

Project Title: Texas Preschool Development Grant
Applicant Name: Texas Education Agency
Address: 1701 N. Congress Avenue, Austin, TX 78701
Contact Phone Numbers: (512) 463-9734 (voice); (512) 463-9838 (fax)
Email Address: earlychildhoodeducation@tea.texas.gov
Web Address: <https://tea.texas.gov>

Project Summary

The Preschool Development Grant Birth through Five (PDG B-5) will allow Texas to boost the efficiency, quality, and coordination of its early childhood care and education mixed delivery system. Currently, Texas' statewide system consists of multiple agencies and service providers working in silos. While Texas has several current initiatives to help align these systems, this grant would maximize efforts to build a statewide system and develop sustainable solutions to support vulnerable and underserved children¹.

This proposed project includes five activities designed to ensure that state and local systems coordinate and align to empower thriving children and families. This will be accomplished by helping them receive critical services and achieve developmental milestones. These activities consist of 1) needs assessment development to provide a clear picture of the current landscape of Texas' early childhood system, 2) strategic plan development to ensure a coordinated statewide system of early childhood programs and services, 3) maximizing family choice and knowledge by training, planning, and creating tools based on user-centered design principles to empower families, 4) sharing best practices by providing technical assistance to local systems and expanding access to shared services to child care providers, and 5) improving overall quality by expanding the state's quality-rating and improvement system (QRIS) and providing additional professional learning opportunities around developmental screenings and Naturalistic Developmental Behavioral Intervention.

This project will be led by the Texas Education Agency (TEA) in partnership with the Texas Health and Human Services Commission (HHSC), Texas Department of Family and Protective Services (DFPS), Texas Workforce Commission (TWC), Texas Department of State Health Services (DSHS), Texas Department of Agriculture (TDA), and Texas Head Start State Collaboration Office (THSSCO). Each agency is committed to working together to achieve the goals of this grant. Also, included in the partnership are child care providers and local education agencies (LEAs), and Head Start providers, which include the programing and voices of our Indian tribes and tribal organizations. Including these programs ensures diverse voices across Texas are heard. The Texas Early Learning Council (TELC) will serve as the lead to ensure robust stakeholder engagement for all the activities proposed in the grant application.

Texas is primed to improve its system and this grant would provide a tremendous opportunity to drive quality improvements.

¹ For the purposes of the application this is defined as families with children eligible for free or reduced lunch.

Table of Contents

Logic Model..... 3

Acronyms Used Throughout Application..... 5

State B-5 Mixed Delivery System Description and Vision Statement 6

Activity One: Statewide B-5 Needs Assessment 12

Activity Two: Statewide B-5 Strategic Plan..... 18

Activity Three: Maximizing Parental Choice and Knowledge..... 22

Activity Four: Sharing Best Practices among Early Childhood Providers 27

Activity Five: Improving Overall Quality 35

Timeline 41

Sustainability Plan 46

Program Performance Evaluation Plan..... 47

Organizational Capacity and Management..... 56

Inter-Agency Letter of Commitment 60

Plan for Oversight of Federal Award Funds..... 61

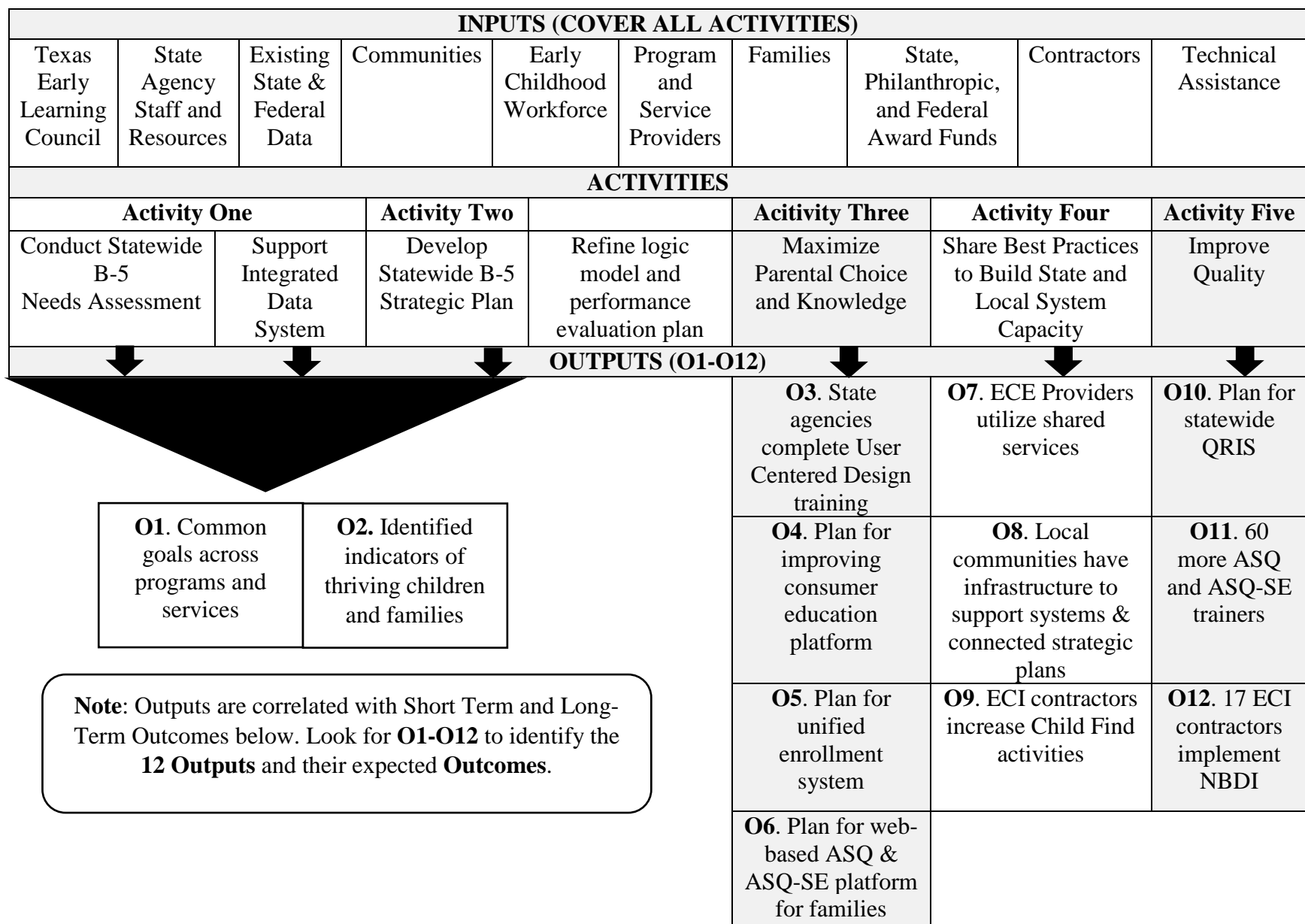
Budget and Budget Justifications..... 61

Logic Model

VISION: Thriving Children in Strong Texas Families Empowered by State and Local Systems

TARGET POPULATION: Vulnerable and underserved children, ages birth to five, and their families.

| ACTIVITY ONE: NEEDS ASSESSMENT | |
|---|---|
| GOAL | OBJECTIVES |
| Clear picture of the current landscape of Texas' early childhood system | <ul style="list-style-type: none"> • Identify needs of the early childhood system • Identify opportunities for coordination and alignment |
| ACTIVITY TWO: STRATEGIC PLAN DEVELOPMENT | |
| GOAL | OBJECTIVES |
| Coordinated statewide system of early childhood programs and services | <ul style="list-style-type: none"> • Obtain buy-in from stakeholders • Create a coordinated governance structure for Texas' early childhood system |
| ACTIVITY THREE: MAXIMIZING PARENT CHOICE AND KNOWLEDGE | |
| GOAL | OBJECTIVES |
| Families empowered by state and local systems | <ul style="list-style-type: none"> • Increase families' awareness of programs/services • Increase families' access to programs/services • Increase families' knowledge to support their children's development |
| ACTIVITY FOUR: SHARING BEST PRACTICES | |
| GOAL | OBJECTIVES |
| Efficient state and local early childhood systems | <ul style="list-style-type: none"> • Increase utilization of shared services • Increase capacity and connected strategic plans for local systems • Increase coordination between child care providers and Early Childhood Intervention |
| ACTIVITY FIVE: IMPROVING OVERALL QUALITY | |
| GOAL | OBJECTIVES |
| High-quality early childhood programs and services | <ul style="list-style-type: none"> • Expand and enhance continuous quality improvement structures • Increase targeted professional development |



Note: Outputs are correlated with Short Term and Long-Term Outcomes below. Look for **O1-O12** to identify the **12 Outputs** and their expected **Outcomes**.

| SHORT-TERM OUTCOMES | OUTPUT ASSOCIATED WITH OUTCOME |
|---|--|
| Improved governance of mixed delivery system | O1, O2 |
| Increased coordination and quality of mixed delivery system programs and services | O1, O2, O3, O4, O7, O8, O10, O11, O12 |
| Increased access to early childhood programs and services | O3, O4, O.5, O6, O8, O9, O10 |

| LONG-TERM OUTCOMES RESULTING FROM ALL SHORT-TERM OUTCOMES |
|--|
| State and local systems coordinate and align to empower thriving children and families |
| Children and families achieve critical milestones. |

| Acronyms Used Throughout Application | | | |
|---|--|--------|--|
| ASQ®:SE-2 | Ages and Stages Questionnaires: Social-Emotional | LWDB | Local Workforce Development Boards |
| ASQ®-3 | Ages and Stages Questionnaires | PPCD | Preschool Program for Children with Disabilities |
| CCDBG | Child Care Development Block Grant | RBA | Results Based Accountability |
| CCDF | Child Care Development Fund | RFP | Request for Proposals |
| DFPS | Texas Department of Family and Protective Services | TANF | Temporary Assistance for Needy Families |
| DSHS | Texas Department of State Health Services | TDA | Texas Department of Agriculture |
| ECDS | Early Childhood Data System | TEA | Texas Education Agency |
| ECI | Early Childhood Intervention | TEC | Texas Education Code |
| ECIDS | Early Childhood Integrated Data System | TELC | Texas Early Learning Council |
| ESC | Education Service Center | TFC | Texas Family Code |
| HHSC | Texas Health and Human Services Commission | THSSCO | Texas Head Start State Collaboration Office |
| IDEA | Individuals with Disabilities Education Act | TOT | Train-the-trainer |
| LEA | Local Education Agency | TWC | Texas Workforce Commission |

State B-5 Mixed Delivery System Description and Vision Statement

Current Landscape of Texas' B-5 Mixed Delivery System

There are over two million children from birth to age five in Texas. This number accounts for 10% of the birth to age five population United States. The top 20 largest cities in Texas have more children birth to age five than 46 other states (individually). **This large and complex system includes public prekindergarten, licensed child care centers (non-profit, for-profit, and faith-based), family home child care, Head Start, Early Head Start, Preschool Program for Children with Disabilities (PPCD), Early Childhood Intervention (ECI), and home visiting.** These programs are administered across four state agencies: Texas Department of Family and Protective Services (DFPS), Texas Health and Human Services Commission (HHSC), Texas Education Agency (TEA), and Texas Workforce Commission (TWC).

Public prekindergarten is **funded using Foundation School Program funds for half-day services for children who meet certain eligibility criteria.** LEAs are required to serve all eligible four-year-old children in their boundaries and may serve eligible three-year-old children. Texas is working towards increasing the quality of prekindergarten programs. Building off state-funded grant opportunities from 2015, in 2017, the state legislature included Rider 78 in the appropriations act. This rider directs the Commissioner of Education to ensure that LEAs allocate 15% of their state prekindergarten funding for quality improvement.

Early Childhood Intervention (ECI), administered by HHSC, is a program for families with children, birth up to three years old, with developmental delays, disabilities or certain medical diagnoses that may impact development. ECI supports families by helping their children reach their potential through developmental services. It is **funded through a variety of local, state and federal funding sources**, including Federal Individuals with Disabilities Education

Act (IDEA) Part C, IDEA Part B, Temporary Assistance for Needy Families (TANF), state General Revenue and Foundation School Funds, local contributions and third-party collections.

Child care subsidies for low-income families are administered by the Texas Workforce Commission (TWC), through twenty-eight local workforce development boards (LWDB). LWDBs establish subsidy reimbursement rates based on several factors; state level rate increases were approved in August 2018 to coincide with additional federal funding appropriated to Texas in the Bipartisan Budget Act of 2018. Subsidies are available to families to support parents' participation in work, education or job training activities. TWC and the LWDBs also work with DFPS Child Protective Services to administer child care subsidies for children in protective services and transitioning out of protective services. Child care subsidies are **funded through the Child Care Development Block Grant (CCDBG)**.

Head Start and Early Head Start programs are present in 211 of Texas' 254 counties. These **federally funded** programs provide comprehensive education, health, and social services to children under the age of five to help them be school ready. Head Start and Early Head Start programs are housed in many different settings, including child care and school districts.

