



**REQUEST FOR PROPOSALS
WEST VIRGINIA EDUCARE INITIATIVE GRANTS
JANUARY 2001 - JUNE 2002**

Request for Proposals Released: August 1, 2000

Letter of Intent Due: August 25, 2000

Concept Paper Due: September 8, 2000

**Technical Assistance Meetings: September 27-28, 2000 (Beckley)
October 5-6, 2000 (Fairmont)**

Full Proposal Due: November 15, 2000

**Governor's Cabinet on Children and Families
1900 Kanawha Boulevard, East
State Capitol Complex, Building 5, Room 218
Charleston, WV 25305
Phone: (304) 558-0600
Fax: (304) 558-0596
E-Mail: cabinet@citynet.net**

TABLE OF CONTENTS

	<u>Page</u>
I. Background on the Educare Initiative	2
II. History of the Educare Initiative	3
III. Purpose and Selection of Educare Pilot Sites	3
IV. Eligible Applicants	4
V. Educare Funding	6
VI. Additional Resources	7
VII. Evaluation	7
•Quality	8
•Accessibility	9
•Linkages	9
VIII. Application Process	9
IX. Concept Paper Format and Content	10
X. Concept Paper Selection Process	11
XI. Proposal Format and Content	11
XII. Proposal Selection Process and Criteria	13
XIII. Technical Assistance	13
XIV. Forms to be Completed by Applicant	15
•Checklist for Applicants	16
•Letter of Intent	17
•Preregistration Form - Educare Technical Assistance Meetings	18
•Cover Sheet - WV Educare Initiative Grants	19
•Budget and Match Forms	20
Appendix 1 - Draft Educare Program Quality Standards Based on December 1998 Policy and Funding Recommendations	24
Appendix 2 - Professional Development System Fact Sheet and Career Pathway Levels	30
Appendix 3 - Reviewer Scoring Forms	33

**REQUEST FOR PROPOSALS
WEST VIRGINIA EDUCARE INITIATIVE GRANTS
JANUARY 2001 - JUNE 2002**

BACKGROUND ON THE EDUCARE INITIATIVE

Recent brain development research has proven that the quality of a child's early experiences sets the stage for future learning and development. Early prenatal care helps prevent low birth-weight. Immunizations have eliminated diseases like polio and reduced many others. Research also shows that quality early childhood programs substantially improve the well-being of children. Quality preschools boost physical, intellectual, social and emotional skills, laying the foundation for future success.

Unfortunately, many programs fall far short of reaching the children who need them. Only one-fifth of West Virginia children under age five attend a preschool program, such as Head Start, public school, pre-kindergarten, or a licensed child care center.

West Virginia literally cannot afford to pass up the opportunity to help shape its future by giving children the quality early experiences they need to become successful adults. The West Virginia Educare initiative provides standards and funding to make sure that families of children birth to kindergarten can access services that are high quality and affordable in order to help them prepare for school and lifelong learning. This includes education, child care, health, nutrition and child development.

More specifically, Educare provides quality standards and financial resources to:

- Coordinate existing programs and funding streams to better serve children and families in their community;
- Maximize the development of all children infancy through preschool; and
- Link families to services they need and make it possible for all families to afford quality early care and education services for their children.

The ultimate goal of the Educare initiative is to offer quality early care and education services to all preschool children and their families in West Virginia.

Educare is an initiative that benefits not only children and families, but West Virginia as a whole. Because Educare programs are designed to improve a child's ability to achieve in the future, Educare is a workforce development issue as well as a family issue. Quality early care and education programs improve an employer's ability to recruit and retain staff who are parents, resulting in increased productivity and morale and work at decreased stress at home.

The benefits of Educare are long-term and will eventually make a tremendous economic impact on the state. Studies show that for every \$1 spent on quality early childhood programs, society saves \$7.16 in future costs of social programs, crime and remedial education (The High Scope/Perry Preschool Study Through Age 27). A more recent longitudinal study, the Abecedarian Project, followed the progress of children in poverty who were exposed to a developmentally appropriate program in early childhood. It provides scientific evidence that early childhood education significantly improves the scholastic success and educational attainments of poor children into early adulthood (C. Ramey, Ph.D, University of Alabama).

HISTORY OF THE EDUCARE INITIATIVE

The Educare initiative is a proposal of the West Virginia Study Commission on Services for Young Children, which was created in response to 1997 legislation to find ways to better serve young children. With leadership provided by the Governor's Cabinet on Children and Families, six public forums and three focus groups involving over 250 West Virginians were held in the fall of 1998 to get input on preschool programs. A statewide steering team used comments from the public meetings to develop recommendations for the West Virginia Educare initiative, which seeks to improve preschool opportunities for children before school entry.

During 1999, membership of the Study Commission on Services for Young Children was expanded and charged with making recommendations related to the administration and financing of the proposed Educare initiative. In addition, a legislative subcommittee of the Finance Committee studied the Educare initiative during the 1999 interim sessions. In October 1999, the Cabinet received a planning grant from the federal Head Start Bureau to continue to develop Educare.

A bill to implement Educare in West Virginia was introduced in the 2000 session of the Legislature. Although the bill passed both the House and Senate, it died on the last day of the legislative session. However, the FY 01 budget allocated \$1 million to the Governor's Cabinet on Children and Families to pilot the Educare initiative. Additional funding is being sought to increase the number of pilot sites. The Study Commission on Services for Young Children will continue to serve in an advisory and oversight capacity for the Educare initiative.

PURPOSE AND SELECTION OF EDUCARE PILOT SITES

The purpose of the pilot Educare initiative grants is to assist communities in developing accessible, affordable, high quality services for families of children from birth to kindergarten entry. Although families use many services, including health, social services, parent education, family support, and specialized services, the focus of the Educare initiative is on early care and education services to help children prepare for school and lifelong learning. Goals of Educare are to:

- Improve the quality of early care and education;
- Increase the accessibility of early care and education services; and
- Create linkages to help families access the services they need.

