Center for Early Childhood Development to work on a project to improve the school readiness of at risk preschool children.

The State Center for Early Childhood Development (SCECD) has designed a demonstration project to test its research based framework (see pp.61-63) to improve the integration of services provided to young children by a range of early childhood educators/childcare providers. (E.g. Head Start programs, public school districts, not for profit or for profit organizations.)

The Center is seeking community teams whose members are willing to:
- review the State Center framework.
- customize it to respond to their particular community needs.
- implement the framework within their communities.

The SCECD will support communities in implementation with field staff who will provide services, training, and some financial support to underwrite the purchase of curriculum materials. The Center also will underwrite evaluation costs to measure the program’s impact on our most vulnerable children.

Working together, we can make a difference!

ELIGIBLE APPLICANTS

Head Start programs, public school districts, non-profit organizations, for profit organizations and faith-based child care providers all are eligible to apply as the lead agency for their communities. Applicants must identify twenty classrooms in their communities who will participate in the program. These twenty classrooms must include individual sites that are operated by at least two and preferably all of the following:
- Public School Districts
- Head Start Programs
- Child care providers (faith-based, non-profit and for profit)

To be eligible to participate in the project, an applicant must serve at least 75% low-income children. The Center defines low-income for the purposes of this project as qualifying for a free or reduced price lunch.
BACKGROUND INFORMATION

Last December, Governor Rick Perry designated the Center for Improving the Readiness of Children for Learning and Education (CIRCLE) at the University of Texas Health Sciences Center in Houston as the State Center for Early Childhood Development (SCECD).

The Texas Legislature directed the SCECD under SB 76 to explore how to better integrate the delivery of early childhood education for children at risk for school failure. This request for interested parties is a response to this legislative mandate.

Under this legislation, the center works with guidance from an advisory board that includes representatives of:

- the Office of Early Childhood Coordination
- the Texas Workforce Commission
- the Texas Education Agency
- the Department of Protective and Regulatory Services
- independent school districts
- local workforce development boards
- child-care development fund contractors
- Head Start program providers
- the Head Start Association
- the Head Start Collaboration Office
- nonprofit child-care providers
- for-profit child-care providers
- administrators of government-funded child-care programs
- parents of children receiving government-funded child-care programs
- the Texas Licensed Child Care Association
REQUEST FOR INTERESTED PARTIES TO APPLY

In Texas and in other states across the country, millions of children arrive in kindergarten lacking basic school readiness. Most early childhood education entities (child care providers, public school districts, Head Start programs, and faith based early educators) are deeply committed to their mission of working with young children at risk for school failure. However, while some communities have established collaborative efforts to address these needs, the majority of localities have agencies that continue to work independently of one another. This results in duplication of services and competition for target populations while large numbers of needy children receive limited preventive health care and no services to develop the cognitive, social, and emotional skills needed for school success.

The experience of the Bright Beginnings program in North Carolina demonstrates that when communities integrate their services and foster cooperative agreements among early education provider agencies, the whole community, and especially children, can benefit.

The State Center for Early Childhood Development (SCECD) is seeking ten Texas communities to participate in a school readiness demonstration project aimed at encouraging these different early childhood education entities to integrate their work with other local agencies to better serve children.

By integrate, we specifically mean adopting some or all of the following cooperative strategies:

- sharing certified teachers so that every child in each targeted classrooms receives a minimum of 3 hours of cognitive readiness education daily from a teacher trained in early language and literacy skill development that is consistent with developing children’s social and emotional well-being.
- developing a comprehensive framework, consisting of common standards and performance goals, that encompass the unique characteristics of each individual agency or organization charged with the responsibility of preparing young children for school success (SCECD believes that the Texas pre-k guidelines and Head Start’s Child Outcomes provide focused starting points for groups looking to pursue such an approach.)
- sharing physical space if one program lacks capacity while another has available capacity.
- conducting joint professional development programs.
- adopting similar approaches to progress monitoring and student tracking...

Our belief is that when these ten demonstration projects adopt these strategies, they ultimately will demonstrate to communities across Texas that we as a state can achieve higher levels of school readiness in more cost effective ways.
The Texas Early Education Model (TEEM) also requires participants to implement scientific, research-based instructional approaches in programs for three and four year old children, further increasing the likelihood of this demonstration project having a positive effect on children at high risk of school failure.

Communities participating in this project will benefit from approximately half a million dollars in services and other support over a two year period to help with their transition to a more integrated and scientifically-based approach.

In preparing this application and outlining an overall plan for helping more children achieve school readiness in a cost effective manner, SCECD is requesting that applicants:

1. Describe the current status or need to address integration of child development/school readiness services to high-risk children, ages three and four years in target community or communities.
   - Identify numbers of high-risk children and their characteristics.
   - Identify/describe programs currently addressing these children’s developmental/school readiness needs.
   - Describe specific gaps, barriers, and duplications of efforts or weaknesses in community efforts to prepare high-risk children for school success.

2. Utilizing the services and other support made available through the TEEM project [See pp.61-62], describe how cooperating groups/agencies in the targeted community or communities would integrate, improve, and/or expand program services listed in #1 above.
   - Identify groups/agencies/school districts/service providers, etc. and describe how services, facilities, staff, professional development efforts, curriculum materials, etc. would be used cooperatively to provide school readiness programming.
   - Describe how project activities would build capacity for addressing the school readiness needs of children at high risk of school failure and yield results that would extend beyond the project period.

3. Describe the staff to be assigned to project activities in targeted classrooms and in management support of project efforts.
   - List staff names by position and their training, certification, qualifications and experience in working with high risk pre-school children as they develop school readiness skills.
   - If staff to be involved in project activities has limited exposure to school readiness curriculum activities and/or programming approaches, describe why they have been chosen and expected performance outcomes of project involvement.
4. Describe how cooperating groups/agencies will support SCECD professional development activities for staff in targeted classrooms.
   - Describe willingness to facilitate in-classroom mentoring/coaching of targeted classroom staff by project coordinator.
   - Describe capacity for and willingness for staff to participate in web-based training and other curriculum and/or skill development training.