Texas Home Visiting is a voluntary program, administered by DFPS, through which early childhood and health professionals or paraprofessionals regularly visit the homes of at-risk pregnant women or families with children under the age of six. Home visiting services are delivered in conjunction with strategic efforts to build community-based early childhood systems, connect home visiting services to other programs and services, and build on a community-driven vision for early childhood. The primary goals of the program are to improve school readiness and maternal and child health. DFPS utilizes various risk models to target

limited resources for prevention services to the most at-risk populations and areas of the state. Home visiting is **supported through blended state general revenue and federal funding.**

Policies and Programs that Support Texas' B-5 Mixed Delivery System

This disparate and complex set of programs forms the mixed delivery system in Texas which is supported by policies that increase coordination and collaboration across agencies and programs to better serve children and maximize resources. Sec.29.185 of the Texas Education Code (TEC) and Sec.265.005 of the Texas Family Code (TFC) are two of these policies. TEC Sec.29.185 requires coordination across multiple early education providers to increase families' awareness and knowledge of programs in the mixed delivery system and coordination to ensure that full-day, full-year child care services are available for low-income families. Sec.625.005 requires DFPS to identify methods to collaborate with other state agencies on prevention efforts and identify specific strategies to increase local capacity for the delivery of prevention and early intervention services through collaboration with communities and stakeholders. Additionally, as part of the planning process required by federal statute for programs under CCDBG, TWC coordinates with LWDBs, a broad team of state agencies, and other partners, to develop the state's CCDF three-year plan for increasing child care quality and access across the state.

The mixed delivery system is part of the larger early childhood system, which includes programs and services that support young children's health, nutrition, safety, and well-being. Examples of these supports include Women, Infants, and Children (WIC), Supplemental Nutrition Assistance Program (SNAP), Child and Adult Care Food Program (CACFP), child abuse prevention programs, Title V health programs, etc.

Progress and Successes

Texas has many efforts currently in place that support a strong mixed delivery system. These include partnerships across program types and creating better cross-program data infrastructure. Partnerships across programs continue to grow with additional resources and supports from state agencies. These include partnerships between LEAs and Head Start, LEAs and child care providers, and Head Start and child care providers. Using funding from TWC, TEA provided grants to 18 LEAs from 2016-2018 to support public-private partnerships with child care centers. The second round of funding for these grants will be provided in 2019.

Cross program data infrastructure is being created through two initiatives. First is ECDataWorks, which is a project that is designing a public-facing analytic tool on quality and school readiness using data from TEA and TWC. This project is funded by the W.K. Kellogg Foundation with the purpose of improving the delivery and use of early childhood data among state policymakers and practitioners. Secondly, TEA has expanded its Early Childhood Data System (ECDS) from only collecting data from LEAs to include child-level data from child care providers who voluntarily agree to participate in the ECDS.

Challenges and Opportunities

While Texas is making progress towards a more robust mixed delivery system, it faces many challenges. Early childhood care and education programs are administered across multiple state agencies without a cross-agency governance system in place to ensure coordination and collaboration. This leads to a lack of alignment across program policies and standards, particularly in terms of quality standards. Quality is defined differently by each agency to align to each of its programs, making it challenging for families to select a quality program that best meets their needs. The fragmentation of programs has resulted in a lack of shared language

across agencies and program providers, which further hinders collaboration and coordination efforts at the state and program level.

Texas has begun to address these challenges through the joint funding of an inter-agency Deputy Director of Early Childhood who is responsible for increasing coordination and collaboration among TWC, DFPS, HHSC, and TEA. The work of the Deputy Director will be complemented by the activities of this grant and will further strengthen the coordination between these four state agencies. Texas will continue to address these challenges and more through the needs assessment and strategic plan developed as part of this grant.

Mixed Delivery System Vision

Texas envisions thriving children in strong families who are empowered by aligned state and local systems. This is achieved through fulfilling the promise of Texas' theory of change: Texas will achieve a return on investment for its citizens ensuring that the state is efficient, intentional, and impactful by 1) identifying critical services and developmental milestones that indicate thriving children from prenatal to five years of age, 2) identifying critical services and indicators of thriving families, and 3) aligning state and local systems around shared goals and outcomes.

Children will thrive when they participate in quality programs and services at key milestones in their development and receive the support of their families who are knowledgeable of how to best foster optimal development in their child. Families will thrive with access to and knowledge of quality programs and services and increased knowledge of how to best support their child(ren). This information will consist of programming information as well as service information, including improving transitions at all levels of B-5, most notably the transition to kindergarten/the elementary grades. To support these child and family outcomes and ensure that

the State vision will increase the quality, coordination, alignment, and efficiency of programs, Texas' early childhood system will significantly increase the coordination of its mixed delivery system by positioning the Texas Early Learning Council (TELC) as a coordinated governance structure. TELC served as the state's early childhood advisory council (as defined in the Improving Head Start for School Readiness Act of 2007) from 2009-2013 but has not met since. Under this grant, TELC will be reinstated and updated to meet the current needs of Texas' early childhood system. **TELC representatives will leverage their constituency to help achieve a shared vision through the specific activities in this grant.**

Through the needs assessment and strategic planning process described in this grant application, **TELC will establish shared goals to support children and their families across programs and services by utilizing relevant data.** Shared goals across programs and settings at both the state and local level will lead to increased alignment, collaboration, and quality.

Technical Assistance to Transform State Early Childhood System

Texas requires technical assistance to transform its early childhood system from its current fragmented state into a coordinated and aligned system necessary to achieve the state's vision. Through the generous support of the Rainwater Community Foundation, Texas will acquire the technical assistance supports and services available through the BUILD Initiative. The BUILD Initiative has a proven ability to effectively build the capacity of state leaders and state systems. The tailored supports BUILD can provide to Texas will enable Texas to overcome the challenges and barriers it faces in achieving its vision.

Table 1. Publicly funded early care and education programs.

| Program Type | Children Served | Number of Programs |
|---|--------------------------------|----------------------------|
| Public Prekindergarten | 224,114 (3- and 4-year-olds) | 1,051 LEAs |
| Preschool Program for Children with Disabilities (PPCD) | 49,641 | N/A |
| Early Childhood Intervention (ECI) | 57,485 | 42 ECI contractors |
| CCDF Child Care Subsidies | 74,596 (children birth – five) | 7,440 child care providers |
| All Head Start Programs | 75,833 | 1,198 sites |
| Texas Home Visiting Programs | 6,865 | 34 grantees |

Activity One: Statewide B-5 Needs Assessment

Texas can only fulfill its vision for its early childhood system by first understanding its current state. The first step is conducting a comprehensive, statewide needs assessment to identify existing programs and services as well as gaps and inefficiencies in service delivery. Developing and conducting a needs assessment is crucial to strengthen coordination and collaboration across programs serving children ages birth-to-five. Data sharing and joint decision making across state agencies, program providers, and stakeholders will build a foundation that can be leveraged to later address the needs identified in the needs assessment.

Goal and Objectives

Goal: Clear picture of the current landscape of Texas’ early childhood system

- Objectives: 1) Identify needs of the early childhood system
2) Identify opportunities for coordination and alignment

Outputs and Outcomes

The data gathered in the needs assessment will provide a clear picture of the current landscape of Texas’ early childhood system. From understanding the current landscape, TELC will be able to

identify common goals across programs and services (O1)¹ and identify indicators of thriving children and families (O2). These goals and indicators provide TELC tools to improve the governance of Texas' mixed delivery system (short term outcome 1) and increase coordination and quality of the mixed delivery system (short term outcome 2).

Needs Assessment Process

TELC will lead planning for the needs assessment. **It is the responsibility of this group to outline the scope of the needs assessment beyond the elements identified in the FOA of this grant opportunity.** TELC will develop a list of questions the needs assessment will answer. Since early childhood programs and services utilize different terminology and definitions, **TELC will establish standard terms and accompanying definitions because standard definitions do not currently exist across programs and services in Texas.** These common definitions will include, but will not be limited to, the following terms: quality early childhood care and education, availability, access, rural, vulnerable, and underserved. For example, current data reports reveal that a large percentage of children from B-5 live in immigrant homes where English is not the primary language. It is anticipated that one vulnerable population will be this group, but the definitions of these children differ across state agencies. Similarly, although most programs serving Texas' young children are designed to meet the needs of low-income children, the definitions of low-income vary: some programs use the federal poverty level, some use median state income, and others use geographic characteristics. These definitions will be aligned as clearly as possible within the parameters of the different funding sources. The scope and standardized terms will be identified during a two-day meeting in February 2019.

¹ Numbers in parenthesis correspond to numbering used in the logic model

TEA staff will utilize this information to develop a work plan with a contracted third-party research organization (secured through an RFP) to conduct the needs assessment. As part of the RFP, TEA will ask for a proposed plan to deduplicate child counts across programs and services. TELC will review and modify the work plan as needed prior to implementation.

The third-party research organization will compile a needs assessment that describes:

- The current quality and availability of early childhood care and education, including home visiting (broken down by demographics and geographic location)
- To the extent possible, the unduplicated number of children being served in existing programs (broken down by demographics and geographic location)
- To the extent possible, the unduplicated number of children awaiting services (broken down by demographics and geographic location)
- Gaps in data or research about the quality and availability of programs and supports
- Identified vulnerable and underserved populations (broken down by demographics and geographic location)
- Barriers to the funding and availability of early care and education services and supports
- Opportunities for more efficient use of resources
- ECE facilities and facility-related concerns
- Transition supports and gaps (early care and education to elementary school)
- Other needs assessment elements as requested by TELC

In conducting the needs assessment, the third-party research organization will be expected to utilize existing state (from partnering agencies) and federal needs assessments, data collected by state agencies, focus groups, and surveys. **The third-party research organization will conduct**

a meta-analysis of relevant state and federal needs assessment to leverage them in addressing the needs assessment elements. Agencies will assist the third-party research organization by submitting all relevant needs assessments they have identified, preparing necessary data files, and facilitating access to program-level stakeholders.

To assist the third-party research organization in identifying the current quality and availability of programs and services and the number of children being served and awaiting services, TEA staff will build a data template for each participating state agency to use. These templates will ask agencies to provide data at the child level, when possible, with accompanying demographic information. This demographic information will then allow the third-party research organization to match children to the definitions identified by TELC. Furthermore, the templates will also include program quality, location, and capacity information as applicable. The partnering state agencies on this project (DFPS, DSHS, HHSC, TDA, TEA, and TWC) will then work with relevant data and IT personnel within their agencies to compile a data file in the format of the template provided. THSSCO will help collect necessary data on Head Start and Early Head Start by reaching out to grantees and locating existing data sets, including data available in program information reports.

The needs assessment will be completed by the end of April 2019. It will be provided to TELC to review prior to their May 2019 meeting. During this meeting, TELC will utilize the needs assessment to develop a plan for:

- Filling gaps in necessary data or research to support collaboration between programs and services and maximize parental choice
- Developing and tracking measurable indicators of progress that align with the State's vision and desired outcomes

- Addressing ECE facilities and facility-related concerns on a statewide level

The proposed needs assessment connects to the vision by providing a thorough analysis of the current landscape of Texas’ early childhood system. This analysis will assist Texas in identifying early childhood system needs that must be addressed to support thriving children and families. **As demonstrated through the logic model, this vision will be achieved through establishing common goals across programs and services and identifying indicators of thriving children and families,** all of which support achievement of the short-term and long-term outcomes identified.

Building Capacity for Ongoing Needs Assessments

To ensure that data is available for this and ongoing needs assessments, Texas will continue to work towards an early childhood integrated data system (ECIDS) based on the current work with the ECDataWorks project. An ECIDS collects, integrates, maintains, stores, and reports information from early childhood programs across multiple agencies within a state that serve children and families from birth to age eight. Typically, the data included in an ECIDS is related to the individual child, the child’s family, the classroom, the program/providers, and other services that provide comprehensive care and education for young children.

An ECIDS is critical to gathering and using comprehensive data that speaks to the range of programs and services within Texas’ mixed delivery system. Expanding the ECDataWorks project will help to better inform policymakers and state agency executive leadership, early childhood program leadership, parents and families, researchers, and service providers.

With ECDataWorks, Texas is designing a public-facing analytic tool on program quality and school readiness. The current work includes existing data from the TEA’s Early Childhood Data System (ECDS) and the TWC’s QRIS program. The ECDS is a subsection of the overall

Texas Student Data System that collects and houses early childhood-specific data. For Texas' ECDataWorks project, there is an established 20-member, cross-sector stakeholder group representing state, district, and local early childhood education stakeholders. Texas plans to continue building and expanding upon the current work as it moves toward a comprehensive ECIDS. **This integrated data system will assist in addressing transition supports and gaps as data will follow children as they move from early childhood care and education programs to elementary school.**

During the first year, grant funds will be used to secure: Business Intelligence (BI) tool continuation, analytic tool maintenance, continuation of the stakeholder group, and expansion to include other state agencies and/or partners. The BI tool expense includes license continuation fees, server, and expanded staff development and training costs. Analytic tool maintenance will include server storage costs and annual data refresh updates, which may include additional staff time. **Expansion to include other state agencies will require the continuation of the stakeholder group, which will identify the next agency or organization with available data elements to include in the analytic tool, and the identification, development, and execution of additional data sharing agreements.** Developer time, IT, and program staff will be critical to successfully implement these activities.

Further development of Texas' ECIDS will lead towards better tracking of indicators of thriving children and families including vulnerable, underserved, and those in rural communities. Tracking these indicators will be essential to monitoring the success of Texas' early childhood system and achievement of intended long-term outcomes provided in the logic model. Furthermore, since this tool is easily accessible to all stakeholders, it will provide the ability to craft local solutions based on data and keep agencies accountable to improving child outcomes.

