

**Massachusetts Department of Early Education and Care
ELCG Project 5.2 Regional Readiness Center Activities– Fund Code 801**

Additional Bidders’ Questions:

1. How does the Kindergarten Entry Assessment (KEA) align with the Partnership for the Assessment of Readiness for College and Careers (PARCC) kindergarten to grade two assessment and what is expected of the Regional Readiness Centers in this regard?
 - A. The PARCC assessment will not be operational until 2014. At that point EEC and ESE will have two years of KEA experience to use in the alignment of the two assessment systems. The goal is an aligned assessment system that tracks children’s learning from pre-kindergarten to third grade. The Regional Readiness Centers may have a role in training the field on the aligned systems at that time.

2. Which school districts comprise the 2nd, 3rd, and 4th KEA cohorts?
 - A. The specific composition of the cohorts has not been finalized and is likely to change. In general terms the cohorts are composed as follows (from pages 191-192 of the RTTT-ELCG application):

Table E(1)-2

Massachusetts Kindergarten Entry Assessment: School District Cohorts, Years 1 to 4				
Cohort	Description	Districts	Students	Teachers
Cohort 1	22 districts make up the initial MKEA cohort: <ul style="list-style-type: none"> • Boston • Cambridge • Chelsea • Everett • Holyoke • Lawrence • Lowell • Lowell Community Charter School • Ludlow • Lynn • Marion • Mattapoisett • Medford • New Bedford • Northhampton • Pittsfield • Rochester • South Hadley • Southbridge • Springfield • Tauton • Ware • Watertown • Worcester 	24	17,500	874
Cohort 2	<ul style="list-style-type: none"> • Districts receiving Kindergarten Development Grants 	158	29,827	1,436
Cohort 3	<ul style="list-style-type: none"> • Remaining Level 3 and Level 2 districts that do not receive Kindergarten Development Grants • 50% of charter public schools with a kindergarten enrollment 	60	11,788	420
Cohort 4	<ul style="list-style-type: none"> • Remaining Level 1 districts that do not receive Kindergarten Development Grants • Remaining 50% of charter public schools with a kindergarten enrollment 	64	8,381	311

3. What time periods are the grant activities intended to address?
 - A. The RTTT-ELC grant award is in calendar years (January 1st to December 31st). State funding is based on fiscal years (July 1st to June 30th). The following table explains the relationship between these two timelines:

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Grant Year 1: Jan. 1, 2012 – Dec. 31, 2012	FY 2012 Jan. 1, 2012 - June 30, 2012	FY 2013 July 1 2012 – Dec. 31, 2012
Grant Year 2 Jan. 1, 2013 – Dec. 31, 2013	FY 2013 Jan. 1, 2013 - June 30, 2013	FY 2014 July 1 2014 – Dec. 31, 2014
Grant Year 3 Jan. 1, 2014 – Dec. 31, 2014	FY 2014 Jan. 1, 2014 - June 30, 2014	FY 2015 July 1 2015 – Dec. 31, 2015
Grant Year 4 Jan. 1, 2015 – Dec. 31, 2015	FY 2015 Jan. 1, 2015 - June 30, 2015	FY 2016 July 1 2016 – Dec. 31, 2016

4. What is the time period for completing the activities supported by the \$100,000 of grant funds in the first year? Can grant funds be carried over into the following year?
 - A. Using the table above, the first year’s funds should be expended by December 31, 2012, the end of grant year 1. However, because grant year 1 extends into the following fiscal year, FY 2013, funds may be carried over, with EEC’s approval, until June 30, 2013.

5. How are individual Readiness Centers to develop pathways to higher education for educators? Doesn’t the Department of Higher Education need to make this kind of systemic change?
 - A. Page 7 of the grant application requires the readiness centers to develop pathways for individual educators. Readiness Centers are expected to help educators navigate the existing higher education system by providing academic advising and career counseling and developing individual professional development plans (IPDPs) to guide educators. Readiness Centers are not expected to develop pathways at a systemic level.