5. Describe how the lead agency will administratively facilitate project activities.
   - Describe willingness to work with State Center for Early Childhood Development in demonstrating and documenting models of service integration among community entities for publication in a report to the Texas Legislature.
   - Describe how lead agency and/or cooperating groups/agencies will provide office space and project related amenities (phone, furniture, computer with internet access, office supplies, etc.) for project coordinator.
   - Describe how lead agency and/or cooperating agencies will facilitate pre- and post-testing of target children to determine development of school readiness skills as a result of project activities.
   - Describe willingness of lead organization and/or cooperating organizations to participate in child progress assessment routines using palm pilot technology to provide individual teachers with information for use in individualizing child and class learning experiences.
   - Describe willingness and/or ability to support longitudinal tracking and assessment of target children into kindergarten through third grade

The narrative sections of the submitted applications should not exceed 15 typewritten pages, double-spaced. Additionally, the applicant must provide the following documentation.

- Memorandums of agreements between lead agency and cooperating agencies specifying details of roles and responsibilities
- Resumes of identified personnel for possible hire as local TEEM’s project coordinator
- Identification of and resume(s) of lead agency personnel who will facilitate project implementation
- Identification of classroom locations indicating operating/sponsoring entity
- Documentation of fiscal viability (most recent audit report/analysis)
- Letter of commitment from lead agency to provide office space and project related amenities (phone, furniture, computer with internet access, office supplies, etc.) for project coordinator
• Copy of not for profit organization's Texas certificate of incorporation
• Summary of lead organizations background and history as an administrator of early childhood programs and grants
CRITERIA FOR APPLICATION REVIEW
(POSSIBLE POINTS IN PARENTHESES)

1. Commitment between the lead applicant and partners to integrate resources/programs to address the needs of high-risk young children for school readiness. We will consider the quality of a memorandum of understanding describing the roles each member of the partnership will play. (30 points)

2. Commitment to using scientifically research-based instruction to develop language, literacy and math skills in an enriched early childhood environment with trained teachers and staff who engage parents in their children’s education. (20 points)

3. The strength of the project team recruited to work on the project including lead teachers and candidates for the project coordinator position (10 points)

4. Commitment to working closely with the State Center for Early Childhood Development. (10 points)

5. Commitment to providing effective professional development. (10 points)

6. Ability to demonstrate concretely how the applicant will provide quality instruction for the three-hour cognitive readiness education block. (10 points)

7. Extent to which the application is written in a clear, well-communicated manner, and according to instructions. (10 points)

8. Equitable access and participation for eligible families and children (Required but no points awarded)

Total Points 100
OFFEROR’S CONFERENCE CALL AUGUST 27, 2003

The State Center for Early Childhood Development will hold a two-hour Offeror’s Conference Call on August 27, 2003, at 2PM Central Daylight Time. The call-in number will be 888-622-5357. The conference call code is 488041.

After this Request for Interested Parties is issued, the Offeror’s Conference Call is intended to be the primary source of information for potential applicants.

Requests for Additional Information

In order to assure that no prospective applicant may obtain a competitive advantage because of acquisition of information unknown to other prospective applicants, any additional information, that is different from or in addition to, information provided in the Request for Interested Parties or on the Offeror's Conference call will be provided only in response to written inquiries and will be shared with all applicants.

In order to receive a response, questions must be submitted to the Center no later than 5PM on September 5, 2003. We will respond directly to any applicants questions and post all Questions and Answers on the CIRCLE website www.uth.tmc.edu/circle.

Questions can be e-mailed to circle@uth.tmc.edu or faxed to 713-500-3705, attn: Dr. Susan Landry, Project TEEM. The organization submitting the question must clearly identify itself in the request. If it does not, we will not be able to respond.
**PROJECT FUNDING**

The SCECD is supporting the development of an integrated system of service delivery in twenty classrooms at the ten selected sites by providing staffing and other infrastructure supports. Funding will not be directly disbursed to communities, sites, or classrooms.

It is anticipated that ten communities will be invited to receive services and support valued at close to $500,000 over a two-year period. Individual project classrooms will receive research-based pre-k curriculum materials valued between $2500 and $3000. Communities and schools will not need to manage their own budgets in relation to this project.

Project funding in the second year will be based on satisfactory progress toward first-year objectives and activities. See the Project Description for a more in-depth explanation of the support and services that communities participating in the TEEM project will receive.

**LIMITATION ON ADMINISTRATIVE EXPENDITURES**

The project will not cover administrative expenses unless there is a special exception agreed to in writing by the State Center for Early Childhood Development.
PROJECT DESCRIPTION

Participating sites will be challenged to rethink existing early childhood education models and service configurations. They also will be challenged to implement coherent, comprehensive, cost conscious, and scientifically research based approaches toward school readiness. Participating communities will benefit from approximately half a million dollars of on-site support and services over two years to guide their transition to this more integrated and cooperative approach.

The State Center for Early Childhood Development Framework
To facilitate the demonstration project’s success, the State Center for Early Childhood Development will provide extensive facilitation and support for project administrators and staff. The State Center will:

Promote strong cognitive readiness education
- Champion the use of certified early childhood educators to provide cognitive readiness instruction using research-based curriculum
- Provide state of the art professional development training that will help teachers to boost young children’s school readiness and improve the professional standing of the state’s early education workforce
- Employ and supervise project coordinators/mentors for each community. Their duties will include providing intensive in-classroom coaching and online facilitation training to support the professional development for staff working in project sites and classrooms.
- Provide training stipends to give teachers incentives to develop their cognitive readiness training capabilities using CIRCLE’s online learning system. Each year, teachers who complete 60 hours of online work will be eligible each year for $750 stipend payments. Paraprofessional staff that completes language/literacy courses will be eligible for $250 stipends. The project coordinator also will actively explore different possibilities for getting project staff college credit to further increase project staff’s incentives to participate in ongoing professional development.