Activity Two: Statewide B-5 Strategic Plan

The next step in moving towards Texas' vision for its early childhood system is to build a strong strategic plan that establishes common goals across programs. Successful implementation of the strategic plan will require monitoring and oversight to hold agencies and stakeholders accountable for executing the strategic plan. Using the goals and indicators identified in the strategic plan, TELC will be positioned to drive the coordinated governance structure that facilitates increased coordination, efficiency, and quality across Texas' early childhood system.

Goal and Objectives

Goal: Coordinated statewide system of early childhood programs and services

- Objectives:
- 1) Obtain buy-in from stakeholders
 - 2) Create a coordinated governance structure for Texas' early childhood system

Outputs and Outcomes

- Outputs:
- O1. Common goals across programs and services
 - O2. Identified indicators of thriving children and families
- Short-Term Outcomes:
- 1) Improved governance of mixed delivery system
 - 2) Increased coordination and quality of mixed delivery system programs and services
- Long-Term Outcomes:
- 1) State and local systems coordinate and align to empower thriving children and families
 - 2) Children and families achieve critical milestones

Strategic Plan Development Process

With the needs assessment completed, TELC will begin the strategic planning process in May 2019. During their May meeting, **TELC will review a meta-analysis of all relevant state-level strategic plans and priorities** for programs and services targeting young children and their families. This meta-analysis will be compiled by the contractor secured to facilitate the strategic planning process. TELC will then identify commonly shared goals across strategic plans that address the needs identified in the needs assessment. Priority will be given to existing goals and strategies that meet needs identified by the needs assessment and **those that improve coordination and collaboration, promote partnerships, and better serve children and families by improving quality, reducing duplicative efforts, more efficiently utilizing resources, and easing children's transitions into kindergarten.** These shared goals will serve as an initial framework for the strategic plan.

Next, **TELC will outline the scope of stakeholder feedback needed to inform the strategic plan.** Feedback will be collected on the initial framework for the strategic plan through surveys and focus groups conducted between May and July 2019. TEA will contract with a third-party to facilitate this stakeholder engagement. The surveys will be developed by a contracted entity in collaboration with TELC to identify the number of surveys, the questions on each survey, and the audience for each survey. To ensure a range of stakeholders will be engaged through the surveys, partners at the state, regional, and local level will be leveraged to disseminate the surveys. These partners will include community-based non-profits, religious organizations, program and service providers, professional associations, trade organizations, tribal, city and county governments, LEAs, and others. Using such a range of partners will help overcome the challenges associated with disseminating surveys over the summer months.

Surveys will be available in languages other than English. While the surveys will be mostly electronic, to the extent possible, paper versions will be made available.

In addition to the surveys, stakeholder focus groups will be conducted. The contracted entity will work with TELC to develop the protocol for these meetings and establish the target audience for each of these meetings. Meetings will be held in both in-person and web-based formats to make sure that the diversity of Texas is captured during these focus groups. **Focus groups will engage, at minimum, families, advocacy and non-profit organizations, child care providers, regional Education Service Center staff, LWDB staff, LEA staff, home visitors, ECI providers, Head Start and Early Head Start grantees, business leaders (e.g. Chambers of Commerce), and local community leaders (e.g. city council members, etc.). These voices will inform how to better serve children and increase overall participation of children in high-quality early care and education programs in a mixed delivery system.**

The contracted entity will compile an analysis of stakeholder feedback for the TELC meeting in August 2019. Using the stakeholder feedback report, the needs assessment, and the analysis of existing strategic plans, TELC will solidify the state's strategic priorities, goals, and strategies. State agencies and stakeholder organizations represented on TELC will evaluate which of their programs best support the priorities of the strategic plan, leading to identifying ownership and support roles in meeting the established goals.

State agency staff will compile the elements identified by TELC into a strategic plan document with the support of the contracted entity by early September 2019. TELC will provide feedback on the document electronically by the end of September 2019. The finalized strategic plan will be submitted to the U.S. Department of Health and Human Services for approval in early October 2019.

To assist state agencies in measuring progress towards goals, a cross-agency web-based data dashboard that can be regularly updated by each agency will be leveraged. The dashboard will display overarching goals broken down by indicators of progress. For each indicator, the current trend and the percent change relative to baseline is displayed. TELC will monitor state agencies' progress during quarterly meetings using this tool. With multiple agencies being able to update the tool, it will provide real-time indication of progress towards goals identified in the strategic plan. Currently, DFPS is utilizing a cross-agency dashboard with their Early Childhood System Integration Group that will be expanded to include the strategic plan. This tool will be expanded in time for the TELC's November meeting where it will be introduced to the council, and the council will begin monitoring progress towards identified goals.

Strengthening Texas' Early Childhood System

The strategic planning process will improve coordination and collaboration across state agencies by reducing duplicative efforts and unaligned goals across each program's strategic plan through the unification of a statewide B-5 strategic plan that encompasses all programs. With shared goals across programs and identified ownership and supporting roles, agencies can coordinate resources needed to achieve shared goals, create policy alignment, and ensure quality program and service delivery across the mixed delivery system. Coordinating resources will maximize partnership opportunities across programs and services at the delivery-level as state agencies model these partnership opportunities. Increased partnerships at the delivery-level will help ease transitions across early care and education programs and into the K-12 system.

With resources being utilized more efficiently, funding will allow for additional families to be served, therefore reducing the number of children awaiting programs and services.

Increased quality will also elicit greater participation in programs as families' trust in these programs will rise. However, intentional efforts must be made to increase families' knowledge of programs and services before Texas can expect an increase in the number of families accessing services. Activity three describes Texas' plan for addressing this need.

Activity Three: Maximizing Parental Choice and Knowledge

The needs assessment and strategic planning activities provide a clear picture of how agencies and program/service providers can best coordinate and collaborate to support thriving families. These coordinated and collaborative efforts are most impactful if they are utilized to serve the most vulnerable and underserved populations. The multiple efforts detailed in activity three are focused on **ensuring these populations are aware of available programs and services, which ones they are eligible for, why utilization of these programs and services is important to the development of their children, and how to obtain access to these programs and services.**

Critical to Texas' vision for its early childhood system are families thriving with access to and knowledge of quality programs and services and increased knowledge of how to support their children. To achieve this, Texas proposes four strategies: 1) providing User Centered Design training and follow up consultation time to collaborating state agencies, 2) creating a plan for a statewide consumer education mobile application and associated website, 3) planning unified eligibility and enrollment systems in Austin and Dallas to pilot as potential precursors for a unified statewide system, and 4) planning for a family-focused, web-based ASQ-3 and ASQ-SE platform. Each of these strategies contribute to increasing coordination of mixed delivery system programs and services and more families successfully accessing programs and services.

These activities will be refined to align with the needs assessment and strategic plan, once developed.

Goal and Objectives

Goal: Families are empowered by state and local systems

- Objectives:
- 1) Increase families' awareness of programs and services
 - 2) Increase families' access to programs and services
 - 3) Increase families' knowledge to support their children's development

Outputs and Outcomes

- Outputs:
- O3. State agencies complete User Centered Design training
 - O4. Plan for improving consumer education platform
 - O5. Plan for unified enrollment system
 - O6. Plan for web-based ASQ & ASQ:SE platform for families
- Short-Term Outcomes:
- 1) Increased coordination and quality of mixed delivery system programs and services
 - 2) Increased access to early childhood programs and services
- Long-Term Outcomes:
- 1) State and local systems coordinate and align to empower thriving children and families
 - 2) Children and families achieve critical milestones

User Centered Design Training

Maximizing parental choice and knowledge requires state agencies to design programs and services that are easily accessible and understood by families. Therefore, Texas proposes to provide User Centered Design training and consulting to the seven agencies partnering on this

grant. User Centered Design is a framework that supports designers of products, programs, and services to focus on the needs of the end user at each phase of the development process. Embedding this framework into the development processes used by state agencies will help ensure that their products, programs, and services are designed such that they are **culturally and linguistically sensitive and meet the needs of families**. Texas will provide a one-day training for eighty agency employees. This will be followed up with agency-specific trainings and job-embedded consultation to aid agencies in implementing User Centered Design into their processes and projects. Each agency will access up to 15 hours of consultant time for this continued support. Providing User Center Design training for state agencies will increase the likeliness that the planned consumer education mobile application and website, coordinated enrollment system, and family-focused, web-based ASQ-3 and ASQ-SE platform are all respectively designed with family needs and usability at the forefront to empower families with needed supports.

Consumer Education Mobile Application and Website

Texas currently has fragmented efforts across state and local systems aimed at providing family-friendly information about the availability of programs and services. This results in the lack of a comprehensive platform for families. Given the ubiquitous usage of smartphones by Texans, this application proposes planning for development of a consumer education mobile application and associated website to support all families in identifying their eligibility for programs and services and will help connect them with those programs and services in a **timely and accurate manner**. This mobile application and website will leverage multiple existing program and service databases populated by collaborating agencies to provide information about the **variety, quality, availability, and affordability of programs and services**. These programs

and services include child care, Head Start and Early Head Start, public prekindergarten, and home visiting. The duration of the initial grant period is insufficient to plan and develop the mobile application and website. The vision for this activity is to fully scope out the development plans during this grant period and then begin the technology build during a renewal grant year. Included in this scope will be defining the languages in which the mobile application and website will be available. Focus groups of families will be convened to inform functionalities and design elements families most desire in such a platform. One focus group will be held in Spanish, the second most commonly spoken language in Texas. This comprehensive platform will increase families' knowledge of programs and services and will help make them more easily accessible.

Universal Eligibility Verification and Enrollment System

Ongoing projects in Austin and Dallas are exploring the possibility of coordinated eligibility verification and enrollment systems for early childhood care and education. The vision for this work is to make it **easier for families in these communities to identify and enroll their children in high-quality options for early care and education**, including child care, Head Start, and public prekindergarten programs. By simplifying the process and mechanism associated with finding high-quality early childhood education programs, **families will be empowered to take an active role in their children's educational development**. This application proposes working collaboratively with both Austin and Dallas to plan for and implement (when possible) pilots of these systems with the goal of better understanding how these tools and approaches can be scaled statewide as part of the mixed delivery system. Austin and Dallas both have local resources dedicated to this work. This work includes studying the existing early childhood care and education ecosystems, gathering input from families and child care and education providers, and exploring technology solutions and developers for the

respective systems. **The primary goal of this work is to build an infrastructure that facilitates more children participating in high-quality early childhood programs and thus preparing more children for a smooth transition into kindergarten.** While this system will be built separately from the consumer education mobile application and website, ideally the two will be connected once built to limit the number of separate platforms with which families will interact.

Updating ASQ-3 and ASQ-SE2 Website

Helping families and child care providers identify the need for early intervention related to children's development is vital to ensuring appropriate services are provided to children in need in a timely manner. Texas Project LAUNCH (Linking Actions for Unmet Needs in Children's Health) identified the need for increasing the use of developmental screeners in communities and has laid the foundation for developmental screeners across the state. However, as Texas is such a large state, it is challenging to provide access to developmental screeners in all communities. This application proposes to create a plan for updating a family facing website that allows families to complete the Ages & Stages Questionnaires®, Third Edition (ASQ®-3); Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2); and the Modified Checklist for Autism in Toddlers (M-CHAT-R/F™) for their children. The web interface will score the tools and provide results to the families. Based on the results, the web interface will connect families to further resources and services. The web portal will be available in English and Spanish. Resources will include: CDC's *Learn the Signs, Act Early Texas!* materials, four learning modules available for early childhood professionals, Ages & Stages Questionnaires®, Third Edition (ASQ®-3), Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2), and the Modified Checklist for Autism in Toddlers (M-CHAT-R/F™). The web

portal resources interface will provide parents emailed results with a “Road Map” of action items, automatic e-fax results to Primary Care Provider (PCP) with the “Road Map” to follow, and automatic e-fax referrals to zip-code specific Early Childhood Intervention (ECI) programs or LEAs. These tools and resources, all available for free through the updated website, will **make it easier for parents and families to engage in their children’s development**, assess potential developmental issues, and take appropriate steps to address these issues.

Activity Four: Sharing Best Practices among Early Childhood Providers

Activities one through three establish a coordinated, collaborative mixed delivery system and equip vulnerable and underserved populations with the knowledge and tools to access the programs and services that best suit their needs. Activity four focuses on improving the quality of programs and services by maximizing the sharing and expansion of best practices.

Central to accomplishing Texas’ vision is achieving a return on investment by ensuring alignment between state and local systems that is efficient, intentional, and impactful. Sharing best practices provides the opportunity to move Texas towards fulfilling this vision. **Texas proposes four strategies to share best practices that are aimed at increasing efficiency, reducing duplicative efforts, and maximizing coordination and collaboration across programs and services.** These three strategies include 1) increasing the utilization of shared services, 2) hosting two community convenings to disseminate best practices, 3) providing technical assistance to build local early childhood systems’ capacity and 4) expanding Child Find efforts to more intentionally partner with child care providers. These activities will be refined to align with the needs assessment and strategic plan, once developed.