By funding a pilot phase of Educare, legislators made it clear that they wanted to try out the proposed initiative and measure its impact before providing additional funds. Therefore, the goal is to choose a group of pilot sites that are:

- Geographically widely distributed,
 - Diverse in terms of urban/rural/suburban,
 - Diverse in terms of resources (both high need communities with few resources and communities with many resources to be coordinated and enhanced),
 - Diverse in terms of models of collaboration and strategies,
 - Committed to improving approaches to serving young children and their families,
 - Committed to engaging a wide variety of stakeholders, including significant input by parents of preschool children,
 - Committed to intensive local planning and collaboration, and
 - Challenged by the opportunity to pioneer an initiative that will continue to evolve.

It is anticipated that a minimum of three to five pilot sites will be chosen, depending on total available funding.

ELIGIBLE APPLICANTS

Proposals must be submitted by a collaborative community group. Communities are encouraged to use existing collaborative groups such as Family Resource Networks, Starting Points Centers, or Tadpole Teams, when appropriate, to convene community partners. The collaborative community group must include at least the following “core partners” representing:

- Head Start,
- Child care,
- Public school preschool,
- Birth to Three, and
- Parent of a preschool child.

The most effective collaborative community groups will involve many other constituencies, including:

- Other public and private agencies serving children and families,
- Health providers,
- Families,
- Businesses,
- Civic groups,
- Churches,
- Libraries, and
- Colleges and universities.

A “community” may represent an individual county or a multi-county area. Justification must be included in the proposal if a specific geographic area or neighborhood is targeted. No more than one proposal will be accepted from each county, including a multi-county proposal.

The collaborative community group develops the proposal and chooses a fiscal agent. Funds will flow from the Governor’s Cabinet on Children and Families to the community level

through the fiscal agent. The fiscal agent must have a proven track record regarding fiscal accounting procedures and may or may not be an actual provider of services funded through the Educare grant.

Any early care and education program that meets Educare standards can receive funds in accordance with the community's proposal. This includes public school preschools, Head Start programs, West Virginia Birth to Three programs, private preschools, child care centers, family child care homes, and family day care facilities. In most cases, Educare is meant to enhance existing programs and to encourage them to improve the quality of their services. However, Educare also strives to make certain that preschool programs are available to as many children as possible and are accessible and affordable for parents.

Programs that participate in the Educare initiative must meet quality standards, which are summarized below. If programs will not meet the Educare quality standards by the beginning of the funding period, the "Workplan" section of the community's full proposal should include strategies and timeframes for working toward meeting the standards within the first six months (one year for minimum staff qualifications only). A draft of the complete Educare program quality standards is included as Appendix 1. Further refinement of these standards and specification of approved curricula will occur during the fall of 2000. Educare programs must also meet state child care registration, certification, or licensing requirements.

- *Universal eligibility* - All children birth to 5 years must be accepted regardless of background, income, or ability levels, e.g., children with disabilities, those with behavioral challenges.
- *Choice of provider* - Families are provided a range of options which meet and maintain Educare standards.
- *Quality program* - Programs ensure:
 - ◊ developmentally appropriate curriculum,
 - ◊ appropriate staff-to-child ratios,
 - ◊ limited group size,
 - ◊ flexible full-and part-time programs, and
 - ◊ meaningful family involvement.
- *Safe place* - Physical facilities must meet or exceed WV's child care program registration, certification or licensing requirements.
- *Qualified staff* - Programs ensure:
 - ◊ minimum staff qualifications - During all times of operation, there must be at least one staff person working with each group of children who has a minimum credential of Child Development Associate (CDA) or Apprenticeship for Child Development Specialist (ACDS). A one-year phase-in of this requirement may be requested.
 - ◊ supervision/consultation - All direct service staff must either have or work under the supervision or consultation of someone who has a level of training that exceeds the CDA or ACDS.

- ◇ professional development - Programs must participate in the WV Early Care and Education Professional Development System. A fact sheet and the career pathway levels in the professional development system may be found in Appendix 2.
- *Linkages to resources* - Programs are required to:
 - ◇ actively link children and families to other services they need, including health, mental health and nutrition services; occupational, physical and speech therapy; transportation; parent education; assistive technology; and transition services into and out of early care and education programs,
 - ◇ participate in a local interagency group to foster coordinated service delivery and system planning, and
 - ◇ develop written collaborative agreements with other Educare providers in their area.

EDUCARE FUNDING

The Governor’s Cabinet on Children and Families administers funds for the Educare pilot sites. The Cabinet will contract with the fiscal agent of each community chosen for funding. The fiscal agent will then disburse funds to programs based on the local collaborative plan. If a fiscal fee is charged, it may not exceed 6 percent.

A community’s collaborative plan will guide how funding is used. Because fund distribution is driven by community and not individual program need, funds may be distributed to one, some, or all of the community partners. Educare funds may not be used to supplant current expenditures on behalf of young children and their families. Current and other available sources of funding should be maximized and Educare funds used as “glue money” to coordinate, integrate, and enhance services. If families are charged for Educare services, their contribution may not exceed that specified in the current child care sliding fee scale developed by the Department of Health and Human Resources.

The community’s collaborative plan must clearly indicate the number of children under two years and the number from two years to kindergarten entry who are projected to be served in Educare programs in the targeted geographic area. Educare grant funds will average \$1,700 per year for children from two years to kindergarten entry and \$2,700 per year for children under two. The budget should be based on these average amounts and the number of children projected to be served.

Educare grant funds may be used for:

- Staff training and related postsecondary education;
- Additional staff to increase the staff to child ratio;
- Increases in staff salaries based on the career pathway levels;
- Expansion of care during nontraditional hours;
- Inclusion of children with special needs;
- Purchase of materials, equipment, and curricula;
- Expansion of the sliding fee scale to additional families;

- Support of the collaborative community group; and
- Other strategies that meet the Educare goals of quality, accessibility, and linkages.