Train teachers and paraprofessional staff to monitor children’s progress to inform instruction
State Center staff will train teachers to use the latest palm pilot technologies to monitor children’s progress in ways that have been demonstrated to be scientifically valid, and that can easily be used to inform instruction. SCECD staff also will conduct pre and post testing of randomly selected target children to assess the effectiveness of classroom learning experiences in the development of school readiness skills, giving teachers and project staff another critical assessment data point to use in informing instruction.
Build the learning community
• Provide parents with specific information and learning experiences about how to advocate for and support their children’s school readiness and social, emotional, and physical health development.
• Build community–based activities that support parents in working with their children (e.g. workshops and other activities).

A Typical Child’s Day under the SCECD Framework
In exchange for receiving this support, each selected community must commit to providing children in twenty targeted classrooms with:
• A minimum of 3 hours a day of cognitive readiness education, consistent with children’s social and emotional development, and aligned with the CIRCLE approach. This instruction should ultimately be delivered either by a certified teacher or a teacher who has earned State Center recognition.
• Curriculum supported by scientific research on pre-reading instruction and early mathematics. This curriculum should cover vocabulary development, phonological awareness, print knowledge and a number of other literacy and language development concepts. It also should include numeracy, sorting and patterns and other basic math concepts.
• Ongoing monitoring of progress that informs instruction
• Individualized support to overcome learning problems
• Planned, purposeful and playful learning environments

Sites will be encouraged, where possible, to provide children with an additional forty-five to ninety minutes a day of purposeful play that reinforces and extends curriculum experiences.

Please note that ten of the twenty selected classrooms within each community will be involved with pre and post-testing in the first year without actively participating in the State Center’s project. All classrooms will participate fully in the second year of the study.

An Advisory Committee to SCECD will report to the Legislature on the progress of these service integration demonstration projects in September 2004. Your participation in this demonstration project will help us to make recommendations under SB76 to the Texas Legislature about how best to improve the Texas Early Childhood System. The State Center will report to the Texas Legislature in September of 2005.
PROJECT REQUIREMENTS

Each application must address each of the requirements identified in order to be considered for selection.

The SCECD Framework
Public school districts, Head Start programs or for profit, not for profit and faith based child care providers who want to participate as the lead agency in this project should describe how they will:

**Work with other community agencies**
- Identify at least twenty classrooms enrolling high risk three and four year olds to participate in the TEEM program. (E.g. 8 Head Start, 4 public school district.) Smaller communities may need to band together to file a joint application.
- Commit to working with the State Center for Early Childhood Development, Head Start programs, child-care providers, and public school districts on building an increasingly cooperative and integrated approach to improving school readiness of high-risk children.
- Select at least one and preferably more partner agencies/groups to work with during the project. These partner agencies must provide at least four classrooms for the study. Proposals will be judged on these criteria. We will take particular note of proposals that have significant roles for childcare providers.
- Be flexible about the actual physical locations used as classrooms for children. The reality is that schools do not have the space to serve all children in the public schools. This model specifically looks to bring the services to children at their learning site rather than moving them between locations to receive instruction from a certified teacher. The SCECD highly recommends that districts and other lead agencies explore ways to end certified or highly-trained teachers off site to work with childcare providers in for profit, not for profit and faith based classroom settings.

**Promote strong instruction**
- Build a staffing plan that provides each classroom with a certified teacher or highly trained teacher for a minimum of three hours a day of cognitive readiness education. The expectation is that lead teachers may either service two classrooms or be paid part-time.

**Use Research-Based Instructional Materials**
- Use curriculum supported by scientific, research-based studies with the goal of directly improving the pre-reading skills of three and four year old children by developing their phonological awareness, vocabulary, background knowledge, print knowledge (including letter recognition) and many basic math concepts as well.
Monitor Children’s Progress

- Facilitate the external evaluation of the randomly selected samples of children
- Master new palm pilot applications allowing for instant data gathering and analysis
- Participate (where possible) in longitudinal studies following children’s achievement through kindergarten and first grade

Work with SCECD

- Agree to work with State Center for Early Childhood Development to resolve any unforeseen problems/issues
- Identify strong candidates to serve as the community’s Project Coordinator for the State Center for Early Childhood Development to interview and hire
- Agree to give Project Coordinator hired by State Center for Early Childhood Development direct responsibility for monitoring the quality of implementation on a daily basis
- Provide State Center for Early Childhood Development Project Coordinators with office space and amenities (e.g. phone, computer with Internet access, office supplies etc.)
- Meet with State Center for Early Childhood Development representatives quarterly on location to review progress of the project

In agreeing to the broader terms outlined above, we also think it is important to agree on a basic framework for what critical individuals will be responsible for in this demonstration. In applying to participate, SCECD assumes that applicants are in general agreement with the roles we are outlining below for teachers and the project coordinator.

PROJECT COORDINATOR’S ROLE

The project coordinator will:

- Manage project expenditures through SCECD
- Facilitate communication between SCECD and community sites
- Facilitate communication and cooperation among ISDs, Head Starts, child care operators and faith based providers
- Supervise and facilitate professional development experiences
- Provide mentoring support to teachers
- Assist in scheduling child’s progress monitoring
- Complete SCECD Teacher Performance Checklists
- Come to SCECD to meet with senior SCECD leadership several times a year.
- Take the mentoring course online
THE INDIVIDUAL TEACHER’S ROLE

To support children having the necessary learning experiences, teachers participating in the program must:

- Agree to the overall goal of providing purposeful, planful, and playful instruction
- Provide children with the social and emotional supports they need to realize their potential
- Design language rich classroom environments
- Attend regular meetings and trainings
- Make full and appropriate use of the curriculum
- Work collaboratively with other classroom staff, especially in pursuing professional development
- Use Palm Pilots to collect data about their children’s skill development and use that data to inform instruction
- Engage parents in planned activities provided through the TEEM project to promote their children’s school readiness.
PROJECT EVALUATION

The State Center for Early Childhood Development will require each community, site and classroom to take part in a standard evaluation of children’s school readiness, using scientifically validated tools designed to be as user friendly as possible. An outside contractor with extensive experience working in early education settings will conduct these evaluations. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that may be established by the State Center for Early Childhood Development.
GENERAL REQUIREMENTS

WHO NEEDS TO SIGN THE COVER LETTER

The superintendent of the school district must sign applications submitted by public school districts. The executive director must sign applications submitted by regional education service centers. Charter schools must apply through their public school district. The superintendent must sign applications.