Goal and Objectives

Goal: Efficient state and local early childhood systems

- Objectives:
- 1) Increase utilization of shared services
 - 2) Increase capacity and connected strategic plans for local systems
 - 3) Increase coordination between early care and education providers and ECI

Outputs and Outcomes

- Outputs:
- O7. ECE providers utilize shared services
 - O8. Local communities have infrastructure to support local systems and connected strategic plans
 - O9. ECI contractors increase Child Find activities
- Short-Term Outcomes:
- 1) Increased coordination and quality of mixed delivery system programs and services
 - 2) Increased access to early childhood program and services
- Long-Term Outcomes:
- 1) State and local systems coordinate and align to empower thriving children and families
 - 2) Children and families achieve critical milestones

Increasing Shared Services

A recent report from Children at Risk² highlights that child care providers lack the scale necessary to be financially viable, and overextended child care staff lack the necessary business skills and networks needed to effectively operate a small business. Shared services are a viable solution to address these challenges. **This application proposes expansion of two types**

² Children at Risk. (2018). *Improving the Quality of Child Care through Economies of Scale*.

of shared services as they each aim to increase efficiency by reducing duplicative efforts through the sharing of best practices. The first model is shared services alliances. This model provides key administrative functions for groups of child care and education providers by streamlining administrative infrastructure. Alliances generally involve the pooling of funds amongst a group of providers to pay for a third party to provide business administration support for all the members of the group. This support can include payroll, human resources, finance, etc. Because of this support, providers receive high-quality services at a lower cost than if they hired dedicated staff to carry out said services. This lower cost results in financial savings that can be invested in quality improvements. Additionally, shared services allow for leadership to focus on child care and development rather than business administration. With this support, providers can better support the development of children in their care.

To increase the use of shared services alliances, TEA will partner with Children at Risk, a non-profit focused on research and advocacy related to children, to lay groundwork in communities to form shared services alliances. Staff at Children at Risk will identify three communities that demonstrate interest in shared services alliances. In each community, they will begin preliminary conversations with community leaders. Next, they will host a community-wide meeting with stakeholders to understand and identify potential key alliance partners. Children at Risk will then work with each community to determine next steps for shaping and implementing a shared service alliance.

Children at Risk will leverage lessons learned from communities, such as Dallas, that have operating shared services alliances. Early Matters Dallas, a local early childhood coalition, is currently funding an alliance in Dallas. This alliance has demonstrated that directors save an average of 30 hours per month when utilizing shared services. Dallas Afterschool, a community

organization that provides quality supports to child care providers, has secured philanthropic funds to establish a child care staffing alliance that will support providing high-quality staff to child care centers. When working with new communities to establish alliances, Children at Risk will work with both Early Matters Dallas and Afterschool Dallas to share best practices around alliances with these new communities.

The second shared services model, web-based shared services platforms, provides child care providers with access to a range of resources related to operations, finances, and classroom quality. This model allows providers to become more efficient from the perspective of operating a business, through the use of resources aimed to reduce costs associated with activities such as hiring and benefit management, payroll and other fiscal services, and purchasing. Providers can leverage the gains in increased efficiencies that shared service resources provide to focus on developing their existing programs into higher quality programs that better meet the needs of children and families. Additionally, quality improvement resources such as curriculum and assessment materials are often available on web-based platforms. These include activity ideas, lesson plan templates, developmental checklist, etc. These resources help improve the quality of programs at a low cost.

To share best practices among early childhood care and education program providers, thereby increasing efficiency of services, the Texas Workforce Commission (TWC) will distribute PDG funds for acquiring user licenses to web-based shared services platforms by amending the funding into existing Local Workforce Development Board (Boards) child care quality activity grants using an approved distribution methodology. TWC contracts with each of the 28 local Boards to administer and develop local policies for child care services. The Boards competitively procure contractors to provide these services, including the delivery of quality

improvement activities. Because of TWC's existing contractual relationships with Boards, competitive procurements will be facilitated more quickly and in accordance with federal procurement requirements by using this approach. TWC and Boards are well positioned to lead this effort to share best practices in the arena of shared services to better support providers. From a funding perspective, Texas agrees to consider the use of other federal funds in continuing the pilot for a second and possibly a third year, while a review of the return on investment for these projects is underway.

Community Convenings

One of Texas' strengths is its local communities. Texas recently convened early childhood leaders from the 20 largest cities to share best practices and increase coordination. Building off this success, Texas will convene both urban and rural communities to provide technical assistance to each community type. Twenty cities will be invited to participate in each convening and bring teams of five stakeholders. Over the course of three days, teams will receive technical assistance related to coordinating programs and services at the local level, establishing partnerships across program types, and facilitating smooth transitions to kindergarten. Each convening will include three types of sessions: plenary, breakout, and consultation as well as team work time. During team work time, teams will develop or update local strategic plans to align to the state's strategic plan. TEA will contract out the planning and facilitating of these two events. The partnering agencies in this application will contribute breakout sessions and approve plenary topics and speakers. Participating cities will be invited to highlight their communities' progress during breakout sessions.

Participating communities will be chosen through an application process that prioritizes communities serving large populations of vulnerable or underserved children and demonstrate

cross-sector collaboration. Selected communities will designate a team lead. Prior to the convening, this team lead will participate in a series of webinars and virtual professional learning communities (PLC) to build the capacity of this individual to support the facilitation of coordination and collaboration across programs and services. This team lead will then guide their community's team through the process of developing or updating a local strategic plan at the convening. After the convening, the team lead will have an additional webinar and PLC meeting to support the development of a sustainability plan for their community's work.

Through the increased capacity of team leads to support their communities and the knowledge of best practices gained at each convening, forty cities in Texas will be better equipped to improve programs and services in their communities through increasing coordination and establishing partnerships.

Technical Assistance for Local Systems Capacity Building

Local solutions are required to address the range of needs presented within a state as geographically large and diverse as Texas. To support local early childhood systems capacity building, DFPS will identify and provide direct technical assistance to five communities that serve high populations of vulnerable and underserved children and families. During the project period, DFPS will work with each of these five communities to establish a core workgroup. Community-based workgroups will focus on building on existing community collaboration and will include entities already engaged in or interested in early childhood initiatives.

DFPS staff will support workgroups to: conduct a community-level needs assessment to establish baseline data around early childhood needs, service gaps, resources and outcomes; identify and prioritize specific opportunities for intervention; plan corresponding infrastructure (services, operations, budget, etc.); provide general information and public education around the

importance of early childhood; and create a sustainability plan. DFPS utilizes Clear Impact, a technology platform that provides a dashboard of indicators of progress, and the Results Based Accountability (RBA) process to support local communities to build the capacity of their early childhood systems. These five communities will receive all necessary Clear Impact and RBA trainings, supports, and materials.

From the support described, each community will have a toolkit of best practices needed to coordinate programs and services at the local level to better meet the needs of children and families. The increased capacity of the local early childhood system will enable local stakeholders to collaborate to reduce duplicative efforts and more efficiently serve children and families by crafting local solutions based on best practices.

Expansion of Child Find

Child Find is a mandate included in IDEA that requires states to locate all children that may qualify for ECI services. To meet this requirement, the ECI state office and local ECI programs perform outreach activities that work to build relationships with referral sources, increase education and collaboration, and ensure children who need services are identified and referred to the appropriate ECI contractor. The activities include, but are not limited to, visiting local hospitals, doctors' offices, and child care centers; conducting trainings and presentations in the community; exhibiting at conferences; hosting community events (singularly or in collaboration with other local programs); providing developmental screenings in the community; and providing clear publications that can be shared through referral sources to families of children with suspected delays. Robust Child Find activities also contribute to the efficiency of the system by helping reduce inappropriate referrals to ECI. Providing intervention early to

address developmental concerns is a best practice, and Child Find activities share information about the availability of these critical ECI services with families.

With the large number of children attending child care centers in Texas, ECI has identified a need for increased outreach activities targeting directors, teachers, and others working in these centers. Center staff spend a great deal of time with the children enrolled in their centers and will often be the first to identify a developmental delay. When equipped with the appropriate information about services available to parents, center staff can be instrumental in directing families on a path to address developmental delays and secure the services needed to help their children reach their potential and become school ready. The fact that ECI services are provided in the natural environment also means that often ECI service delivery will occur in child care centers. Building strong relationships between ECI providers and child care center staff helps center staff learn various techniques to strengthen the skills and abilities of toddlers in all their classrooms.

As ECI programs have struggled to sustain all required operations with the funding currently available, one of the first items cut from budgets is Child Find activities. In a recent survey, 45% of ECI contractors indicated they had reduced Child Find efforts as a cost-savings measure. Currently, only a handful of local programs have an assigned Child Find coordinator, and these staff are either part-time, shared by multiple agencies, or have other duties in addition to their Child Find activities. This can lead to children with special needs not being identified and served. These children may be less prepared for success in school. Texas ECI currently ranks 44th among states in the percentage of the birth to three-year-old population served in ECI.

Funding through this grant will be used to facilitate additional onsite training sessions at child care facilities on developmental red flags, evidence-based practices used in early

intervention (such as caregiver coaching), and services available through ECI. Funds will also be used to conduct targeted outreach to child care providers. These efforts will increase collaboration among early childhood care and education program providers and ECI, resulting in more appropriate referrals for critical early intervention services. The funds will be dispersed between 15 of the 42 ECI contractors in Texas. These 15 contractors have enrollment numbers significantly below their contract target number of enrolled children, signaling the need for expanded Child Find activities.

Activity Five: Improving Overall Quality

Activity five further builds upon the quality-improvement resulting from the sharing and expansion of best practices in activity four. The targeted efforts of activity five help improve the quality of early care and education providers at both the system and provider level and help increase needed referrals to and quality of special needs programs and services.

Thriving children and families result in part from accessing quality programs and services. This requires both increasing access and increasing quality. Activity three provides strategies for increasing families' access to programs and services through increased knowledge and accessibility while the strategies in activity five begin to address quality improvements. Quality improvements need to occur at the system, program, and the workforce level for holistic quality improvement to be achieved. The strategies utilized under activity five target each level of quality improvement.

Given that Texas lacks a comprehensive birth to five needs assessment and strategic plan, most of the grant period will be utilized on their development. As such, approximately three months will be available to implement Activity Five. With that time constraint in mind, and with

anticipation of what the needs assessment will likely find, this application proposes three quality improvement strategies: 1) Planning for expanding Texas' Quality Rating and Improvement System (QRIS), 2) Conducting two train-the-trainer sessions on how to conduct the Ages and Stages Questionnaire®-3 (ASQ®-3) and Ages and Stages Questionnaire®- Social and Emotional Development (ASQ®-SE), and 3) providing Naturalistic Developmental Behavioral Intervention professional development opportunities to ECI providers. These activities will be refined to align with the needs assessment and strategic plan, once developed.

Goal and Objectives

Goal: High-quality early childhood programs and services

- Objectives:
- 1) Expand and enhance continuous quality improvement structures
 - 2) Increase targeted professional development

Outputs and Outcomes

- Outputs:
- O10. Plan for statewide QRIS
 - O11. 60 more ASQ and ASQ:SE trainers
 - O12. 17 ECI contractors implement NBDI

- Short-Term Outcomes:
- 1) Increased coordination and quality of mixed delivery system programs and services
 - 2) Increased access to early childhood program and services

- Long-Term Outcomes:
- 1) State and local systems coordinate and align to empower thriving children and families
 - 2) Children and families achieve critical milestones

Planning for a Statewide QRIS

Texas' vision demands that all children have access to high-quality programs and services. However, because of a lack of common understanding of quality across programs and services, Texas families are left with little guidance on how to select a quality program for their children. This is one of the challenges identified within the description of Texas' mixed delivery system (see page 10). To meet this need for a common standard of quality, Texas will explore expanding its QRIS system to include programs across multiple settings.

Currently in Texas, the state's QRIS, Texas Rising Star (TRS), is a voluntary system open only to child care providers that have a contract for child care subsidies. This limits the number of providers that can participate and in turn limits families' knowledge about the quality of early care and education providers they are considering for their children. In addition to providing valuable information for families, a QRIS also provides critical information to child care providers. Participating in a QRIS helps child care administrators pinpoint specific ways to improve the quality of their centers.

Texas proposes to begin developing a process within the remaining months of the grant period for evaluating and formulating a plan to expand the current QRIS to be an open, voluntary system to all child care providers, Head Start and Early Head Start programs, and public prekindergarten programs. Texas can capitalize off the opportunity provided by the four-year review of TRS in 2019 to begin exploring this expansion. The process will involve three stakeholder meetings between October and December 2019 to investigate the interest of participation, adaptation of current quality criteria to work across diverse settings, and the financing needs of such a system. These stakeholder meetings will engage agency staff at TWC,

TEA, THSSCO, and HHSC, as well as child care directors, Head Start and Early Head Start administrators, and LEA administrators.

This work will begin by engaging stakeholders to determine if there is interest in strengthening the current system to be an open, voluntary QRIS. Embedded in this stakeholder engagement will be the consideration of how consumer awareness and family engagement relate to this work. Next, Texas will review current QRIS program standards and how they align with Head Start, public prekindergarten, and the Texas Minimum Standards for Child Care Licensing. This analysis will help determine the potential scope of revising the current QRIS program standards. Lastly, Texas will begin to understand the financing of expansion in terms of increased planning, monitoring, and accountability costs. Texas will acquire a consultant to guide state agencies and stakeholders through this process.

A QRIS that encompasses multiple program types and settings will provide a quality framework that increases shared language across programs, provides more unified quality data for policymakers and state agency staff to utilize, and assists families with making informed decisions for their children. Additionally, with more programs working towards shared quality standards, establishing partnerships and braiding funding streams could result in increased efficiency and greater systematic alignment.

Being that the proposed planning above is only initial planning, and not the full planning required to develop a complete implementation plan, it is feasible within the time constraints. The cost of this proposed activity is \$49,800.