The maximum grant for each pilot site will be \$275,000 for an eighteen-month period (January 2001 through June 2002). Communities must provide a 10% match, cash or in-kind, from nonfederal source(s). Funds will be allocated to pilot sites in two contracts: January through June 2001 and July 2001 through June 2002. Separate budgets must be submitted for each contract period. Continued program support beyond the grant period will be dependent on allocation of additional funds by the Legislature or from other sources.

ADDITIONAL RESOURCES

Start-up or expansion grants of up to \$10,000 are available from the Department of Health and Human Resources for child care programs serving children under age six. Funds may be used to develop new programs or to increase the following services:

- Adding capacity to serve infants and toddlers;
- Expanding hours to offer care during evenings and weekends;
- Enhancing their ability and capacity to care for children with special needs;
- Providing care for moderately ill children in a separate program;
- Offering workplace child care for local businesses; or
- Offering child care before and after regular Head Start hours to provide full day care.

Centers requesting funds must agree to accept children whose care is subsidized by the Department of Health and Human Resources and must agree to attend 15 hours of training during the period of the grant. To receive funds, the center must be within two months of being fully operational. The application is available from the DHHR child care licensing specialists or on DHHR's website at www.wvdhhr.org/oss/childcare. This is a separate application process from the Educare proposal process.

Another resource available to communities is the AmeriCorps Education Awards Program. The Cabinet intends to apply for slots on behalf of selected Educare pilot sites that express an interest in this national service program. The AmeriCorps members serve a predetermined number of hours (1700 hours in one year if full-time) in order to qualify for education awards. The education voucher of up to \$4,725 can be used to pay for college, graduate school, or technical school or to repay student loans. AmeriCorps members must have a commitment to serve, take part in national service days, participate in required orientation and training, and submit reports of their activities. They must provide direct services to children and families, cannot receive a salary exceeding \$18,000, and may not supervise another AmeriCorps member. Communities interested in AmeriCorps slots need to describe their plans and the number of full-time and part-time slots requested in the "Approach" section of their full proposal. More information will be provided at the Educare technical assistance meetings.

EVALUATION

Monitoring and evaluation of the results of the pilot sites will be crucial in documenting the impact of the Educare initiative for policymakers, service providers, and the general public. Pilot sites will be required to submit quarterly progress and expenditure reports based on the collaborative community plan.

Monitoring will include at least one on-site visit per year to determine compliance with Educare standards, policies, and procedures.

An evaluation of the effectiveness of the Educare initiative will be designed in conjunction with the University of Alabama at Birmingham and carried out by a multidisciplinary team managed by the West Virginia Prevention Resource Center under Marshall University. Pilot sites will be expected to participate in evaluation activities such as training, interviews, surveys, progress reports, and data collection and compilation.

Both qualitative and quantitative measures will be used to evaluate the impact of the Educare initiative. Case studies of the Educare pilot sites will be conducted to gather information on qualitative measures such as collaboration, family involvement, and satisfaction with services. Families, staff, and collaborative partners will engage in activities such as interviews, focus groups, and surveys as part of the case studies. In addition, data will be collected and analyzed on quantitative measures of the Educare goals at the community, program, and child/family levels such as those listed below.

QUALITY

Community Level

Number of:

- Early care and education programs meeting quality standards (national accreditation or Educare quality standards).

- Children served in early care and education programs meeting quality standards.

- Early care and education programs linking staff compensation with the career pathway levels.

Program Level

Number of:

- Programs rated “good” or “excellent” on a standardized rating scale of quality.

Percentage of:

- Staff with a specialized training credential (CDA or ACDS) or degree in a related field.

- Staff participating in a specialized training program (CDA or ACDS) or postsecondary education program in a related field.

- Teacher turnover per year.

Child/Family Level

Percentage of:

- Children at age-appropriate developmental level.
- Children at acceptable skill level at kindergarten entry.

ACCESSIBILITY

Community Level

Number of:

- Children served in early care and education programs.
- Early care and education programs serving children with disabilities.
- Early care and education programs serving infants and toddlers (under two years).
- Early care and education programs offering nontraditional hours.
- Families receiving financial assistance with the costs of early care and education programs.

LINKAGES

Child/Family Level

Number of:

- Children screened for health and development.
- Children receiving early referrals to specialized services.
- Children/families referred to other services.

In addition, the feasibility of a follow-up study of children served in Educare programs will be explored. Such a study would measure indicators of school functioning such as academic performance, grade retention, special education placement, and behavior problems.

APPLICATION PROCESS

There are three stages to the application process:

- All communities who intend to apply for Educare funds must submit the letter of intent response form (page 17) to the Governor's Cabinet on Children and Families by August 25, 2000.
- An initial concept paper must be received by the Cabinet by 4:30 p.m. on September 8, 2000. The concept paper is comprised of the cover sheet, abstract, and a draft of the first three sections of the narrative (Collaborative Community Group, Needs, and Resources). The concept papers will help us screen applicants and determine which communities will be selected to submit a full proposal.

- The full proposal must be received by the Cabinet by 4:30 p.m. on November 15, 2000 and must include all required sections as listed on pages 11-13.

CONCEPT PAPER FORMAT AND CONTENT

Communities must submit an original and 20 copies of the concept paper to the Governor's Cabinet on Children and Families by 4:30 p.m. on September 8, 2000. Include a Table of Contents and number all pages. The narrative portion of the concept paper should not exceed 8 pages. Concept papers may be mailed or hand-delivered to:

Governor's Cabinet on Children and Families
1900 Kanawha Boulevard, East
Building 5, Room 218
Charleston, WV 25305

Faxed or e-mailed submissions will not be accepted.

Required sections of the concept paper are described below. All sections must be included in the order listed. Appendices should be limited to those that are absolutely necessary.