Nonprofit organizations and Head Start programs must submit along with the application proof of Texas registration as a not for profit corporation, and 503c designation. For profit organizations must provide proof of registration as a Texas corporation. Also required from both for-profit and nonprofit operators are indicators of financial stability, such as an audited financial statement, a certified public accountant-compiled financial report, or similar document. Their applications must be approved by the organization’s Board of Directors and signed by its executive directors or chief executive officers.

SOME BASIC RULES AND REQUESTS

- Staple each copy of the application in the top left corner.
- Do not bind the application in a notebook or folder.
- Do not include a cover sheet, table of contents, or divider pages.

Applicants are advised of the following:

⇒ Any narrative prepared with a font size smaller than 9 point will not be reviewed.
⇒ All narratives must be typed and/or word processed. Any hand-written narratives will not be reviewed.
⇒ Any pages that exceed the specified page limitation of 15 pages for the narrative will be removed prior to the review and scoring and will not be considered during the review.

ADDITIONAL CONDITIONS

When a community receives a formal invitation to participate, the SCECD will create a written binding agreement between the parties based on this RFI.

Applications that address only part of the requirements contained in this Request for Interested Parties will not be considered for inclusion. Applications that do not address all the listed criteria (see pages 53-55) are not eligible to be selected and are not eligible to be corrected/negotiated. The State Center for Early Childhood Development reserves the right to reject any and all applications and to negotiate portions thereof.
The applicant shall furnish such additional information that the Center may reasonably require.

The State Center for Early Childhood Development reserves the right to select the applications containing the best offer considering the outcomes desired.

Additions or replacements to the application will not be accepted after the closing date for receiving the application at the State Center for Early Childhood Development. Five complete copies of the application must be received by 5:00 p.m. on the established deadline date in order to be considered.

The State Center for Early Childhood Development will not be liable for any costs incurred in the preparation and submittal of the application.

Activity/Progress Reports: The applicant agrees to provide written activity/progress reports in narrative form during the project in the format requested by the Center.

Final Evaluation Report: The applicant agrees to provide a final evaluation report in the format requested by the State Center for Early Childhood Development within 30 days after the end of the project.

The applicant agrees to complete the scope of work described in the application.

**PROCEDURES FOR SUBMITTING APPLICATIONS**

Facsimile transmissions (FAX) of applications or any pages in the application will not be accepted under any circumstances.

**RECEIPT OF APPLICATIONS**

To be eligible to be considered for participation, the required number of complete applications must be received at the State Center for Early Childhood Development, Suite 2300, 7000 Fannin St., Houston, TX on or before 5:00 p.m. (Central Daylight Time) on the closing date (Sept. 19, 2003) as specified on the front cover of this Request for Interested Parties. Applications not received by the deadline time and date are ineligible for review and will be returned to the applicant.

**NUMBER OF COPIES OF APPLICATION**

An original plus four complete copies of the application must be submitted (for a total of five) sets. At least three sets must contain an original signature of the person authorized to bind the applicant in a contract. The required number of copies of the application must be received in the SCECD Document Control Center by 5:00 p.m. on the established deadline date in order to be considered for participating in
the program. Applicants are responsible for ensuring each copy of
the application is complete (i.e., contains each page) and is in proper
order. Photocopying and space for assembling documents are not
available at SCECD.

SELECTION OF APPLICATIONS

Awards will be considered on the basis of total points. (See Criteria for Review of
Application on p.10)

It is important that a diversity of children and communities be represented in the operation
of these programs. Therefore, after all applications have received a final score from 0 to
100, additional factors will be considered prior to selection of the programs recommended
for selection. Projects will be selected to establish programs that are:

• cost effective
• replicable
• diverse with respect to size of communities (i.e., small, medium, and
large)
• diverse with respect to geographic location in Texas (i.e., education
service center region or quadrant of the state
• in communities that demonstrate greatest need

REVIEW OF APPLICATIONS

A committee convened by SCECD will review applications. Review of applications will
begin as soon as practical after receipt. The applicants receiving the most favorable
ratings during the first round of selection may be asked to send a representative to
Houston, at a time and place to be arranged for oral presentation of applications.
Applications may be rated again following the presentations.

The State Center for Early Childhood Development will notify each applicant in writing of
the selection or non-selection for participating in this project. All copies of all
applications not selected to participate will be destroyed unless the applicant notifies the
State Center for Early Childhood Development in writing within forty-five (45) days of the
date on the non-selection letter that the applications are to be returned to the applicant
at the applicant's expense.
NOTICE OF INTENT TO SUBMIT APPLICATION REMINDER

All prospective applicants are requested to notify the Center in writing by mail, fax, or email of their intent to submit an application by August 25, 2003.

Mailing Address:
Dr. Susan Landry Attn: Project TEEM
State Center for Early Childhood Development
7000 Fannin St.
Suite 2300
Houston, TX 77030

Fax:
Attn Dr. Susan Landry, Project TEEM
713-500-3705

E-mail:
circle@uth.tmc.edu

A sample notification form is provided on page 49 of this document.
APPENDIX A

DEFINITIONS

Classroom:
For the purposes of this application, classroom is defined as a physical location where a teacher works. We do not consider a morning and afternoon class in the same location to constitute two classrooms. We do consider a teacher to be working in two classrooms if they teach in one location in the morning and then move to a different physical location in another building to teach a second class in the afternoon.

Cognitive Readiness
For the purposes of this application, cognitive readiness will be defined as the language, pre-literacy and math development needed to be ready for kindergarten. It includes vocabulary development, phonological awareness, print knowledge and many other language and literacy concepts. It also includes some knowledge of numeracy, sorting and patterns, and other basic math concepts.