ASQ®-3 and ASQ®:SE-2 Train-the-Trainers

Child care providers and families need reliable data to assess if a child is achieving critical milestones of development. This timely data allows for providers and families to more

quickly address any concerns and better meet the needs of children. Using data-driven practices will increase the quality of child care providers. To complement the family-focused, web-based ASQ®-3 and ASQ®:SE-2 platform proposed in activity four, Texas will increase the training provided to child care providers on how to utilize these two tools by building a network of ASQ®-3 and ASQ®:SE-2 trainers around the state.

This will be accomplished by hosting two (2) three-day ASQ®-3 and ASQ®:SE-2 training of trainers (TOT) for up to 60 individuals across the state. The ASQ® TOT participants will be selected based on an application process to ensure the applicants can train large numbers of child care providers. Anticipated participants in the ASQ® TOT will be from LWDB, Education Service Centers, Head Start programs, MEICHV grantees, and ECI contractors. Once trained, the ASQ® TOT's will be expected to reach out to early care and education providers to provide free trainings to the ECE center staff on how to administer the ASQ®-3 and ASQ®:SE-2 tools and interpret the results for all the children in their center. **Being that the proposed project above is only for the two trainer-of-trainer sessions and does not include subsequent trainings provided by these new trainers, it is feasible within the time constraints. The cost of this proposed activity is \$176,650.**

NDBI Professional Development for ECI Staff

It is anticipated that with the increased Child Find activities and more child care providers utilizing ASQ®-3 and ASQ®:SE-2, ECI will receive an influx of referrals. To ensure ECI providers can provide quality intervention supports during the remaining months of the grant, Texas will provide intensive online and in-person training to 17 Early Childhood Intervention (ECI) staff in evidence-based early autism intervention strategies. The latest report from the Centers for Disease Control and Prevention estimates that 1.7%, or 1 in 59, of children

in the US will be diagnosed with autism. This translates to approximately 14,150 toddlers (between the age of 18 months and 3 years) in the state of Texas, who will be diagnosed with autism (using 2016 population data). Current research indicates optimal change can be made when autism intervention begins before the age of three and can reduce the need for more intensive intervention over the lifetime of the child. This means better outcomes for children and less burden on families and schools.

Autism-specific, parent-mediated Naturalistic Developmental Behavioral Intervention (NDBI) models are now considered best practice for treating toddlers with autism. Treatment programs with an NDBI philosophy blend applied behavior analysis and developmental sciences to address the core symptoms of autism, including face-to-face reciprocal social interactions, imitation, joint attention, and play skills rather than generic development skills.

In the months of October, November, and December, each designated interventionist to be trained will complete online and in-person NDBI training geared toward the service delivery model and guiding principles of Texas ECI. With the tools to address the special needs of toddlers with autism and their families, they will be able to make positive life-changing services available to Texas families. **It is feasible for 17 ECI staff to complete the proposed NDBI training between October and December. The cost of this proposed activity is \$30,000.**

Timeline

The specific program performance tracking tools and processes are detailed in the Program Performance Evaluation Plan section. The timeline detailed below is aggressive, but realistic due to the extensive collaboration between partnering agencies and organizations. The development and awarding of multiple contracts presents a challenge to the timeline. This will be mitigated by leveraging amendments to existing inter-agency contracts.

| Task Name | Start | Finish | Assigned To | Outputs |
|--|-----------------|-----------------|-------------|---|
| Activity 1: Needs Assessment | 12/17/18 | 09/09/19 | | |
| TELC Meetings | 12/27/18 | 05/16/19 | | |
| Develop meeting agenda and meeting materials | 01/01/19 | 02/01/19 | TEA | Meeting agenda and printed discussion materials |
| TELC meeting 1 | 02/20/19 | 02/21/19 | TEA | Council operating procedures and guidance for needs assessment |
| TELC meeting 2 | 05/15/19 | 05/16/19 | TEA | Plan for filling gaps in data/research, developing and tracking indicators, and addressing ECE facilities |
| Needs Assessment Development | 12/17/18 | 04/30/19 | | |
| Create data template | 12/17/18 | 12/17/18 | TEA | |
| RFP available | 12/18/18 | 01/15/19 | TEA | |
| Review proposals | 01/16/19 | 01/22/19 | TEA | Scoring sheet with proposals ranked |
| Kickoff meeting with contractor | 02/04/19 | 02/04/19 | TEA | |
| Collect data from state agencies | 12/21/18 | 02/15/19 | TEA | |
| Conduct stakeholder focus groups | 03/11/19 | 03/29/19 | Contractor | Feedback report, # of focus groups and participants are dependent on scope of needs assessment |
| Submit needs assessment | 02/05/19 | 04/30/19 | Contractor | Statewide needs assessment |
| Collect existing needs analyses | 02/05/19 | 04/30/19 | Contractor | At least three existing needs analyses |

| | | | | |
|---|-----------------|-----------------|------------|--|
| Submit meta-analysis to TEA | 04/30/19 | 04/30/19 | Contractor | |
| ECDataWorks | 12/19/18 | 09/09/19 | | |
| RFP available | 02/18/19 | 03/15/19 | TEA | |
| Review proposals | 03/16/19 | 03/22/19 | TEA | Scoring sheet with proposals ranked |
| Kickoff meeting with contractor | 04/1/19 | 04/1/19 | TEA | |
| Host stakeholder meeting | 07/16/19 | 07/29/19 | Contractor | 30 meeting participants, feedback report |
| Develop plan for future build | 07/30/19 | 09/09/19 | Contractor | Plan for future development of the analytic tool |
| Activity 2: Strategic Plan | 12/27/18 | 11/05/19 | | |
| TELC Meetings | 12/27/18 | 11/05/19 | | |
| Develop agenda and meeting materials | 05/17/19 | 10/25/19 | TEA | |
| TELC meeting 2 | 05/15/19 | 05/16/19 | TEA | Initial strategic plan framework and process for gathering stakeholder input |
| TELC meeting 3 | 09/08/19 | 09/09/19 | TEA | Strategic priorities, goals, and strategies |
| TELC meeting 4 | 11/04/19 | 11/05/19 | TEA | |
| Develop Strategic Plan | 01/21/19 | 10/14/19 | | |
| RFP available | 03/18/19 | 04/12/19 | TEA | |
| Review proposals | 04/13/19 | 04/19/19 | TEA | Scoring sheet with proposals ranked |
| Kickoff meeting with contractor | 05/9/19 | 05/9/19 | TEA | |
| Conduct stakeholder focus groups | 05/20/19 | 07/12/19 | Contractor | 10 stakeholder focus groups |
| Conduct stakeholder surveys | 05/20/19 | 07/12/19 | Contractor | 50 surveys completed |
| Submit summary of stakeholder input | 07/29/19 | 07/29/19 | Contractor | |
| Submit strategic plan draft | 08/23/19 | 08/23/19 | Contractor | |
| Provide feedback on strategic plan draft | 08/26/19 | 09/11/19 | TELC | |
| Submit final strategic plan to TEA | 09/23/19 | 09/23/19 | Contractor | |
| TELC members approve final strategic plan | 09/24/19 | 09/30/19 | TELC | Final strategic plan |
| Strategic Plan submitted to HHS | 10/1/19 | 10/14/19 | TEA | |

| Activity 3: Maximizing Parent Choice | 01/02/19 | 12/27/19 | | |
|---|-----------------|-----------------|------------|---|
| User Centered Design Training and Consultation | 01/02/19 | 07/8/19 | | |
| RFP Available | 01/28/19 | 02/22/19 | TEA | |
| Review Proposals | 02/22/19 | 03/7/19 | TEA | Scoring sheet with proposals ranked |
| Kickoff meeting with contractor | 03/27/19 | 03/27/19 | TEA | |
| Deliver training | 04/19/19 | 04/19/19 | Contractor | Training completed with 80 participants |
| Gather feedback from training participants | 04/19/19 | 04/22/19 | Contractor | Completed surveys from 75% of training participants |
| Deliver consultation time | 05/7/19 | 06/17/19 | Contractor | |
| Get feedback from consultation recipients | 06/18/19 | 07/8/19 | Contractor | |
| Consumer Education Mobile Application and Website Plan | 03/04/19 | 10/17/19 | | |
| RFP available | 04/05/19 | 04/26/19 | TEA | |
| Review proposals | 05/02/19 | 05/08/19 | TEA | Scoring sheet with proposals ranked |
| Host kickoff meeting with contractor | 05/24/19 | 06/06/19 | TEA | |
| Conduct focus groups | 06/21/19 | 07/11/19 | Contractor | 3 focus groups with 30 total participants |
| Refine build options with state input | 08/30/19 | 09/19/19 | Contractor | |
| Finalize build proposal | 09/20/19 | 10/17/19 | Contractor | Plan for the development of the app/website |
| Unified Eligibility/ Enrollment System Pilots and Plans | 01/07/19 | 12/27/19 | | |
| Participate in planning meetings | 01/07/19 | 12/20/19 | TEA | Preliminary plan for statewide system development |
| Plan for Updated Family-Focused ASQ Platform | 02/22/19 | 07/09/19 | | |
| Review current platform | 02/22/19 | 02/22/19 | DSHS | |
| RFP available | 04/01/19 | 04/26/19 | DSHS | |
| Review proposals | 04/29/19 | 05/03/19 | DSHS | Scoring sheet with proposals ranked |

| | | | | |
|--|-----------------|-----------------|------------------|--|
| Kickoff meeting with contractor | 05/21/19 | 05/21/19 | DSHS | |
| Development of proposal for update | 05/22/19 | 07/09/19 | Contractor | Plan for website updates |
| Activity 4: Sharing Best Practices | 01/21/19 | 12/20/19 | | |
| Incubate Local Shared Services Alliances | 01/21/19 | 03/18/19 | | |
| Sign MOU with Children at Risk | 01/21/19 | 01/21/19 | TEA | |
| Host three stakeholder meetings | 01/22/19 | 03/18/19 | Children at Risk | 3 stakeholder meetings, 50 total meeting participants |
| Expansion of Web-Based Shared Services through LWDB | 02/01/19 | 11/01/19 | | |
| Amend Quad-Agency IAC | 02/01/19 | 02/01/19 | TEA | |
| Identify and coordinate with target providers | 04/01/19 | 05/01/19 | LWDB | |
| Submit list of all participating centers | 05/06/19 | 05/06/19 | LWDB | List of participating child care providers |
| Make TEA survey available to participating providers | 09/02/19 | 10/11/19 | LWDB | |
| Analyze survey results and create a summary report | 10/14/19 | 11/01/19 | TEA | Report on feedback from participating child care providers |
| Host Two Convenings | 05/06/19 | 11/19/19 | | |
| RFP available | 05/20/19 | 06/14/19 | TEA | |
| Review proposals | 06/17/19 | 06/21/19 | TEA | Scoring sheet with proposals ranked |
| Kickoff meeting with contractor | 07/02/19 | 07/02/19 | TEA | |
| <i>Convening (urban)</i> | 07/03/19 | 10/29/19 | | |
| Develop plan for convening | 07/03/19 | 09/03/19 | Contractor | |
| Convening application available | 09/04/19 | 09/13/19 | Contractor | |
| Outreach to targeted communities | 09/04/19 | 09/17/19 | Contractor | |
| Convening participants selected | 09/16/19 | 09/18/19 | Contractor | |
| Pre-convening webinar and PLC series | 09/19/19 | 10/02/19 | Contractor | |
| Conduct convening | 10/03/19 | 10/29/19 | Contractor | 100 participants from 20 cities |
| <i>Convening (rural)</i> | 07/03/19 | 11/19/19 | | |

| | | | | |
|--|-----------------|-----------------|-----------------|---|
| Develop plan for convening | 07/03/19 | 09/24/19 | Contractor | |
| Convening application available | 09/25/19 | 10/04/19 | Contractor | |
| Provide outreach to targeted communities | 09/25/19 | 10/08/19 | Contractor | |
| Convening participants selected | 10/07/19 | 10/09/19 | Contractor | |
| Pre-convening webinars/PLC series | 10/10/19 | 10/23/19 | Contractor | |
| Conduct convening | 10/24/19 | 11/19/19 | Contractor | 100 participants from 20 cities |
| Technical Assistance for Local Systems Capacity Build | 02/01/19 | 12/20/19 | | |
| Amend Quad-Agency IAC | 02/01/19 | 02/01/19 | TEA | |
| Identify target communities | 02/04/19 | 03/15/19 | DFPS | |
| Provide technical assistance to chosen communities | 03/18/19 | 12/20/19 | DFPS | 5 communities receive technical assistance |
| Expand Child Find Activities | 02/01/19 | 12/06/19 | | |
| Amend Quad-Agency IAC | 02/01/19 | 02/01/19 | TEA | |
| Coordinate Child Find activities with child care providers | 03/25/19 | 05/10/19 | ECI Contractors | 15 ECI contractors receive grant funds |
| Provide Child Find services to child care providers | 05/13/19 | 12/06/19 | ECI Contractors | # of child care providers receiving Child Find services will vary based on the nature of the services |
| Activity 5: Improving Overall Quality | 10/21/19 | 12/24/19 | | |
| Plan for Statewide QRIS | 10/21/19 | 12/17/19 | | |
| Coordinate stakeholder meetings | 10/21/19 | 11/05/19 | TWC | |
| Conduct stakeholder meetings | 11/06/19 | 12/17/19 | TWC | 3 meetings, 50 stakeholders |
| Train-the-Trainer Workshop for ASQ-3 and ASQ-SE | 10/21/19 | 12/24/19 | | |
| Coordinate trainings | 10/21/19 | 11/12/19 | Contractor | |
| Conduct trainings | 11/13/19 | 12/24/19 | Contractor | 60 training participants |
| NBDI Trainings for ECI Providers | 10/21/19 | 12/24/19 | | |
| Coordinate trainings | 10/21/19 | 11/12/19 | ECI | |
| Conduct trainings | 11/13/19 | 12/24/19 | ECI | 17 participants receive training |

Sustainability Plan

The vision for and coordination of the statewide early childhood system will extend beyond the grant period because of the relationships and structures established via the grant as well as the increased capacity developed via the technical assistance provided by BUILD. Activities one and two strongly position TELC as the source of governance for early childhood care and education in the state. TELC will continue to meet regularly to provide guidance on existing planned efforts and to **support the evolution of the logic model** at the strategic plan's core. Additionally, the collaborative of state agencies driving the grant activities will continue to remain an active working group of the TELC as evidenced by the commitment of four of the agencies (TEA, TWC, DFPS, and HHSC) to fund an inter-agency deputy director independent of this grant opportunity. The increased efficiency created by the unified strategic plan and coordinated governance will allow program and service providers to have a greater impact on vulnerable children and families with the same levels of funding.