- A. **Cover Sheet** (page 19)
- B. **Table of Contents**
- C. **Abstract** (5 points maximum)
 - Provide a clear, concise overview of your proposed activities, not to exceed one page.
 - Describe why you are applying and what you intend to accomplish.
 - Justify why your community should be selected as an Educare pilot site.
- D. **Narrative**
 1. **Collaborative Community Group** (15 points maximum)
 - Describe the participants in the collaborative community group and their roles in developing and implementing the collaborative plan.
 - Document community partners through a signature page or written collaborative agreement (s).
 - Describe the proposed operation of the community collaborative group, including decision-making process and role in overseeing the Educare initiative.
 2. **Needs** (5 points maximum)
 - Specify the geographic area and summarize the needs of that community related to early care and education.
 - Include relevant data to document needs such as indicators of child health, school functioning, child abuse, poverty, child care, early childhood education, services for children with special needs, etc.
 3. **Resources** (5 points maximum)
 - Provide an inventory of current early care and education services and related resources as compared to the needs identified in the previous section.

- Include baseline data on as many of the quantitative measures in the “Evaluation” section (pages 8-9) as possible.
- Describe any collaborative efforts that are already underway and any models or innovative programs for young children and their families in your community.

CONCEPT PAPER SELECTION PROCESS

Concept papers will be reviewed by members of the WV Study Commission on Services for Young Children. The scoring forms used by reviewers may be found in Appendix 3. Concept papers will be assigned a numerical rating based on the maximum point values for each section (see “Concept Paper Format and Content”). Concept papers will be reviewed and communities notified by September 18, 2000 of whether they will be invited to submit a full proposal.

PROPOSAL FORMAT AND CONTENT

Communities must submit an original and 5 copies of the full proposal to the Governor’s Cabinet on Children and Families by 4:30 p.m. on November 15, 2000. Include a Table of Contents and number all pages. The narrative portion of the proposal should not exceed 25 pages. The sections originally submitted as a concept paper may be revised for the full proposal. Proposals may be mailed or hand-delivered to:

Governor’s Cabinet on Children and Families
1900 Kanawha Boulevard, East
Building 5, Room 218
Charleston, WV 25305

Faxed or e-mailed submissions will not be accepted.

Required sections of the proposal are described below. All sections must be included in the order listed. Appendices should be limited to those that are absolutely necessary.

- A. **Cover Sheet** (page 19)
- B. **Table of Contents**
- C. **Abstract** (5 points maximum)
 - Provide a clear, concise overview of your proposal, not to exceed one page.
 - Describe why you are applying and what you intend to accomplish.
 - Justify why your community should be selected as an Educare pilot site.
- D. **Narrative**
 1. **Collaborative Community Group** (15 points maximum)
 - Describe the participants in the collaborative community group and their roles in developing and implementing the collaborative plan.

- Document community partners through a signature page or written collaborative agreement (s).
 - Describe the proposed operation of the community collaborative group, including decision-making process and role in overseeing the Educare initiative.
 - Include specific written collaborative agreement(s) between Educare programs.
2. **Needs** (5 points maximum)
 - Specify the geographic area and summarize the needs of that community related to early care and education.
 - Include relevant data to document needs such as indicators of child health, school functioning, child abuse, poverty, child care, early childhood education, services for children with special needs, etc.
 3. **Resources** (5 points maximum)
 - Provide an inventory of current early care and education services and related resources as compared to the needs identified in the previous section.
 - Include baseline data on as many of the quantitative measures in the “Evaluation” section (pages 8-9) as possible.
 - Describe any collaborative efforts that are already underway and any models or innovative programs for young children and their families in your community.
 4. **Approach** (15 points maximum)
 - Describe how the community partners will collaboratively address identified needs and build on existing resources to meet the Educare goals.
 - Specify how Educare funds will be used.
 - Describe proposed activities to leverage other resources and promote coordination and integration of services for young children and their families.
 - Identify the curricula that Educare programs plan to use.
 5. **Workplan** (30 points maximum)
 - Develop a workplan that your community will use to meet the three Educare goals of quality, accessibility, and linkages (page 3).
 - For each goal, list specific measurable objectives to be accomplished in the next 2 to 3 years.
 - List the strategies that will be undertaken under each of the objectives.
 - For each strategy, list target dates for completion and the individual or group responsible.
 - For each strategy, indicate the benchmark(s) of progress.
 - Use a chart such as the following sample format.

GOAL: Improve the quality of early care and education.

Objectives	Strategies to Achieve Objectives	Target Dates	Responsible Parties	Benchmark(s) of Progress

6. **Capacity** (10 points maximum)
- Describe the community's history of collaboration on early care and education issues.
 - Describe the track record of the fiscal agent regarding financial accountability.
 - Provide a brief description of the programmatic and administrative expertise of each of the partners that will receive Educare funding.
 - Include job descriptions and/or a biographical sketch for the principal staff accountable for the grant.

- E. **Budget** (15 points maximum)
- Submit separate budgets for January through June 2001 (page 20) and July 2001 through June 2002 (page 21). Be realistic about funding needs during the start-up phase.
 - Submit separate match forms for January through June 2001 (page 22) and July 2001 through June 2002 (page 23).
 - Include a detailed budget narrative, which may cover both contract periods, which clearly describes the uses of funds by all service providers that will receive Educare funding.

PROPOSAL SELECTION PROCESS AND CRITERIA

Proposals will be evaluated by a review committee with a minimum of three reviewers designated by the WV Study Commission on Services for Young Children. Applicants may be asked to give a brief presentation to the review committee and/or to be available to answer questions in person or by phone. The scoring forms used by reviewers may be found in Appendix 3. Proposals will be assigned a numerical rating based on the maximum point values for each section (see "Proposal Format and Content").

Full proposals will be due on November 15, 2000. After proposals are reviewed and scored, the review committee will consider overall diversity in the following areas in order to make their recommendations:

- Geographic area,
- Urban/rural/suburban,
- Needs and resources, and
- Models of collaboration and strategies.