Community
A geographic region within which we have sites (e.g. schools and centers)

Instructional approaches based on scientific research
For the purposes of this proposal, CIRCLE’s training and materials demonstrate what we believe are instructional approaches based on scientific research. CIRCLE’s training manuals will be made available to any applicant on request. Because of the limited time available to complete this application, we recommend that you e-mail us and we will

Integrate
For the purposes of this proposal, “integrate” refers to concrete efforts to share resources across program sites in a community or communities. Suggested cooperative strategies include:

- sharing certified teachers so that every child in each targeted classrooms receives a minimum of 3 hours of cognitive readiness education daily from a teacher trained in early language and literacy skill development that is consistent with developing children’s social and emotional well-being.
- developing a comprehensive framework, consisting of common standards and performance goals, that encompass the unique characteristics of each individual agency or bureaucracy charged with the responsibility of preparing young children for school success (SCECD believes that the Texas pre-k guidelines and Head Start’s Child Outcomes provide focused starting points for groups looking to pursue such an approach.)
- sharing physical space if one program lacks capacity while another has available capacity.
• conducting joint professional development programs.
• adopting similar approaches to progress monitoring and student tracking.

Lead Agency
The organization taking responsibility for organizing early childhood education providers in a community to apply to participate in this project. Head Start programs, public school districts, not for profit or for profit organizations and childcare providers are eligible to apply as the lead agency.

Low Income:
Low income for the purposes of this application is defined as qualifying for a free or reduced price lunch

School Readiness
For the purposes of this application, school readiness is defined as a child having the cognitive, social, emotional, and physical health foundations necessary to succeed in school.

Site
For the purposes of this application, site is defined as a classroom or a center where teachers work with three and four year old children.

Other terms
If you would like other terms defined more clearly, bring your questions to the offeror’s conference, or email or fax us and we will share our answer to your question with all applicants.
APPENDIX B

JOB DESCRIPTION: STATE CENTER FOR EARLY CHILDHOOD DEVELOPMENT PROJECT COORDINATOR

Experience or Knowledge Required:
Demonstrated effectiveness as an early childhood teacher and/or early childhood staff trainer/mentor. Experience in the use of research based pre-kindergarten literacy/language/numeracy teaching materials. Knowledge of pre-school literacy screening, pre and post testing, progress monitoring and how each informs classroom instruction. Knowledge of Texas pre-kindergarten guidelines, Head Start child outcomes, and child care licensing standards. Experience in working with varied groups to achieve integration of early childhood services. Functional knowledge of Internet use, and of Microsoft Word, Excel, etc.

Education Required:
Graduation from an accredited four-year college or university. Advanced degree preferred.

General Description of Duties:
With supervision from the Director of the TEEM project of State Center of Early Childhood Development (SCECD), provide management and classroom support for implementation of a project demonstrating integration of early childhood resources to produce cost-effective quality school readiness programming for high risk children.

Examples of Duties:
1. Establishes and maintains a local project office and represents SCECD to the educational community and general public in coordination with SCECD management.
2. Operates the local project office in compliance with SCECD operational objectives and conducts project activities in accordance with program timelines and standards of operation.
3. Provides professional staff development/in-classroom mentoring for targeted teachers; facilitates teacher use of web-based professional development services. Completes classroom behavior checklists as scheduled and forwards to SCECD.
4. Serves as the liaison between the SCECD and demonstration sites by facilitating planning negotiations among site participants, conducting problem-solving efforts, monitoring the progress of the project.
5. Assists in schedule child pre and post testing; develops and supervises implementation of child progress monitoring (using palm pilots) and use of information to inform classroom instruction.
6. Participates in local and out-of-town meetings/conferences scheduled by SCEDC.
7. Prepares and submits reports to SCECD as required.
9. Performs other duties required for successful project implementation.

Other requirements:
Access to a car for travel between sites; ability to travel to sites in Texas for training and project coordination; availability for fulltime employment.

Hiring Process
1. SCECD will receive recommendations from participating communities.
2. Candidates will be jointly interviewed by SCECD and representatives from the participating communities
3. SCECD will ask for feedback before making hiring decisions.
**APPENDIX C**

**PROJECT STARTING DATE/INITIAL IMPLEMENTATION CALENDAR**

Applicants shall plan for a project starting date of no earlier than September 15, 2003 and an ending date of no later than November 1, 2005 if selected to participate. All obligations of funds for activities and services conducted shall occur within these dates. All goods must be received and all services must be provided/delivered by the ending date of the project. The initial implementation schedule currently is:

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<tr>
<th>AUGUST 2003</th>
<th>REQUEST FOR INTERESTED PARTIES RELEASED (August 13, 2003)</th>
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<td>LETTERS OF INTENT DUE (August 25, 2003)</td>
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<td>OFFEROR’S CONFERENCE CALL FOR INTERESTED PARTIES (2PM CDT AUGUST 27, 2003)</td>
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<td>SEPTEMBER 2003</td>
<td>REQUEST FOR INTERESTED PARTIES DUE SEPTEMBER 19 by 5PM CDT</td>
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<td>PROPOSALS REVIEWED</td>
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<td>OCTOBER 2003</td>
<td>NOTIFY SELECTED COMMUNITIES WHO ARE CHOSEN TO PARTICIPATE (Early October)</td>
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<td>HIRE PROJECT COORDINATORS</td>
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<td>TRAIN NEW PROJECT STAFF</td>
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<td>NOVEMBER 2003</td>
<td>ESTABLISH FEEDBACK SYSTEMS</td>
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<td>BUILD COMMUNITY KNOWLEDGE OF THE PROJECT AND ORGANIZE COMMUNITY INTEGRATION SYSTEM</td>
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<td>PROVIDE INITIAL TRAINING FOR CLASSROOM TEACHERS AND AIDES</td>
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<td>INITIAL TRAINING TO USE ONLINE LEARNING SYSTEM FOR PROFESSIONAL DEVELOPMENT LEARNING</td>
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DATE

To Whom It May Concern:

(LEAD AGENCY NAME) hereby verifies that we intend and agree to be the lead agency in (COMMUNITY NAME) in working with the Texas State Center for Early Childhood Development on the Texas Early Education Model demonstration project. We agree to perform the tasks specified in this proposal.