There are multiple examples of specific funding sources that are available to sustain the work started in this grant. **The consumer education app and website could be built and maintained with CCDBG funding** and other funding streams dedicated to consumer education across collaborating agencies. The two universal eligibility verification and enrollment system pilots already have philanthropic support that could be leveraged to expand the models beyond Austin and Dallas. Additionally, community convenings are planned for 2020 that will be funded by philanthropic funds. Communities being provided technical assistance by DFPS will have to commit to sustaining the work beyond the initial grant period with local funds. **Shared services licenses can also be sustained via CCDBG.** Shared services alliances can be sustained with

local funds. Lastly, the individuals who receive ASQ®-3 and ASQ®:SE-2 train-the-trainer training can continue to provide workshops to child care providers well beyond the grant period.

Program Performance Evaluation Plan

To successfully implement the five activities of the grant, this application proposes a robust, multi-faceted program performance evaluation plan. This plan includes **defining and tracking program inputs, processes, and intended outputs and outcomes**. The plan is divided into two sections: short-term and long-term. The short-term section is focused on the evaluation of the activities within the twelve-month grant period. The long-term section is focused on the plan for evaluation of outcomes over the subsequent three years of desired funding.

Short-Term Program Evaluation Plan

All activities will be planned and managed using basic project management approaches and web-based software such as Smartsheet and SharePoint. These tools will allow for the establishment of **structured work plans with tasks, people and organizations responsible, and key milestones to ensure timely and effective completion of all grant activities**.

Structured tracking protocols and data-tracking tools will be defined in advance of the work to ensure the grant funds are expended efficiently and effectively.

General Financial Tracking

The Accounting Division of TEA administers a system of internal controls to ensure all purchase orders, contracts, payments to vendors, agency employees' salaries, benefits, tax deductions, and travel are processed in accordance with the General Appropriations Act and State and federal laws or regulations. Other major functions include maintaining control over cash and appropriation balances through monthly reconciliations and internal reports, reconciling expenditures and revenues in Integrated Statewide Administrative System (ISAS) to federal

agency reports and monitoring grant balances, preparing financial reports for compliance with state and federal laws and regulations and for internal management purposes, and responding to inquiries from outside independent auditors and to audit findings.

Contractor Protocols

All contractors chosen to complete portions of this project will be required to submit updates on the status of their work relative to projected milestones based on mutually agreed-upon timelines. In the event of a missed update the grant manager and/or the coordinator for the relevant activity will call the contractor within 48 hours of the missed deadline. This call will be used to identify the causes of the delay, explore solutions, and, if needed, update the timeline.

Activities One - Five

Throughout the subsequent sections, each activity includes the major milestones in the initial paragraph and then more detailed process-related metrics in each subsection. **Key milestone completion dates will be presented in parentheses.** These dates, along with information regarding sub-tasks leading up to the milestones, are detailed in the timeline section of this application and will be utilized to help track progress of project activities.

Activity One: Needs Assessment

The goal of this activity is to develop a clear picture of the current landscape of Texas' early childhood system. The objectives of this activity are to identify needs of the early childhood system and opportunities for coordination and alignment. This activity will produce a meta-analysis of existing needs assessments along with a new, comprehensive, statewide needs assessment. The **key inputs include** TEA management staff, approximately .4 FTE of the TELC Program Specialist, and a 3rd party research group to coordinate and implement stakeholder focus

groups. The 3rd party research group will utilize existing meta-analysis processes to collect and evaluate the existing needs assessments (4/19). Additionally, they will work with **data sets from state agencies** to estimate the total unduplicated count of children receiving and awaiting needed services. The primary processes for developing the new, comprehensive, statewide needs assessment include multiple convenings of the TELC (2/19, 5/19) multiple in-person stakeholder meetings (2/19-3/19), and ongoing web-based stakeholder surveying (2/19-3/19). TEA will work with the selected contractor to establish guidelines for the needs assessment regarding the target audiences (to get a representative sample), types of survey tools to utilize, and how to structure the final needs assessment so that it is actionable and flows into the strategic planning process (2/19).

The TELC convenings will include established agendas and will be documented via the creation of meeting minutes in which all attendees will be recorded. Also, a summary report, including a plan for next steps, will be developed following each of the TELC convenings.

All stakeholder meetings will include a brief electronic sign in (via a Qualtrics form) that will capture attendance along with basic demographic information of the attendees. Following each stakeholder meeting, attendees will be sent a second survey to get their feedback regarding the meeting. The collection of these two data sets will allow for the **continuous evaluation of the recruitment of the stakeholder groups as well as the processes of capturing their feedback**. This ultimately means the grant team can make adjustments to ensure all necessary target audiences are included in the work and that their input is captured as accurately and completely as possible. The feedback from the meetings themselves will be documented via a combination of real-time note taking along with audio recording for review after the meeting.

Statewide, web-based surveys (using Qualtrics) will be distributed through a variety of collaborator (other state agencies, partnering non-profits, etc.) channels to ensure inclusion of all target audiences (for a representative sample). Each channel used, the timing of the survey, and approximate reach of each survey will be tracked. Additionally, the survey itself will capture basic demographic information about the person completing it, allowing the grant team to clearly define a variety of characteristics of the population providing input. **This will allow an ongoing tracking of which target audiences are or are not being adequately reached so that the grant team can adjust the distribution channels accordingly.**

Activity Two: Strategic Plan

The goal of this activity is a coordinated statewide system of early childhood programs and services. The objectives of this activity are to obtain buy-in from stakeholders and create a coordinated governance structure for Texas' early childhood system. This activity will produce a coordinated, statewide strategic plan (9/19). The key inputs include TEA management staff, approximately .6 of the TELC Program Specialist, a 3rd party research group, and a contractor to coordinate and implement the numerous stakeholder meetings. The primary processes for developing the new, comprehensive, statewide strategic plan include multiple convenings of the Texas Early Learning Council (TELC) (5/19, 8/19), multiple in-person stakeholder focus groups, and ongoing web-based stakeholder surveying (5/19-7/19).

The TELC convenings will include established agendas and will be documented via the creation of meeting minutes in which all attendees will be recorded. Also, a summary report, including a plan for next steps, will be developed following each of the TELC convenings.

All stakeholder meetings and web-based surveys will include the same tools (Qualtrics) and protocols utilized in the needs assessment section to collect meeting participant counts, demographics, and feedback.

The findings from the needs assessment and the guidance from the newly-completed strategic plan will drive needed modifications to the plans for activities three, four, and especially five. An example of this may be changing the rubric used to determine which communities participate in the convenings such that a certain demographic of identified high need is prioritized.

Activity Three: Maximizing Parent Choice and Knowledge

The goal of this activity is to have families empowered by state and local systems. The objectives of this activity include increases in families' awareness of programs/services, access to programs/services, and knowledge to support their children's development. This activity will produce a User Centered Design training and follow-up consultation time for seven state agencies (5/19), a plan for developing a family-focused, consumer education mobile application and associated website (10/19), a preliminary plan for a unified eligibility and enrollment system based on pilot work in Austin and Dallas (12/19), and a plan for updating the family-facing website that facilitates the use of ASQ®-3 and ASQ®:SE-2 screeners (7/19). **The key inputs include TEA management staff, approximately .4 FTE of a TEA program specialist, TELC members, .3 FTE of a DSHS training developer, contractors specializing in mobile application development, the Austin project collaborative and the Dallas project collaborative.** The Austin project collaborative is led by Austin Public Health and includes Austin Independent School District, Child Inc. (Early Head Start and Head Start grantee), Workforce Solutions Capital Area, United Way for Greater Austin, and Travis County Health

and Human Services. The Dallas project collaborative includes Early Matters Dallas, Child Care Group, 501ops, the Southern Methodist University Center on Research and Evaluation (CORE), and BrightHive.

The User Centered Design training implementation will be driven by a collaborative effort between TEA grant staff and a contractor. TEA grant staff will develop an RFP and associated scoring rubric for the training (2/19) and will utilize the scoring rubric to review the proposals and determine the winner (3/19). At that point, the contractor will begin planning the logistics for the training itself and will share the final details with TEA and the targeted agencies. The training will take place (4/19), immediately after which the contractor will distribute a link to a TEA-created participant satisfaction survey to gather participant feedback on the training. As soon as possible after the training, the contractor will coordinate with the participating agencies to provide them each with the appropriate number of consultation hours. All contractor-provided consultation will be completed by (5/19) and all participating agencies will be sent user satisfaction surveys from the TEA grant staff. **TEA grant staff will communicate bi-weekly with the contractor throughout the entirety of the contract period.**

The development of a plan for the consumer education mobile application and website will be driven by the TEA grant staff and a 3rd party contractor. TEA grant staff will develop an RFP and associated scoring rubric for the plan (4/19) and will utilize the scoring rubric to review the proposals and determine the winner (5/19). The contractor will conduct three focus groups (7/19) and will track the number and demographics of all participants. The final deliverable for this part of the activity will be a plan for the development of the mobile application and website that includes potential features, functionality, and cost (10/19).

The unified eligibility and enrollment system work plan will be largely determined by the collaborative groups as the projects are already in process. TEA grant staff will work with collaborative group leadership to **track milestones and ensure that underserved and vulnerable populations are adequately represented in stakeholder feedback efforts**. TEA grant staff will participate in the ongoing planning and development meetings with both groups and will generate summaries of their progress and preliminary plans (12/19) while also providing guidance through the lens of the statewide mixed delivery system.

The development of a plan to update the ASQ® web platform will be a collaborative effort between TEA grant staff, DSHS staff, and a 3rd party contractor. TEA grant staff will develop an RFP and associated scoring rubric for the training (3/19) and will utilize the scoring rubric to review the proposals and determine the winner (5/19). At that point, the contractor will begin reviewing platform analyses from TEA and DSHS and developing the plan for the updates (7/19).

Activity Four: Sharing Best Practice among Early Childhood Providers

The goal of this activity is to create efficient state and local early childhood systems. The objectives of this activity are increases in utilization of shared services, capacity and connected strategic plans for local systems, and coordination between child care providers and the ECI program. This activity will develop a plan for expansion of shared services models throughout the state, provide additional shared service platform licenses to subsidized child care centers (5/19), hold two community-focused convenings (one urban, one rural) (10/19-11/19), support the develop community-specific strategic plans (10/19-11/19), expand technical assistance for local systems capacity building (3/19-12/19), and expand access to Child Find activities (5/19-

12/19). **The key inputs for this activity include TEA grant staff, TWC staff, LWDB staff, Children at Risk, a technical assistance provider, a contractor, and ECI staff.**

The development of the shared services report and plan will include the tracking of the number, location, and types of shared services reviewed. TEA will work with Children at Risk to develop a structure and template for collecting and documenting information about the shared services that are reviewed. This will help identify trends and opportunities for future expansion of shared services throughout the state.

The provision of additional shared service licenses to subsidized child care providers will include the tracking of the names and locations of participating providers along with the **number and demographics of children they serve.**

The convening of communities will include the tracking of the number and demographic details of the communities participating, the number of community-specific strategic plans developed as a result of the convenings, and participant satisfaction with the convenings.

Technical assistance for local systems capacity building will include the utilization of a variety of demographics to determine target communities with the greatest need and will track the number and types of technical assistance provided to the community workgroup. Additionally, participation in and participant satisfaction with Clear Impact and RBA trainings will be documented and aggregated. This will help identify which sectors of the community may be underrepresented in the work, thus guiding future outreach efforts.

The specific outputs and milestones from the expansion of Child Find activities will be determined in conjunction with HHSC staff. All activities will include the tracking of the number and locations/regions of non-ECI providers receiving technical assistance from ECI contractors.

Additionally, the number of children served by the providers receiving training will be tracked to estimate the impact of the ECI efforts.

Activity 5: Improving Overall Quality

The goal of this activity is to provide high-quality early childhood programs and services. The objectives of this activity are to expand and enhance continuous quality improvement structures and increase targeted professional development. This activity will produce an initial plan for statewide expansion of a quality rating and improvement system (QRIS) (12/19), two three-day train-the trainer workshops focused on conducting and interpreting the Ages and Stages®-3 Questionnaire (ASQ®-3) and Ages and Stages®-SE2 Questionnaire (ASQ®:SE-2) (11/19-12/19), and an expansion of NBDI trainings for ECI providers (11/19-12/19).

The QRIS expansion plan development will include the tracking of the number and role (agency staff, child care provider director, etc.) of stakeholder meeting participants. The feedback provided in each meeting will be aggregated and synthesized into an actionable report identifying the best options for the expansion of QRIS beyond subsidized centers.

The ASQ®-3 and ASQ®:SE-2 train-the-trainer workshop will include the tracking of the number of workshop participants. Additionally, the participants will be equipped with a reporting tool to submit the number and demographics of the child care provider staff (and their centers, when possible) to whom they provide free training during the grant period.

The NBDI trainings for ECI providers will track the number and demographics of the ECI staff who participate in the training and feedback on the training itself. **As feedback is collected from the implementation of activities three through five, the logic model and state vision will be reassessed and potentially updated to reflect the most effective practices.**

Long-Term Program Evaluation Plan

Following the completion of the grant year, **process evaluation measures will continue to be utilized** to ensure that the various tools and resources created in activities three, four, and five are **delivered to the appropriate audiences with fidelity**. While the grant year is focused primarily on creating a robust needs assessment, strategic plan, and plans for programmatic and systematic updates, **future years will focus more on the outcomes** of these efforts. The technical assistance provided by BUILD will help to guide the development of long-term evaluation plans. If additional funds are secured, the multiple plans developed during the original grant period will be put into action and new tools and resources created (e.g. the consumer education mobile application, unified eligibility and enrollment systems, ASQ web platform). Regardless of whether future grant funding is secured, Texas will continue to closely monitor the impact of the overarching coordinated efforts that result from ongoing utilization of the Texas Early Learning Council (TELC) and the statewide strategic plan. **Texas will leverage existing data structures such as the Early Childhood Data System (ECDS) and the ECDataWorks analytic tool to track improvements in indicators of thriving children and families**. These include improvements in the utilization of high-quality early childhood care and education programs (using ECDataWorks) as well as improvements in kindergarten readiness (using ECDS).

Organizational Capacity and Management

TEA is well-equipped to lead the activities of this grant. Governor Greg Abbott and TEA Commissioner Mike Morath have made commitments to early childhood in Texas. Over the last two years they have brought the TEA Early Childhood Education Division staff from one staff member to a team of nine, with a final goal of a 12-member team. The key ECE Division staff

who will participate in the grant implementation are Jacquie Porter (Statewide Director), Scott Bodnar (Manager), Cody Summerville (Program Specialist), and the new Inter-Agency Deputy Director.

Texas Education Agency Capacity

Jacquie Porter has 30 years of experience in early childhood, including teaching prekindergarten to first grade in public and private settings, managing the Austin ISD RTI system, and overseeing the Austin ISD Early Childhood Division for 9.5 years. Mrs. Porter is a fellow with the Center for Enhancing Early Learning Outcomes (CEELO) Leadership Academy and will provide the **overall vision and leadership** for the grant efforts. She brings a wealth of **understanding in culturally and linguistically** competent service delivery to this project.

Through a combination of non-profit and state agency work, Scott Bodnar has over 11 years of experience working with programs and services targeted to helping underserved populations in Texas. He will leverage his **significant project planning and management experience** along with **technology-development experience** to help set up and support the protocols and tools to ensure all aspects of the grant application are effective and efficient. Mr. Bodnar will oversee **performance management and evaluation** and will directly supervise the grant manager of this project. Cody Summerville has a strong personal knowledge of early childhood education from his time as a kindergarten teacher, early childhood trainer, and a program specialist within the TEA. Through his prior experience with **early childhood policy** organizations, he has demonstrated understanding of **early childhood systems, quality and access policy, and stakeholder collaboration**. He will be the key staff member in managing this project with support from Jacquie, Scott, and the rest of the early childhood team at TEA.

Multi-Agency Collaboration

The implementation of this grant will be successful because of the engagement of multiple collaborators who are bringing a diverse set of skills and knowledge to the project.

The collaborators include multiple state agencies and THSSCO. These representatives will serve on TELC and work in collaboration to achieve the outcomes described in the grant.

Serving from DFPS is Sarah Abrahams, Deputy Associate Commissioner, Prevention and Early Intervention. Sarah has been at DFPS for two years and oversees all programmatic aspects of the agency's prevention and early intervention efforts, including community-based grants, supporting local coalitions and collective impact work, public awareness campaigns and outreach campaigns, training, and technical assistance. Ms. Abrahams has extensive knowledge regarding executing grants as she currently oversees the implementation of the federal Community Based Child Abuse Prevention (CBCAP) and MIECHV grants in addition to overseeing over a hundred local grants funded through both state and federal funds.

Serving from TWC is Courtney Arbour, Interim Deputy Director, Workforce Solutions and Division Director, Workforce Division, who has been at TWC for six years and oversees an integrated workforce development system that provides management, oversight, coordination, guidance, planning, technical assistance, and implementation of employment and training activities, with a focus on meeting the diverse needs of employers and job seekers throughout the state of Texas. Ms. Arbour formerly served as deputy director of contracts and operations where she directed the administration, policy guidance, and performance oversight of the agency's workforce development grants and contracts. She brings a wealth of knowledge regarding contracts and grants to this endeavor.

Serving from DSHS is Ramah Leith, State Child Health Coordinator, who has been with DSHS for six years. She is the child health and development subject matter expert for children ages 1-11. Ms. Leith has been a grant coordinator and director overseeing small local grants and multi-million-dollar federal grants. Her experience in evaluation will be an asset to this project.

Serving from THSSCO is Dr. Alferma Giles, Director, who has been with the Children's Learning Institute for nine years. In her position, Dr. Giles facilitates collaboration among Head Start agencies and entities that carry out activities designed to benefit low income children (from birth to school entry), and their families, as charged by the Office of Head Start. As director of THSSCO, she is responsible for developing the grant application for the office every five years, along with managing, providing, and submitting an annual updated grant application.

Serving from the TDA, is Catherine Wright Steele, Assistant Commissioner. She has been with TDA for 13 years as State Director administering 12 federal Child Nutrition Programs. The Texas Department of Agriculture administers approximately \$3.2 billion annually in federal grant funds. Mrs. Wright Steele has extensive experience in **administering and managing federal programs**.

Grant Capacity

The cross-agency collaborative work of this project will be coordinated by the Inter-Agency Deputy Director for Early Childhood. This position, funded ¼ each by four state agencies, TEA, TWC, HHSC, and DFPS, will work within each agency to reach the outcomes in the logic model. Working alongside with the grant manager, these key positions will provide the fiscal and administrative and performance management capacity needed in all agencies to effectively administer grant funding.

November 1, 2018

The Honorable Alex M. Azar II
Secretary of Health and Human Services
U.S. Department of Health and Human Services
200 Independence Avenue SW
Washington, DC 20201

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretaries Azar and DeVos,

The drafting of Texas' Preschool Development Grant Application has been a joint effort across multiple agencies and the successful implementation of the grant will utilize the strong partnership built during the application development process. As partners in this important work, we commit to jointly supporting the needs assessment and strategic planning process that will be carried out under this grant. This will be done through the sharing of relevant data and information as well as providing an agency representative on the Texas Early Learning Council.

The agencies that are named as leads on specific activities under activities three, four, and five are committed to providing the necessary agency staff and resources for executing the described activities. The Texas Education Agency will establish Inter-Agency Contracts with those agencies to provide the funding in the amounts described in the budget included in this application.

It is our collective commitment to increase coordination and collaboration through the work of this grant to more efficiently serve the children and families in Texas.

Sincerely,



H.L. Whitman, Commissioner
Texas Department of Family and Protective Services



Lily Laux, Associate Commissioner
Texas Education Agency



Dr. Manda Hall, Associate Commissioner
Texas Department of State Health Services



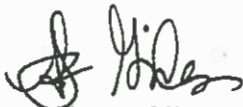
Angela Olige, Assistant Commissioner
Texas Department of Agriculture



Lindsay Rodgers, Associate Commissioner
Texas Health and Human Services Commission



Larry Temple, Executive Director
Texas Workforce Commission



Dr. Alferma Giles, Director
Texas Head Start Collaboration Office

Plan for Oversight of Federal Award Funds

The Texas Education Agency (TEA), the state education agency, oversees and supports public education in Texas including administering several large federal education grants, including formula grants, discretionary competitive grants, and discretionary noncompetitive grants. The key staff leading this project have experience with planning and managing competitive and formulaic grants awarded by the U.S. Department of Education. Cory Green, Associate Commissioner for Contracts, Grants, and Financial Administration at TEA oversees all state and federal grant programs and is the agency’s subject matter expert on federal grant award rules and regulations under the OMB Uniform Grant Guidance. Mr. Green has 23 years of experience in federal grant oversight, implementation, and administration. Jacquie Porter, Statewide Director of Early Childhood, will be responsible for maintaining oversight of program activities, staff, and partners.

Budget and Budget Justifications

Project Budget by Class Object Categories

| Object Class Category | Federal | Non-Federal | Total |
|-----------------------|------------------------|----------------------|------------------------|
| Personnel | \$ 281,000.00 | \$ 103,998.96 | \$ 384,998.96 |
| Fringe Benefits | \$ 86,101.56 | \$ 45,848.24 | \$ 131,949.80 |
| Travel | \$ 8,962.00 | \$ - | \$ 8,962.00 |
| Equipment | \$ - | \$ - | \$ - |
| Supplies | \$ - | \$ - | \$ - |
| Contractual | \$ 1,808,190.06 | \$ - | \$ 1,808,190.06 |
| Indirect | \$ 109,505.69 | \$ - | \$ 109,505.69 |
| Other | \$ 226,600.00 | \$ 728,200.00 | \$ 954,800.00 |
| Total | \$ 2,520,359.31 | \$ 878,047.20 | \$ 3,398,406.51 |

Personnel

| Position | Months / % of time | Annual Salary | Federal Award Funds Portion |
|--------------------------|--------------------|---------------|-----------------------------|
| Grant Manager | 12 months / 100% | \$65,000.00 | \$30,000.00 |
| Grant Program Specialist | 12 months / 100% | \$65,000.00 | \$65,000.00 |
| TELC Program Specialist | 12 months / 100% | \$65,000.00 | \$65,000.00 |

| | | | |
|---|------------------|--------------|---------------------|
| Administrative Assistant | 12 months / 100% | \$45,000.00 | \$45,000.00 |
| Inter-Agency Deputy Director of Early Childhood | 12 months / 25% | \$100,000.00 | \$0.00 |
| Early Childhood Education Division Manager | 12 months / 20% | 80,000.00 | \$16,000 |
| Statewide Director of Early Childhood | 12 months / 16% | \$120,000 | \$0.00 |
| ECDataWorks Program Specialist | 12 months / 45% | \$65,000.00 | \$30,000.00 |
| ECDataWorks IT Specialist | 12 months / 45% | \$65,000.00 | \$30,000.00 |
| Total | | | \$281,000.00 |

The **Grant Manager**, Cody Summerville, will provide general oversight of all activities and will be responsible for the successful implementation of the grant by providing oversight for contracts, ensuring milestones are appropriately met, completing all reporting requirements, and leading program performance evaluation efforts.

The **Grant Program Specialist** will be responsible for coordinating activities described in activities three, four, and five. The **Texas Early Learning Council (TELC) Program Specialist** will be responsible for providing support to TELC in conducting the needs assessment and developing and carrying out the strategic plan. The **Administrative Assistant** will provide support to organize meetings, coordinate travel, assist with tracking outputs identified in the program performance evaluation plan, and accounting for in-kind matches.

The **Inter-Agency Deputy Director of Early Childhood** will work with the TELC program specialist to facilitate TELC meetings and coordinate with state agencies on the execution of the strategic plan. The **Early Childhood Education Division Manager** will provide personnel oversight for the TELC program specialist and grant program specialist and will assist with project management. The **Statewide Director of Early Childhood** provides oversight to all personnel.

The **ECDataWorks Program Specialist** will be the project lead for the analytic tool, coordinate stakeholder meetings, develop and execute data sharing inter-agency MOUs, and assist with establishing an ECE-specific data governance process. The **ECDataworks IT Specialist** will coordinate the technical aspects of the analytic tool, facilitate joint application development meetings with program and IT as well as across various state agencies, and ensure all aspects of the information technology and business operations are met to agency expectations and standards.

Fringe Benefits

| Position | Federal Award Funds | State Funds |
|---|---------------------|-------------|
| Grant Manager | \$0.00 | \$23,803.00 |
| Grant Program Specialist | \$23,803.00 | \$0.00 |
| TELC Program Specialist | \$23,803.00 | \$0.00 |
| Administrative Assistant | \$16,479.00 | \$0.00 |
| Inter-Agency Deputy Director of Early Childhood | \$0.00 | \$9,301.48 |
| Early Childhood Education Division Manager | \$0.00 | \$5,859.20 |
| Statewide Director of Early Childhood | \$0.00 | \$7,031.04 |
| ECDataWorks Program Specialist | \$10,949.83 | \$0.00 |

| | | |
|---------------------------|-------------|--------|
| ECDataWorks IT Specialist | \$10,949.83 | \$0.00 |
|---------------------------|-------------|--------|

State employee fringe benefits rate is 36.62%. This is comprised of 9.50% of salary for the employee retirement system, 7.65% of salary for Social Security/Medicare, 17.97% of salary for health insurance, and 1.5% of salary for payroll and retirement contribution.