Following the review committee process, recommendations will be considered by the Study Commission on Services for Young Children. Recommendations will then be presented to the Governor's Cabinet on Children and Families for final approval. Written notification of decisions will be mailed to all applicants by December 15, 2000, and grants will be effective on January 1, 2001.

TECHNICAL ASSISTANCE

Technical assistance is available to support communities in the following ways:

- For communities on concept paper and full proposal completion;

- For those communities awarded Educare funds in implementation and evaluation; and
- For those communities not awarded Educare funds to help them continue to improve their collaborative efforts.

During the concept paper preparation process, questions may be directed to Tammy Hoover at the Governor's Cabinet on Children and Families (phone: 558-0567, fax: 558-0596, e-mail: cabinet@citynet.net). After concept papers have been submitted, technical assistance meetings will be offered to communities invited to submit full proposals. Communities may choose to send a team to either of the following sessions:

- September 27-28, 2000 (Beckley), and
- October 5-6, 2000 (Fairmont).

Return the enclosed preregistration form (page 18) for the technical assistance meetings with your concept paper or fax or e-mail it to Tammy Hoover. Each community invited to submit a full proposal can send a team of 4 to 8 people and is encouraged to send representatives of the "core partners" whenever possible. At these meetings, a technical assistance contact person will be assigned to work with each community throughout the process of preparing the full proposal.

Comments will be provided upon request to communities that submit a concept paper but are not invited to submit a full proposal. In addition, communities selected as Educare pilot sites will receive ongoing technical assistance and training.

FORMS TO BE COMPLETED
BY APPLICANTS

CHECKLIST FOR APPLICANTS

- _____ Letter of intent response form submitted by August 25, 2000.
- _____ An original and 20 copies of the concept paper received by the Governor's Cabinet via mail or hand-delivered by 4:30 p.m. on September 8, 2000, including:
- _____ Cover Sheet
 - _____ Table of Contents
 - _____ Number all pages (after Table of Contents)
 - _____ Abstract
 - _____ Narrative that includes the following sections in the order given and does not exceed 8 pages:
 - _____ Collaborative Community Group
 - _____ Needs
 - _____ Resources
 - _____ Appendices limited to those that are absolutely necessary
- _____ An original and 5 copies of the full proposal (if applicable) received by the Governor's Cabinet via mail or hand-delivered by 4:30 p.m. on November 15, 2000.
- _____ Cover Sheet
 - _____ Table of Contents
 - _____ Number all pages (after the Table of Contents)
 - _____ Abstract
 - _____ Narrative for the full proposal that includes the following sections in the order given and does not exceed 25 pages:
 - _____ Collaborative Community Group
 - _____ Needs
 - _____ Resources
 - _____ Approach
 - _____ Workplan
 - _____ Capacity
 - _____ Two budgets, one for January through June 2001 and one for July 2001 through June 2002
 - _____ Two match forms, one for January through June 2001 and one for July 2001 through June 2002
 - _____ Detailed budget narrative
 - _____ Appendices limited to those that are absolutely necessary

LETTER OF INTENT

The _____ intends to submit a concept
paper for the WV Educare initiative for the following geographic area:

_____ .

Please mail, fax, or e-mail completed form by August 25, 2000 to Tammy Hoover.

**Mail: Governor's Cabinet on Children and Families
1900 Kanawha Boulevard, East
Building 5, Room 218, State Capitol Complex
Charleston, WV 25305**

Fax: (304) 558-0596

E-mail: cabinet@citynet.net

**PREREGISTRATION FORM
EDUCARE TECHNICAL ASSISTANCE MEETINGS**

Applicant: _____

Contact Person: _____

Phone: _____ Fax: _____

E-mail: _____

Our team prefers to attend the following Educare technical assistance meeting:

_____ September 27-28, 2000 (Beckley)

_____ October 5-6, 2000 (Fairmont)

_____ Either meeting

_____ Neither meeting

The following team members (4-8 people) will plan to attend if we are invited to submit a full Educare proposal:

Number attending: _____

Number of lodging rooms needed: _____

Return with concept paper or fax or e-mail to Tammy Hoover.

**Mail: Governor's Cabinet on Children and Families
1900 Kanawha Boulevard, East
Building 5, Room 218, State Capitol Complex
Charleston, WV 25305**

Fax: (304) 558-0596

E-mail: cabinet@citynet.net

**COVER SHEET
WV EDUCARE INITIATIVE GRANTS**

Applicant: _____

Contact Person: _____

Agency/Organization: _____

Address: _____

Phone: _____ Fax: _____

E-mail: _____

Fiscal Agent

Contact Person: _____

Agency/Organization: _____

Address: _____

Phone: _____ Fax: _____

E-mail: _____

Geographic Area: _____

Amount of Funding Requested: _____

Name/Title of Authorized Representative: _____

Signature: _____ Date: _____

Grant # _____

Educare Grant
Budget Summary
 For the period January 1, 2001 to June 30, 2001

Collaborative Group: _____

Date Approved by Group: _____

	Activity 1 Staff Training	Activity 2 Additional Staff	Activity 3 Staff Salary Increases	Activity 4 Non-traditional Hours	Activity 5 Special Needs	Activity 6 Materials/ Equipment	Activity 7 Sliding Fee Scale	Activity 8 Collab. Group	Activity 9 Other (Specify)	Total
Service Providers										
Fiscal Agent:										
Direct Services										
Fiscal Fee										
Other (Specify)										
Service Providers:										
1.										
2.										
3.										
4.										
5.										
6.										
7.										
3.										
Total Budget										