We look forward to working on this project.

Sincerely,

SIGNATURE

TITLE
### APPENDIX F
The State Center for Early Childhood Development
Texas Early Education Model (TEEM) Project
Application Materials List

<table>
<thead>
<tr>
<th>Item</th>
<th>Location in Application Request</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>Applicant Identification Coversheet</td>
<td>See Form, p. 75</td>
<td>Required</td>
</tr>
<tr>
<td>Letter of application signed by person legally designated to enter agreements</td>
<td>See Sample, p.76</td>
<td>Required</td>
</tr>
<tr>
<td>TEEM Project Plan: Narrative response to the description of need and project design elements</td>
<td>See list on pages 53-55 Review Project Requirements pp.61-63</td>
<td>Required narrative response is not to exceed 15 double spaced pages.</td>
</tr>
</tbody>
</table>

**Attachments** (Listed on page p.54-55)

- Memorandum of agreements between lead organization and cooperating groups specifying details of roles and responsibilities
  - Required. If full details of cooperative agreements have not been developed, letters/memos must indicate willingness to explore joint ventures.

- Resume(s) of identified personnel for possible hire as local TEEM project coordinator
  - Required

- Identification of and resume(s) of lead organization personnel who will facilitate implementation
  - Required

- Target classroom locations indicating operating/sponsoring entity
  - Required. List can be subject to change, but must identify 20 potential sites.

- Documentation of fiscal viability (audit report, etc.)
  - Required as detailed in application materials

- Letter of commitment from lead organization to provide office space and project related amenities for TEEM project coordinator
  - Required

- Copy of Texas certificate of incorporation (not for profit and for profit corporations)
  - Required

- Summary of lead organization’s relevant background
  - Required. Organizational histories, brochures, list of early childhood programs and grants, etc. are acceptable.
AMARILLO

Lead Agency

Amarillo Independent School District

TEEM Coordinator: Cheri Sherley

Partner Agencies

Region 16 Head Start
Amarillo College Lab School
Wesley Community Center
Family Support Services - Center City Child Care
Opportunity School

Demonstration Characteristics

Number of participating classrooms by type:
- 14 ISD Pre-kindergarten
- 1 Head Start
- 4 Child care center
- 1 Head Start/ISD

Note: The Tyler Resource Center (an integration of Head Start and AISD programs) serves homeless children.

Integration Plan

MISSION STATEMENT: To shape the future, one child at a time, through a community partnership dedicated to excellence in teaching and learning.

OBJECTIVES:
- Every student in grades Pre-k through grade two will read on grade level
- Every student will meet the state passing standard for every required state assessment
- Every student will advance to the next grade level and will graduate from high school
- Every student will prepare for success beyond graduation.

HUMAN RESOURCES: Hire and assign at least three certified teachers to teach in child care classrooms. Certified teachers and a mentor coach will ensure highly qualified teachers serve high-risk children. By September 2004 the TEEM project will maximize efforts to accomplish the integration plan.

Note: No budget schedules are required. This is explained on page 61.

B. Summaries of Integration Achievements and Future Plans
# Austin

## Lead Agency

**Child, Inc.**

**TEEM Coordinator:** Jan Hedrick

## Partner Agencies

- Austin Independent School District
- Pflugerville Independent School District
- Manor Independent School District
- Main Spring School
- Ebenezer Child Development Center
- True Light Child Development Center
- Little Folks Bilingual Nursery and Day Care
- Capital City Creative School (closed)
- Work Source – Greater Austin Area Workforce Board
- Independently operated registered family day homes

## Demonstration Characteristics

**Number of participating classrooms by type:**

- 3 Head Start
- 10 Head Start/ISD
  - [shared staff, visiting teacher, collaboration aide or ½ day pre-kindergarten and ½ day Head Start]
- 1 ISD Pre-Kindergarten
- 3 Child Care/Head Start
- 1 Child Care Center
- 5 Family Day Homes/Head Start Visiting Teacher

Note: The Austin TEEM project explored the concept of bringing school readiness instruction to family day care homes though the mentoring/curriculum services of a visiting teacher.

## Integration Plan

**MISSION STATEMENT:** Members of the Austin TEEM project will work collaboratively to improve School Readiness of all preschool children enrolled in the participating sites (child care, Head Start, Pre-K).

**OBJECTIVES:**

- Increase school readiness of all at-risk preschool children.
- Improve existing collaboration system in the Austin community by integration of personnel and services.
- Improve coordination of data collection among TEEM partners.
- Increase preschool options for parents.

**HUMAN RESOURCES:** A degreed ECE teacher will be placed in a child care classroom providing three hours of cognitive instruction per day. This teacher will be placed through the visiting Head Start teacher program by mid-October 2004.
Brownsville

Lead Agency

Brownsville Independent School District

TEEM Coordinator: Patricia Flores-Cantu

Partner Agencies

- NINOS Head Start Program
- Kiddie Junction Day Care
- Little Mermaid Day Care
- Kid’s World
- Young Scholar’s Academy
- Kids First Learning Center
- Bizzy Tots
- Success by 6-United Way of Southern Cameron County
- Cameron Works, Inc.
- Southwest Key Program, Inc.
- Reach Out and Read

Demonstration Characteristics

Number of participating classrooms by type:

- ☐ 10 ISD Pre-kindergarten
- ☐ 5 Head Start
- ☐ 5 Child Care Center
- ☐ 1 child care center/ISD Pre-kindergarten

Note: Brownsville TEEM was able to provide twelve classroom materials workshops this summer funded by cooperative efforts of the Brownsville ISD and Cameron Works, Inc.