Travel

| Travel Activity | Cost |
|---|-------------------|
| Required travel to Washington, DC | \$5,112.00 |
| Travel to stakeholder focus groups | \$1,925.00 |
| Travel to coordinated enrollment stakeholder meetings | \$1,925.00 |
| Total | \$8,562.00 |

There are three activities under the grant that require travel. First, is the required travel of a state-team consisting of at least four people to Washington, DC for a three-day meeting with ACF. Texas will send four individuals. Budgeted is \$550/person for flight, \$500/person for hotel for two nights, and \$76 per diem/person for three days. This totals to \$1,278/person.

As part of the strategic planning process, a state agency representative will be at each of the stakeholder focus groups. The total cost for this travel is \$1,925. This provides \$150 for one night for hotel, \$120 for a rental vehicle, \$35 for gas, and \$80 in meals for each of the five trips.

Under activity four, the grant program specialist will make five trips to Dallas to participate in stakeholder meetings related to that community's coordinated enrollment system. The total cost for this travel is \$1,925. This provides \$150 for one night of hotel, \$120 for a rental vehicle, \$35 for gas, and \$80 in meals for each of the five trips.

Equipment - There are no associated equipment costs.

Supplies - There are no associated supply costs.

Contractual

| Contracted Activity | Lead Agency | Amount |
|--|-------------|--------------------|
| Needs Assessment * | TEA | \$200,000.00 |
| ECDataWorks Continued Development | TEA | \$150,000.00 |
| Strategic Plan | TEA | \$130,000.00 |
| Planning for Consumer Education Website/App | TEA | \$50,000.00 |
| Planning for ASQ®-2 and ASQ®:SE-2 Online Family Platform | DSHS | \$40,000.00 |
| Community Convenings | TEA | \$600,000.00 |
| Shared Services Web-Platform User Licenses | TWC | \$60,000.00 |
| Local Community Capacity Building | DFPS | \$277,650.00 |
| Child Find Activities | HHSC | \$200,000.00 |
| ASQ and ASQ:SE Train-the-Trainers | DSHS | \$136,650.00 |
| Professional Development for ECI providers | HHSC | \$30,000 |
| Total | | \$1,727,250 |

Needs Assessment - TEA will secure a third-party research organization to complete the required needs assessment as described in activity one by making a request for proposals (RFP) available. The estimated cost is \$200,000. Contractor is responsible for executing the work described in activity one. *\$25,000 of the \$200,000 is paid for by philanthropic funds.

ECDataWorks Continued Development - To support the continued development of the ECDataWorks analytic tool, TEA will solicit bids from a third-party contractor to develop a plan to build new features and functions of the tool. The contract will be for no more than \$125,000. This accounts for 833 hours of contractor time at a rate of \$150/hour.

Strategic Plan - The \$130,000 allocated will be provided to a contractor secured by TEA through an RFP. This will cover the cost of seven in-person stakeholder focus groups, a meta-analysis of existing state-level strategic plans, development and analysis of statewide surveys, coordinating with TELC on the development of goals and strategies, and producing the strategic plan.

Planning Consumer Education Website and App - TEA will secure a third-party contractor through an RFP. This contract will be awarded for \$35,000. This is based on 100 hours of contractor time valued at \$200/hour and the need for two family focus groups to provide input on the app and website. Budget for focus groups is \$15,000 and includes meeting costs, travel for contractors and participants, and allowable incentives for families participating.

Planning for ASQ®-3 and ASQ®:SE-2 Online Family Platform - TEA will provide DSHS \$40,000 through an inter-agency contract for DSHS to secure a contractor through an RFP to create a plan for building an online platform for families to access ASQ®-3 and ASQ®:SE-2 resources. DSHS will not retain any funds provided in the inter-agency contract for administrative costs. The \$40,000 provides for 200 hours of contractor time valued at \$150/hour and \$10,000 for family and stakeholder focus groups to inform the planning.

Community Convenings - TEA will secure a contractor using an RFP to plan and facilitate the two community convenings described in activity four. The contractor will be provided up to \$600,000 to cover all necessary costs. This budgets for \$160,000 in venue, food and AV, \$52,000 in hotel rooms (130 rooms at \$200/night for 2 nights), \$40,000 for speakers and consultants, \$30,000 for event management, and \$18,000 for miscellaneous costs (printing, services fees, supplies, etc.) for each convening.

Shared Services Web-based Platform User Licenses - TEA will provide TWC \$60,000 through an inter-agency contract (IAC) for TWC to allocate to local workforce development boards (LWDB) through existing contracts. LWDB will then secure user licenses for interested child care centers in their service area. LWDB will have discretion as to which shared services web-based platform they acquire user licenses from for child care centers. LWDB will be required to follow applicable procurement processes. \$60,000 provides for 1,200 user licenses at \$50 each.

Local Community Capacity Building - TEA will provide \$276,540.06 to DFPS through an inter-agency contract. DFPS will use these funds to pay for the necessary staff to facilitate local community capacity building in five communities along with the resources and supports from Clear Impact to implement Results Based Accountability™ (RBA) in these communities.

| DFPS Staff Title | Months / % of time | Salary | Fringe Benefits | Travel | Indirect Cost |
|------------------------|--------------------|-------------|-----------------|---------|---------------|
| Program Specialist V | 12/100% | \$55,277.04 | \$19,346.96 | \$2,500 | \$8,083.00 |
| Program Specialist III | 12/100% | \$50,000.04 | \$17,500.01 | \$2,500 | \$8,083.00 |

Program Specialist V will provide training, technical assistance, programmatic oversight, and support to the new communities. Program Specialist III will provide contract oversight, contractor invoicing and payment, and data support.

DFPS will amend an existing contract with Clear Impact to expand their work to five new communities. The cost per community is \$22,650. This includes 55 hours of RBA project/technical supports (\$150/hour), two two-day onsite visits for initial training (\$9,000), a one-day onsite follow-up visit for next phase planning (\$3,000), five annual scorecard user licenses (\$480/each), and \$600 for user support online training. The contract total with Clear Impact will be \$113,250. This is below the simplified acquisitions threshold of \$150,000.

Child Find Activities - TEA will provide HHSC \$200,000 through an inter-agency contract that HHSC will pass through to 15 ECI contractors that have enrollment numbers significantly below their contract target number of enrolled children. This provides approximately \$13,333 per contractor to utilize for new Child Find activities.

ASO®-3 and ASO®:SE-3 Train-the-Trainers - TEA will provide \$136,650 to DSHS through an inter-agency contract. DSHS will contract an entity to organize the trainings. DSHS will not retain any funds for administrative costs. The cost breakdown for these trainings is \$9,675 in training fees, \$35,400 in materials and supplies, \$15,750 for hotel for participants, \$2,500 in shipping and printing costs, and a \$5,000 contractor organizing fee. This totals to \$68,325 per train-the-trainer workshop. The contracted entity will utilize a venue at a state agency or community organization at no cost.

Professional Development for ECI Contractors - TEA will provide \$30,000 to HHSC through an inter-agency contract for the purposes of ECI contractor professional development. HHSC directly funds ECI contractors and will require contractors to use funds for personnel to complete the Pathways Parent Training Program. This training program is 12 months in length. Federal Award Funds will be used to pay for the cost of participants from October – December 2019. This will be \$1,750/person. ECI contractors will be required to use local program funds to pay for the portion of the training program that extends beyond the grant’s project period. HHSC will not retain any funds to cover administrative costs.

Indirect Cost

TEA has an approved indirect cost rate of 8.0% per agreement number 2017-50 executed on May 17, 2017 as signed by Mary Ann Uranga Gill, Interim CFO/Budget Director of TEA, and Frances Outland, Indirect Cost Group Director of the U.S. Department of Education. This agreement expired August 31, 2018. TEA has submitted a new rate of 13.2% for approval but had not received notice of approval prior to the submission of this grant application. However, the new proposed rate was used to calculate indirect costs. 13.2% of the federal share of

personnel and fringe benefits, travel, cost included under “other” and up to \$25,000 of each contract provides an indirect cost total of \$109,505.69.

Other

| | Amount |
|---|---------------------|
| TELC Meeting Costs | \$80,000.00 |
| ECDataWorks Maintenance Costs | \$15,000.00 |
| ECDataWorks Stakeholder Meeting | \$6,800.00 |
| User Centered Design Training and Consulting | \$60,000.00 |
| Shared Services Alliance Building Meeting Costs | \$15,000.00 |
| Statewide QRIS Planning Costs | \$49,800.00 |
| Total | \$226,800.00 |

TELC Meetings - TELC meetings will be held at a hotel. The contract will cover the cost of hotel rooms for 15 TELC members that travel in for meetings, meeting room with AV, meals for a working dinner on day one of the meeting and a working breakfast and lunch on day two of the meeting. Each of the four two-day meetings will cost around \$20,000. This include \$175/hotel room for 15 TELC members, \$10,000 for a meeting room and AV, \$4,800 for meals (\$60/person/dinner; \$55/person/lunch; \$40/person/breakfast) for the 25 TELC members and five non-TELC state agency staff in attendance, and \$2,575 in services fees (approx. 15%).

ECDataWorks Maintenance Cost - \$15,000 is needed to cover the user license fee for the Business Intelligence (BI) Tool, server cost, and other miscellaneous maintenance costs.

ECDataWorks Stakeholder Meeting - \$6,800 will be used to host a stakeholder meeting for thirty attendees to discuss the expansion of the ECDataWorks project. This covers the cost of a meeting room (\$800), required AV setup (\$1,000), and lunch (\$2000), and service fees (\$1,000) at a hotel in Austin, TX, and provides travel reimbursements for stakeholders (\$2,000).

User Centered Design Training and Consulting - TEA will secure a contractor through an RFP to provide user centered design training for 80 employees across state agencies and 100 hours of consultation time for agencies to access after the in-person training. The estimated amount for this contract is \$60,000. This secures \$40,000 for a one-day training (venue, trainer(s), and related costs) and \$20,000 of consultant time (\$200/hr).

Shared Services Alliance Building Meetings - A meeting will be held in three communities to facilitate the creation of shared services alliances. \$5,000 is allocated for each of these meetings. This covers the cost of meeting room (\$800), required AV setup (\$1,000), working lunch (\$2,000), service fees (\$1,000), and printing costs and supplies (\$200).

Statewide QRIS Planning Costs - Three workgroup meetings will be hosted at \$6,800 each. This covers the venue (\$800), AV (\$1,000), working lunch (\$2,000), service fees (\$1,000), and travel reimbursements for stakeholders (\$1,800). A consultant will be secured to facilitate stakeholder meetings and develop a framework for planning possible expansion of TRS. The consultant is valued at \$30,000 based on an estimated 150 hours of time at \$200/hour.

Commitment of Non-Federal Resources

| Source | Amount |
|--|---------------------|
| State Agency Personnel Salary | \$103,998.96 |
| State Agency Personnel Fringe Benefits | \$45,897.64 |
| Third-Party In-Kind | \$503,325.00 |
| Third-Party Matching Funds | \$225,000.00 |
| Total | \$842,422.64 |

State Agency Personnel Salary - State general revenue will be used to cover 54% of the grant manager's salary (\$35,000), 25% of the inter-agency Deputy Director of Early Childhood's time spent on grant activities will be covered by state general revenue (\$25,000), 16% of the Statewide Director of Early Childhood's time spend on grant activities will be covered by state general revenue (\$19,200). A share of DFPS leadership and oversight staff salaries is also included at total of \$24,798.96. This includes 5% of the salaries of the Early Childhood Administrator, Deputy Commissioner of Prevention and Early Intervention, Community and Systems Support Manager, Fiscal Oversight Program Specialist, Contract Oversight Team Lead, and Contract Policy and Procurement Lead.

State Agency Personnel Fringe Benefit - State general revenue will be used to cover 100% of the grant manager's fringe benefits (\$23,803) and fringe benefits associated with the time the Early Childhood Education Division Manager (\$5,859.20), inter-agency Deputy Director of Early Childhood (\$9,155) and Statewide Director of Early Childhood (\$7,031.04) will spend on grant activities. This totals to \$45,848.24.

Third-Party In-Kind

TEA has received letters of commitment from the following organizations committing in-kind.

| Organization | In-Kind Amount | Description of In-Kind |
|----------------------|----------------|--|
| Austin Public Health | \$150,000.00 | Staff time dedicated to planning coordinated enrollment system. |
| Early Matters Dallas | \$200,000.00 | Philanthropic funds dedicated to technology for a coordinated enrollment system and the creation of shared services alliances. |
| Children at Risk | \$30,000.00 | Staff time dedicated to facilitating shared services alliance building meetings. |
| Afterschool Dallas | \$60,000.00 | Philanthropic funds dedicated to shared services alliance building. |

Additionally, TELC members who are non-state agency and non-federally funded will be counted as in-kind. This is estimated to be 15 of the 25 members. TELC will meet for a total of 44 hours during 2019. An average value of \$45/hour is estimated as the average wage rate/salary of TELC members. 44 hours at \$45/hour for 15 members totals to \$29,700.

Third-Party Matching Funds - Rainwater Charitable Foundation has committed \$200,000 to the BUILD Initiative to provide technical assistance to Texas. Miles Community Foundation has committed \$25,000 towards the cost of the needs assessment. A letter of commitment has been received from each foundation.