Prepared by: _____

Date: _____

Authorized Signature: _____

Date: _____

Grant # _____

Educare Grant
Budget Summary
 For the period July 1, 2001 to June 30, 2002

Collaborative Group: _____

Date Approved by Group: _____

Service Providers	Activity 1 Staff Training	Activity 2 Additional Staff	Activity 3 Staff Salary Increases	Activity 4 Non-traditional Hours	Activity 5 Special Needs	Activity 6 Materials/ Equipment	Activity 7 Sliding Fee Scale	Activity 8 Collab. Group	Activity 9 Other (Specify)	Total
Fiscal Agent:										
Direct Services										
Fiscal Fee										
Other (Specify)										
Service Providers:										
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
Total Budget										

Prepared by: _____

Date: _____

Authorized Signature: _____

Date: _____

Grant # _____

Educare Grant
Sources and Uses of Match
For the period July 1, 2001 to June 30, 2002

Collaborative Group: _____

Sources of Match: _____ Uses of Match: _____

Cash Contributions:

Donor:	Amount:	Planned Use of Funds (Activity Supported):

In-kind Contributions:

Donor:	Amount:	Planned Use of Funds (Activity Supported):

Match is calculated as grant request divided by .90 minus request.
Example: Grant request = \$100,000. Request divided by .90 (100,000/.90)=\$111,111, match =\$11,111.

APPENDIX 1

DRAFT

EDUCARE PROGRAM QUALITY STANDARDS

**BASED ON DECEMBER 1998 POLICY AND
FUNDING RECOMMENDATIONS**

I. Eligibility requirements

A. Child and family

- 1. Children are eligible for WVE from birth until they are eligible for kindergarten. Their families are also eligible for services and supports available through Educare.**
- 2. Enrollment is voluntary. Once enrolled, the child should attend on a regular basis, either full or partial days, depending on the preferences of the family.**
- 3. Children must reside in West Virginia.**
- 4. Children and their families cannot be denied enrollment in WVE if such denial would violate any law that provides protection against discrimination on the basis of race, color, national origin, sex, or disability. These laws include, but are not limited to, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Vocational Education Amendments of 1976, Section 504 of the Rehabilitation Act of 1973, as amended, The Americans with Disabilities Act of 1990, and the West Virginia Human Rights Act.**
- 5. Children and families of all income levels are eligible, and will contribute to the cost of services based on their ability to pay.**

B. Provider

- 1. WVE programs must meet WV child care registration, certification or licensing requirements to assure the health and safety of children.**
- 2. WVE programs must be located within West Virginia.**
- 3. Provider participation in WVE is open and voluntary. Any provider (e.g. public school, Head Start center, WV Birth to Three program, private preschool, child care center, family-based child care) that meets the standards is welcome to join.**

II. Program requirements

- A. **Curriculum:** The program must use developmentally appropriate curricula that have been approved by WVE. The program may select one of the nationally recognized curriculum models identified by WVE (list to be developed), or may submit its own curriculum for review and approval. WVE funding may not be used for specific religious instruction or materials.
- B. **Family resource coordination:** The program must actively link children and families to other services they need, and must dedicate sufficient staff time for this purpose. The program should be knowledgeable about community resources, form partnerships with other agencies, and work with other organizations to address service gaps in the community. The program must provide or refer families to the following services as needed and available, with participation on a voluntary basis by families:

1. Developmental screenings
2. Child and family health and mental health
3. Occupational, physical and speech/language therapies
4. Nutrition
5. Adult and parent education
6. Transportation
7. Transition services into and out of WVE
8. Assistive technology
9. Financial and social services

- C. **Children with disabilities:** Children who are eligible for special education under the Individuals with Disabilities Act (IDEA) shall not be denied access to WVE programs. The WVE program will collaborate with the local Early Intervention Program for services to infants and toddlers with developmental delays, and with the Local Education Agency for services to children with disabilities ages 3-5.

WVE programs will refer children suspected of having disabilities to the Local Education Agency serving the area in which the child resides or, if the child is under 36 months, to the local WV Birth to Three program. Referrals will be made only with permission of the child's parents.

- D. **Program schedule:**

1. To the greatest extent possible, the program will be responsive to the schedules of both working and stay-at-home parents and will promote continuity of care for

children. WVE programs must be available full-year, 5 days/week, 10 hours/day. Programs serving children ages two to five may operate on a part-time basis if (1) they provide at least 3.5 hours of service per day, and (2) they collaborate with other programs to assure a full-time program for children of working parents.

2. The program may, but is not required, to operate evenings, weekends, and/or legal holidays.

E. **Staff/child ratio:** The staff-to-child ratio, using the average age of children in the group, must not exceed:

- | | | |
|----|---|------|
| 1. | For infants/toddlers in family-based care: | 1:2 |
| 2. | For infants/toddlers in center-based care: | 1:4 |
| 3. | For children age 2, all settings: | 1:8 |
| 4. | For children age 3, all settings: | 1:9 |
| 5. | For children age 4 and older, all settings: | 1:10 |

F. **Group size:** The group size, using the average age of the children in the group, must not exceed:

- | | | |
|----|--|----|
| 1. | For infants/toddlers in family-based care: | 2 |
| 2. | For infants/toddlers in center-based care: | 8 |
| 3. | For children age 2, any setting | 16 |
| 4. | For children age 3, any setting | 18 |
| 5. | For children age 4, any setting | 20 |

G. **Nutrition:** The program must follow the guidelines of the Child and Adult Care Food Program.

H. **Family involvement:** The program must offer and encourage meaningful family involvement. WVE will provide recommended guidelines, but it is up to each program to develop and implement its own plan for family involvement.

I. **Collaboration:** The program must participate in a local interagency group to assure coordinated service delivery and system planning. Such groups include, but are not limited to, Family Resource Networks, Operation Tadpole, and Starting Points Family Resource Centers. The program must also develop written collaborative agreements with other WVE programs in their geographic area.