Integration Plan

MISSION STATEMENT: Four year old children, participating in the TEEM Project in Brownsville, will enter kindergarten ready to learn and proficient in the reading concepts in kindergarten, as measured on the TPRI/Tejas Lee early reading instrument.

OBJECTIVES:
- Expand on existing collaborations between formal education settings
- Outreach to parents
- Drawing down funding from local federal matching programs
- Sharing available resources for professional development
- Addressing parents’ needs and school readiness of children by increasing # of preschool education settings that will adopt the TEEM components.

HUMAN RESOURCES: On-going sharing of human resources and initiatives. A degreed early childhood teacher will provide three hours of cognitive instruction daily at Bizzy Tots Child Care Center beginning September 2004.
Dallas

Lead Agency

Educational First Steps

TEEM Coordinator: Mary Ellen Douglas

Partner Agencies

Dallas Independent School District           Head Start of Greater Dallas
SMU/LEAP                                      Child Care Group
Irving YWCA                                    Mi Escuelita
Day Schools, Inc. (Glen Oaks School)          Salvation Army Irving
    Betty Lin Child Care                        Avance Dallas
    Angel’s Playland                           Kiddie Kare
    Open Door Preschool                        Widner YWCA
    Park South YMCA

Demonstration Characteristics

Number of participating classrooms by type:

- 4 ISD Pre-kindergarten
- 3 Head Start
- 12 Child Care Center
- 1 Child Care Center/ISD Pre-kindergarten

Note: Dallas TEEM has the largest coalition of child care centers in the project.

Integration Plan

**MISSION STATEMENT:** To build upon and strengthen a collaborative integration model in order to ensure that all at-risk three and four year olds in Dallas have access to effective learning environments and well-trained teachers.

**OBJECTIVES:**
- Ensure that each classroom meets basic health and safety requirements
- Equip all early childhood classrooms with appropriate learning materials
- Increase teacher competency
- Empower parents to help prepare children for school success
- Develop collaborative working relationships among Pre-k, Head Start, and subsidized child care.

**HUMAN RESOURCES:** A qualified, trained teaching staff to support the implementation of shared goals. One BA level teacher with ECE certification will be placed in a child care center classroom by August 2004 and will provide a minimum of three hours of cognitive instruction daily. In addition, at least one degreeed Dallas ISD Pre-k teacher will be placed in a pilot child care classroom by January 2005.
El Paso

Lead Agency

YWCA El Paso Del Norte Region/Region 19 Head Start

TEEM Coordinator: Sylvia Parra

Partner Agencies

Robert F. Kennedy Pre-K Center, Ysleta Independent School District
Project Vida

Demonstration Characteristics

Number of participating classrooms by type:

- 6 ISD Pre-kindergarten
- 6 Head Start
- 7 child care center
- 1 child care center/ISD Pre-kindergarten

Note: El Paso TEEM showed remarkable resiliency in replacing the TEEM Coordinator through interagency cooperation and project implementation in a compressed time frame.

Integration Plan

MISSION STATEMENT: To promote and provide readiness in young children through enriching early learning experiences, community support, integration, shared resources and information. To increase readiness in children for school success by preparing parents, staff, and administration to support and improve the instructional approach.

OBJECTIVES:
- Align early education among Head Start, public school, and child care
- Implement model classrooms to assure quality in children’s instruction and environment
- Implement scientifically-based research strategies
- Increase effectiveness through staff development
- Commit funding and human resources for cost effectiveness.

HUMAN RESOURCES: One degreed ECE teacher will provide three hours of cognitive instruction in a child care classroom – this teacher will be on an annual contract as per school policy. This teacher, starting August 2004, will be financed by the Ysleta Independent School District.
Fort Worth

Lead Agency
Child Care Associates

TEEM Coordinator: Colleen Schiebold

Partner Agencies

Fort Worth Independent School District
YWCA

Demonstration Characteristics
Number of participating classrooms by type:

- 8 ISD Pre-kindergarten/Head Start
- 8 Head Start/ISD Pre-kindergarten
- 2 Child Care Center/ISD Pre-kindergarten

Note: A fulltime ISD Pre-K certified teacher will teach half day sessions in two child care centers during the 2004-05 school year---duplicating the shared arrangement already in existence in Pre-kindergarten/Head Start classrooms. One class in the child care/ISD Pre-k integration serves homeless children.

Integration Plan

MISSION STATEMENT: Three diverse organizations work with the same population of at-risk children, however, each contributes through different emphasis on the child’s development. The collaboration allows each entity to capitalize on each other’s strengths to provide a seamless, holistic education for each child in the program

OBJECTIVES:
- Expand existing Head Start and Ft Worth ISD collaboration
- Children dually enrolled, thereby allowing each entity to draw funds from their funding sources
- Concentrated effort to provide cognitive development in a shared setting maximizes use of available resources
- An evaluation and reporting system that provides all parties requisite information for their individual programs.

HUMAN RESOURCES: Highly qualified teaching staff supports the implementation of shared goals, space and funding. A degreed ECE teacher will provide three hours of cognitive instruction in all child care and Head Start classrooms beginning August 2004.
Houston

Lead Agency

Collaborative for Children

TEEM Coordinator: Yingchu Velasquez

Partner Agencies

Young Learners
Young Scholars
Avance Head Start
Gulf Coast Community Services Association head Start
Harris County Department of Education Head Start
Neighborhood Centers Inc. Head Start
Choo Choo Train Academy
Amigos Por Vida
KinderCare (one year only)
Teeter Totter Village; YMCA
Aldine Independent School District (Head Start Delegate Agency)
Houston Independent School District
Spring Branch Independent School District

Demonstration Characteristics

Number of participating classrooms by type:
• 3 ISD Pre-kindergarten/Head Start
• 3 Head Start/ISD Pre-kindergarten
• 1 HISD charter Pre-kindergarten/Head Start
• 2 Head Start/HISD charter Pre-kindergarten
• 3 Head Start
• 3 Child Care Center
• 2 Public Charter Pre-kindergarten
• 2 Child Care/HISD charter Pre-kindergarten
• 1 ISD Head Start Delegate Agency

Note: Houston TEEM has the greatest variety of integration arrangements of all TEEM projects.

Integration Plan

MISSION STATEMENT: To improve the school readiness of at-risk preschool children in the Houston area.

OBJECTIVES:
- Support partnerships that maximize use of preschool resources by sharing classroom space, teaching staff, and professional development opportunities
- Train teachers and paraprofessional staff to observe children’s progress to inform and drive instruction
- Analyze models of quality integration of preschool programs for future innovations in replication
- Promote strong cognitive readiness education through use of research-based instructional materials.

HUMAN RESOURCES: Provide one bachelor's degreed early childhood teacher in each TEEM target classroom for a minimum of three hours per day. Provide at least three hours of cognitive instruction in TEEM target classrooms to be delivered by a teaching team with ECE credentials. These objectives will begin August 2004.
Laredo

Lead Agency
Texas Migrant Council
TEEM Coordinator: Cynthia Garcia

Partner Agencies
Laredo Independent School District
La Joya Independent School District
Webb County Head Start
Bright Beginnings
Kristi Lin’s Academy
The Education Center
Our Lady of Guadalupe Catholic School
St. Peter’s Memorial Catholic School

Demonstration Characteristics
Number of participating classrooms by type:

- 6 ISD Pre-kindergarten
- 7 Head Start
- 2 Faith based pre-kindergarten
- 5 child care center

Note: Laredo TEEM served the largest geographic area of any TEEM project with five classrooms located 150 miles from Laredo.

Integration Plan

MISSION STATEMENT: The Laredo TEEM project will build cooperation and an integrated approach to improve school readiness for at-risk children.

OBJECTIVES:
- Utilize vacant ISD classrooms to contract with CC/HS provider to serve children on waiting lists
- Evaluate current needs assessment
- Review and reinforce partners financial and systemic commitment to TEEM
- Identify and resolve barriers and challenges to integration

HUMAN RESOURCES: Share one ISD certified teacher for cognitive instruction with Kristi Lin’s in September 2004 and support three ISD certified teachers by 2006 in 4 additional child care and Head Start classrooms.
Raymondville

Lead Agency

Raymondville Independent School District
TEEM Coordinator: Bernadette Correa

Partner Agencies

Texas Migrant Council, Inc.
NINOS (Neighbors in Need of Services) Head Start
San Perlita Independent School District
Lyford Independent School District
Lasara Independent School District
St. Paul Lutheran Child Care

Demonstration Characteristics

Number of participating classrooms by type:

- 9 ISD Pre-kindergarten
- 6 Head Start
- 1 Migrant Head Start
- 2 Faith based child care

Note: Raymondville TEEM has the greatest number of participating independent school districts of all TEEM projects.

Integration Plan

MISSION STATEMENT: Improving school readiness of at-risk preschool children to provide an avenue to enhance our communities' educational levels.

OBJECTIVES:
- Better service delivery for children and families
- Universal curriculum and instructional materials for all participating partner agencies
- Systemic approach to measure and track student performance
- Increased communication between parents and early childhood agencies.

HUMAN RESOURCES: Share human resources by providing three hours of cognitive instruction by a degreed ECE teacher in a child care center and Head Start program beginning September 2004.
San Antonio

Lead Agency

Family Service Association/San Antonio Independent School District

TEEM Coordinator: Rebecca Ramos

Partner Agencies

Parent Child, Inc. Head Start
Carmelite Learning Center
Madonna Neighborhood Center
Healy Murphy Center

Demonstration Characteristics

Number of participating classrooms by type:
- 6 ISD Pre-kindergarten
- 8 Head Start
- 1 ISD Pre-kindergarten/child care
- 2 Faith based child care center
- 1 child care center

Note: The San Antonio TEEM project was organized as a co-lead agency effort and has effectively functioned in that arrangement.

Integration Plan:

**MISSION STATEMENT:** Ensure that children participating within early care and education systems (i.e. child care, public Pre-k and Head Start) receive cohesive educational opportunities, which will ensure their future success in elementary school.

**OBJECTIVES:**
- Maximize funding and resources (dollars, staff, professional development, and seek funding jointly)
- Maximize accessibility to all early care and education systems through integration of services
- Link early education programs in the community to create a system that ensures a high quality preschool experience
- Utilize on-going initiatives to avoid duplication of services.

**HUMAN RESOURCES:** Ensure highly qualified teaching staff to support the implementation of shared goals, space and funding. To provide two degreed ECE teachers, each providing three hours of cognitive instruction in a child care or Head Start classroom by September 2004. In addition, ensuring a Head Start/SAISD classroom on a campus will utilize a shared model of team teaching by September 2005.
### Wichita Falls

#### Lead Agency

**Wichita Falls Independent School District**

**TEEM Coordinator:** Karen Pipes

#### Partner Agencies

- Wichita Falls Independent School District/Head Start Program
- YMCA Bill Bartley Branch
- YMCA Youth Center
- University Academy
- First Christian Church Children Come First
- First United Methodist Church Children’s Center
- Brightest and Best Learning Center
- The Kids Place

#### Demonstration Characteristics

Number of participating classrooms by type:

- 9 ISD Pre-kindergarten
- 3 Head Start/ISD Pre-Kindergarten
- 2 faith based child care center
- 6 child care center

Note: Wichita Falls ISD has made significant outreach efforts to bring early childhood education resources to community day care programs.

#### Integration Plan

**MISSION STATEMENT:** Improve school readiness of at-risk preschool children by combining resources to accommodate more children.

**OBJECTIVES:**
- Expand on existing collaborations
- Utilize space availability among partnering sites to increase availability for children
- Share training and resources to be more cost effective
- Offer quality staff development to more teachers
- Address needs of parents as educators to their children

**HUMAN RESOURCES:** By August 2004 five Head Start classrooms will be taught by degreed ECE teachers, eleven dual enrolled HS/Pre-K classrooms will have degreed ECE teachers by August 2004; and one child care classroom will also have a degreed ECE teacher providing cognitive instruction.