III. **Personnel requirements**

- A. **Professional development system:** The program must participate in the WV Early Care and Education Professional Development System, which is currently being developed by the Professional Development Committee of the Governor's Early Childhood Implementation Commission. The system includes:
1. **Core Competencies:** 13 areas of knowledge/skills that are desirable for all early care and education professionals;
 2. **Career Pathway:** A framework for encouraging continuing professional development by delineating seven levels of achievement (both academic and experiential);
 3. **Registry and Credentialing:** A professional recognition and credentialing system that establishes a person's level of competence and accomplishment on the Career Pathway, and encourages further professional development; and
 4. **Coordinated Training System:**
 - **Training Approval Process:** Approves trainers and trainings that can be counted as early care and education CEUs.
 - **WV Training Certificate in Early Care and Education:** Awarded upon completion of 120 hours of approved training that meets the Core Competencies.
 - **Apprenticeship for Child Development Specialist Program:** Credential through the US Department of Labor that involves 4 semesters of instruction and 4,000 hours of on-the-job training.
 - **Scholarship Programs:** Includes scholarships for training requirements for Child Development Associate (CDA) and scholarships for college classes toward an Associate degree.
- B. **Minimum staff qualifications:** During all times of operation, there will be at least one staff person working with each group of children, who has a minimum credential of Child Development Associate (CDA) or has completed the Apprenticeship for Child Development Specialist (ACDS), or has received a WVE-approved orientation and is in the process of obtaining a CDA. For family-based child care providers, a WV Training Certificate in Early Care and

Education satisfies this requirement. Programs may request a phase-in of this requirement for up to one year from the time they begin receiving WVE funding.

- C. **Supervision/consultation:** All direct service staff must either have or work under the supervision or consultation of someone who has a level of training that exceeds the CDA or ACDS in the WV "Career Pathway" as described in Section A.2., or qualifies as an approved trainer by the WV Early Care and Education Professional Development System.

IV. Facilities Requirements

- A. **Minimum standards:** The physical facility must meet or exceed:
 1. the registration requirements for in-home child care providers serving 6 or fewer children;
 2. the certification requirements for child care programs serving 7-12 children; or
 3. the licensing requirements for child care programs serving 13 or more children.

APPENDIX 2

PROFESSIONAL DEVELOPMENT SYSTEM FACT SHEET AND CAREER PATHWAY LEVELS

WEST VIRGINIA EARLY CARE AND EDUCATION PROFESSIONAL DEVELOPMENT SYSTEM



WHY?

Quality early care and education programs depend on a qualified and stable workforce. Early childhood experiences and a child's environment have an enormous impact on how children learn and interact with others throughout life.

We believe that the early care and education workforce should be well-trained and valued . . . to ensure that children succeed and families are supported.

WHO?

The professional development system includes all early care and education practitioners working in a variety of settings (child care centers, private and public preschools, Head Start, family child care homes and facilities, early intervention, school-aged child care).

☆☆☆☆☆☆☆☆

For more information, contact:

WV Governor's Cabinet on Children and Families

Building 5, Room 218
1900 Kanawha Blvd. E.
Charleston, WV 25305

Phone: (304) 558-0600

Fax: (304) 558-0596

E-mail: cabinet@citynet.net

Website: www.citynet.net/wvfamilies/

WHAT?

West Virginia's Governor's Cabinet on Children and Families, working collaboratively with local, state and national partners, is creating a comprehensive continuum of specialized training and career mobility for all early care and education practitioners that is grounded in a core body of child-related knowledge. We are focusing on making sure that all practitioners have training, a career pathway, and adequate compensation available to them.

Our mission is to improve the quality of care and education for young children and their families by enhancing the skills and career opportunities for all those who care for and educate our youngest citizens.

The goals are to:

- ★adopt a core body of knowledge needed by all practitioners to ensure a consistent base of training.
- ★make sure all practitioners have training based on the core body of knowledge available to them.
- ★implement a career pathway linking compensation and specialized training.
- ★strengthen connections among local, regional and state partners to benefit children and families.

Key Components

Core Competencies, a common core body of knowledge that reflects developmentally appropriate and family-centered practices, is the basis of the professional development system.

A **Career Pathway** is based on the core competencies and is available to practitioners at all levels, providing a framework to encourage higher levels of skills, credentials and wages.

A **Registry and Credentialing** system tracks, establishes and formally recognizes a practitioner's level of skill and accomplishment on the Career Pathway.

A **Training Approval** system ensures that training provided throughout the state meets the minimum standards of the core competencies and that trainers are qualified to provide such training.

A **Coordinated Training** system offers Continuing Education Units (CEUs) and ensures that specialized training and early childhood college credits and degree programs are accessible to practitioners. The Apprenticeship for Child Development Specialists Program (ACDS) provides job-linked training which can be transferred into college credits at several state community colleges. Scholarship funds have been available to practitioners with an ACDS certificate to pursue a college degree. A West Virginia Training Certificate will be awarded for completion of 120 hours of approved training.

WEST VIRGINIA CAREER PATHWAY
PROFESSIONAL DEVELOPMENT SYSTEM
FOR EARLY CARE AND EDUCATION

Requirements: Advanced degree in an early care and education or related field; with 18 credit hours in early childhood & 90 practicum contact hours or 1 year of structured occupational experience with young children. *Abilities:* Directly involved in the activities of state, regional and/or national groups; contribute to the formation, evaluation & implementation of policies within the field.

LEVEL VII

Requirements: Bachelor's degree in an early care and education or related field and/or Birth through 4 certification; with 15 credit hours in early childhood & 90 practicum contact hours or 1 year of structured occupational experience with young children. *Abilities:* Develop, select and evaluate the child care program, apply theory into practice.

LEVEL VI

Requirements: Associate degree in early care and education or a related field (62-64 semester hours) with 12 hours in early childhood courses & 90 practicum contact hours or 1 year of structured occupational experience with young children. *Abilities:* Make curricular decisions which conforms to Core Competencies.

LEVEL V

Requirements: U.S. Department Of Labor Apprenticeship Certificate or Certificate Program in Child Development (28-34 college credits, with 9 hours in early childhood, & 1 year's experience or fifteen (15) years of relevant occupational experience). *Abilities:* Plan and adapt programming which conforms to Core Competencies.

LEVEL IV

Requirements: Child Development Associate (CDA) or equivalent (12 college credits in early care and education & 300 clock hrs. of supervised field experience with young children) or ten (10) years of relevant occupational experience. *Abilities:* Practice and implement programming which conforms to Core Competencies.

Level III

Requirements: West Virginia Training Certificate in Early Care and Education (WVTCECE)* which includes completion of 120 clock hours of approved training through the WV Professional Development System. *Abilities:* Practice programming which conforms to Core Competencies.

LEVEL II

Requirements: At least 18 years old with a high school diploma or equivalent and 0-1 years of experience. *Abilities:* Understand and practice Core Competencies with direction and instruction or through sponsorship/affiliation with a professional organization or qualified mentor.

LEVEL I

Requirements: At least 16 years old & enrolled in High School or GED preparation classes. *Abilities:* Conform to Core Competencies by following supervisory direction and instruction.

★ All levels require up-to-date first aid, infant/child CPR, and a criminal investigation check (CIB) through the WV State Police or FBI to ensure the practitioner has not been convicted of a criminal offense.

★★ The experience exemption clause to advance to Level IV or V with 10 or 15 years of experience expires on (date).

★★★ An early care and education or related field refers to a credential, college credits or a degree in child development, Birth through 4 certification, early childhood, child and family studies, early childhood special education, education, social work, nursing, counseling, psychology and relevant administration. Individuals pursuing this Career Pathway should be aware that in order to be qualified to teach in West Virginia's public schools, they must meet West Virginia teacher certification requirements.

APPENDIX 3

REVIEWER SCORING FORMS

**REVIEWER SCORING FORM
EDUCARE CONCEPT PAPERS**

Applicant: _____

Reviewer: _____ Date: _____

Score:

_____ Abstract (5 points maximum)
•Provide a clear, concise overview of your proposed activities, not to exceed one page.
•Describe why you are applying and what you intend to accomplish.
•Justify why your community should be selected as an Educare pilot site.

_____ Collaborative Community Group (15 points maximum)
•Describe the participants in the collaborative community group and their roles in developing and implementing the collaborative plan.
•Document community partners through a signature page or written collaborative agreement (s).
•Describe the proposed operation of the community collaborative group, including decision-making process and role in overseeing the Educare initiative.

_____ Needs (5 points maximum)
•Specify the geographic area and summarize the needs of that community related to early care and education.
•Include relevant data to document needs such as indicators of child health, school functioning, child abuse, poverty, child care, early childhood education, services for children with special needs, etc.

_____ Resources (5 points maximum)
•Provide an inventory of current early care and education services and related resources as compared to the needs identified in the previous section.
•Include baseline data on as many of the quantitative measures in the "Evaluation" section (pages 8-9) as possible.
•Describe any collaborative efforts that are already underway and any models or innovative programs for young children and their families in your community.

_____ TOTAL (30 points maximum)

Strengths:

Weaknesses:

**REVIEWER SCORING FORM
EDUCARE FULL PROPOSALS**

Applicant: _____

Reviewer: _____ Date: _____

Score:

_____ Abstract (5 points maximum)
•Provide a clear, concise overview of your proposal, not to exceed one page.
•Describe why you are applying and what you intend to accomplish.
•Justify why your community should be selected as an Educare pilot site.

_____ Collaborative Community Group (15 points maximum)
•Describe the participants in the collaborative community group and their roles in developing and implementing the collaborative plan.
•Document community partners through a signature page or written collaborative agreement (s).
•Describe the proposed operation of the community collaborative group, including decision-making process and role in overseeing the Educare initiative.
•Include specific written collaborative agreement(s) between Educare programs.

_____ Needs (5 points maximum)
•Specify the geographic area and summarize the needs of that community related to early care and education.
•Include relevant data to document needs such as indicators of child health, school functioning, child abuse, poverty, child care, early childhood education, services for children with special needs, etc.

_____ Resources (5 points maximum)
•Provide an inventory of current early care and education services and related resources as compared to the needs identified in the previous section.
•Include baseline data on as many of the quantitative measures in the “Evaluation” section (pages 8-9) as possible.
•Describe any collaborative efforts that are already underway and any models or innovative programs for young children and their families in your community.

_____ Approach (15 points maximum)
•Describe how the community partners will collaboratively address identified needs and build on existing resources to meet the Educare goals.
•Specify how Educare funds will be used.
•Describe proposed activities to leverage other resources and promote coordination and integration of services for young children and their families.
•Identify the curricula that Educare programs plan to use.

Workplan (30 points maximum)

- Develop a workplan that your community will use to meet the three Educare goals of quality, accessibility, and linkages (page 3).
- For each goal, list specific measurable objectives to be accomplished in the next 2 to 3 years.
- List the strategies that will be undertaken under each of the objectives.
- For each strategy, list target dates for completion and the individual or group responsible.
- For each strategy, indicate the benchmark(s) of progress.
- Use a chart such as the sample format.

Capacity (10 points maximum)

- Describe the community's history of collaboration on early care and education issues.
- Describe the track record of the fiscal agent regarding financial accountability.
- Provide a brief description of the programmatic and administrative expertise of each of the partners that will receive Educare funding.
- Include job descriptions and/or a biographical sketch for the principal staff accountable for the grant.

Budget (15 points maximum)

- Submit separate budgets for January through June 2001 (page 20) and July 2001 through June 2002 (page 21). Be realistic about funding needs during the start-up phase.
- Submit separate match forms for January through June 2001 (page 22) and July 2001 through June 2002 (page 23).
- Include a detailed budget narrative, which may cover both contract periods, which clearly describes the uses of funds by all service providers that will receive Educare funding.

TOTAL (100 points maximum)

Strengths:

Weaknesses: