

WEST VIRGINIA

October 19, 2011

Race to the Top - Early Learning Challenge Application for Initial Funding CFDA Number: 84.412



U.S. Department of Education
Washington, DC 20202
OMB Number: 1894-0013
Expiration Date: 02/29/2012



State of West Virginia
Earl Ray Tomblin
Governor

Office of the Governor
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October 13, 2011

Arne Duncan, Secretary of Education
Kathleen Sebelius, Secretary of Health and Human Services
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260

Dear Honorable Secretaries Duncan and Sebelius:

I am pleased and proud to submit this Race to the Top—Early Learning Challenge application on behalf of the State of West Virginia. The Early Childhood Advisory Council of West Virginia and scores of other early childhood stakeholders have worked tirelessly to formulate a cohesive and comprehensive State Plan that will lead to higher quality early learning and development programs. Implementing this plan will assure that West Virginia's children—especially our children with high needs—receive the support they need to enter kindergarten health and ready to learn. The State Plan, included in this application, has my full and unwavering support as we in West Virginia work to improve our early childhood system.

Should West Virginia be awarded this grant, the Early Childhood Advisory Council will continue to keep me apprised and involved throughout the entire grant period, and will meet with my staff on a regular basis. I am delighted that your agencies have made this opportunity available and I fervently hope that West Virginia is one of the states chosen to receive this important grant.

Sincerely,

A handwritten signature in black ink that reads "Earl Ray Tomblin".

Earl Ray Tomblin
Governor

**APPLICATION FOR INITIAL FUNDING UNDER
RACE TO THE TOP – EARLY LEARNING CHALLENGE**

NOTE: Sections I–III and Sections IX–XV of this document—which did not require responses—have been deleted to reduce bulk.

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IV. APPLICATION ASSURANCES AND CERTIFICATIONS
Race to the Top – Early Learning Challenge
(CFDA No. 84.412)

Signed copies of these assurances and certifications are not included in this searchable version. See the RTT-ELC West Virginia Full Application for those copies.



Legal Name of Applicant (Office of the Governor): Office of West Virginia Governor Earl Ray Tomblin	Applicant’s Mailing Address: Office of the Governor State Capitol 1900 Kanawha Boulevard, East Charleston, WV 25305
Employer Identification Number: 556000780	Organizational DUNS: 809594377
Lead Agency: Early Childhood Advisory Council of West Virginia Contact Name: Kay Goodwin, Cabinet Secretary of Education and the Arts <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: (304) 558-2440 Lead Agency Contact Email Address: kay.h.goodwin@wv.gov
Required Applicant Signatures (Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.): To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Lead Agency Authorized Representative (Printed Name):	Agency Name:
Signature of Lead Agency Authorized Representative:	Date:
Participating State Agency Authorized Representative (Printed Name):	Agency Name:
Signature of Participating State Agency Authorized Representative:	Date:
Participating State Agency Authorized Representative (Printed Name):	Agency Name:
Signature of Participating State Agency Authorized Representative:	Date:

Legal Name of Applicant (Office of the Governor): Office of Governor Earl Ray Tomblin	Applicant's Mailing Address: Office of the Governor State Capitol 1900 Kanawha Boulevard, East Charleston, WV 25305
Employer Identification Number: 556000780	Organizational DUNS: 809594377
Lead Agency: Early Childhood Advisory Council of WV Contact Name: Cabinet Secretary Kay Goodwin (Single point of contact for communication)	Lead Agency Contact Phone: (304)558-2440 Lead Agency Contact Email Address: Kay.h.goodwin@wv.gov

Required Applicant Signatures (Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Signature of Authorized Representative of the Governor (Print Name)	Telephone
Governor Earl Ray Tomblin Signature of Governor or Authorized Representative of the Governor 	304-558-2440 Date: October 13, 2011
Kay H. Goodwin Signature of Authorized Representative of the Agency 	Agency Name: Early Childhood Advisory Council of WV Date: October 14, 2011
_____ Signature of Authorized Representative of the Agency	Agency Name: _____ Date: _____
_____ Signature of Authorized Representative of the Agency	Agency Name: _____ Date: _____

Legal Name of Applicant (Office of the Governor): Office of Governor Earl Ray Tomblin	Applicant's Mailing Address: Office of the Governor State Capitol 1900 Kanawha Boulevard, East Charleston, WV 25305
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Signature of Government Authorized Representative of this Government (Printed Name) _____ _____	Telephone: _____
Signature of Government Authorized Representative _____	Date: _____
Signature of Lead Agency Authorized Representative (Printed Name) Kay Goodwin	Agency Name: Early Childhood Advisory Council
Signature of Lead Agency Authorized Representative _____	Date: 10/14/11
Signature of Participating State Agency Authorized Representative (Printed Name) Torrell Marple	Agency Name: WV Department of Education
Signature of Participating State Agency Authorized Representative _____	Date: 10/11/11
Signature of Participating State Agency Authorized Representative (Printed Name) _____	Agency Name: _____
Signature of Participating State Agency Authorized Representative _____	Date: _____

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Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Lead Agency Authorized Representative (Printed Name): Kay Goodwin	Agency Name: Early Childhood Advisory Council of WV
Signature of Lead Agency Authorized Representative: Kay Goodwin	Date: October 17, 2011
Participating State Agency Authorized Representative (Printed Name): Michael J. Lewis, M.D., Ph.D.	Agency Name: WV Dept. of Health and Human Resources
Signature of Participating State Agency Authorized Representative: Michael J. Lewis	Date: October 17, 2011
Participating State Agency Authorized Representative (Printed Name):	Agency Name:

Legal Name of Applicant (Office of the Governor): Office of Governor Earl Ray Tomblin	Applicant's Mailing Address: Office of the Governor State Capitol 1900 Kanawha Boulevard, East Charleston, WV 25305
Employer Identification Number: 556000780	Organizational DUNS: 809594377
Lead Agency: Early Childhood Advisory Council of West Virginia Contact Name: Cabinet Secretary Kay Goodwin (Single point of contact for communication)	Lead Agency Contact Phone: (304) 558-2440 Lead Agency Contact Email Address: Kay.h.goodwin@wv.gov

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Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Lead Agency Authorized Representative (Printed Name): Kay Goodwin	Agency Name: Early Childhood Advisory Council of WV
Signature of Lead Agency Authorized Representative: 	Date: 10/14/11
Participating State Agency Authorized Representative (Printed Name): Robert E. Anderson	Agency Name: WV Higher Education Policy Commission
Signature of Participating State Agency Authorized Representative: 	Date: 10/7/2011
Participating State Agency Authorized Representative (Printed Name):	Agency Name:
Signature of Participating State Agency Authorized Representative:	Date:

State Attorney General Certification

State Attorney General or Authorized Representative of the Attorney General Certification

I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:

State Attorney General or Authorized Representative of the Attorney General
(Printed Name): Dawn E. Warfield, Deputy Attorney General

Telephone:
(304) 558-2021

Signature of the State Attorney General or Authorized Representative of the Attorney General:

Date:

Dawn E. Warfield

Oct. 14, 2011

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; 34 CFR Part 85 -- Government-wide Debarment and Suspension (Nonprocurement).



V. ELIGIBILITY REQUIREMENTS

The State must meet the following requirements to be eligible to compete for funding under this program:

(a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency’s level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State’s Child Care Licensing Agency, and the State Education Agency.

For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
West Virginia Department of Education	Appendix— Section V	Section 619 of part B of IDEA, State-funded preschool, Title I
West Virginia Department of Health and Human Resources	Appendix— Section V	CCDF, part C of IDEA programs, home visiting, Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, Child Care Licensing Agency
West Virginia Early Childhood Advisory Council	Appendix— Section V	State Advisory Council on Early Childhood Education and Care
Higher Education Policy Commission	Appendix— Section V	

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.

Yes

No

(c) The State must have submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding under the Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)).

The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.

Yes

No

VI. SELECTION CRITERIA

Selection criteria are the focal point of the application and peer review. A panel of peer reviewers will evaluate the applications based on the extent to which the selection criteria are addressed.

Core Areas -- Sections (A) and (B)

States must address in their application all of the selection criteria in the Core Areas.

A. Successful State Systems

(A)(1) Demonstrating past commitment to early learning and development. (20 points)

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

(a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;

(b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;

(c) Existing early learning and development legislation, policies, or practices; and

(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(1):

- The completed background data tables providing the State's baseline data for--
 - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
 - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
 - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).

- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-4).
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-5).
- The completed table that describes the current status of the State’s Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).
- The completed table that describes the current status of the State’s Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

RESPONSE

It is the culture of West Virginia's early childhood development system to consistently collaborate, to be good stewards of resources, and to measure success by tangible results while respecting the diversity and values of families and communities. These commitments create a ripple of growing community and political support for a child-centered approach to economic development in West Virginia.

—Partners Implementing an Early Care and Education System, 2008

These words from a 2008 report to the Governor of West Virginia describe a two-decade-long collaboration among leaders of Early Learning and Development Programs, operated across a host of state and local agencies and partnerships. Already at the time of the report, this collaboration had resulted in one of the most successful and inclusive public pre-k programs in the nation. Today, the National Institute for Early Education Research (NIEER, 2011) ranks West Virginia third in the nation for percentage of 4-year-olds and eighth for percentage of 3-year-olds enrolled in state-funded preschool. West Virginia's pre-k program also met eight of 10 NIEER quality standards benchmarks (NIEER, 2011) and has work well underway to meet the remaining two standards in the coming year.

Even as West Virginia has made these gains in providing universal public pre-k education, it has been hard at work creating, revising, and aligning governance structures, laws, policies, standards, and frameworks across Early Learning and Development Programs¹, in order to lay the groundwork for launching an equally inclusive and high quality system of care and education for the State's infants and toddlers. Some of this work has already been recognized for its quality at the national level. For example, as a result of its development and adoption of early learning standards for infants and toddlers, West Virginia is one of two states selected by Zero to

¹ In this application, West Virginia has adopted the definitions in the Race to the Top—Early Learning Challenge invitation to apply (CFDA Number: 84.412) and uses the formatting conventions calling for capitalization of defined terms.

Three and the National Infant/Toddler Child Care Initiative to participate in the development of a toolkit on how to implement early learning guidelines.

In the past 3 years, a series of studies commissioned by the Governor, Legislature, and business community has examined policies, funding, and national models for operating a Tiered Quality Rating and Improvement System (QRIS). Based on these studies, legislation has been passed that authorizes a statewide tiered QRIS that will enable the state to provide incentives and quality monitoring that promises to raise the quality of—and increase access to—infant and toddler care and education programs equivalent to those already in place for pre-k. This work is seen by all involved—including politicians, business leaders, and child advocates—as critically important to the future of our State. West Virginia has struggled for decades to address the employment and other social needs of rural communities within its borders. That early education is now seen as a critical aspect of the state’s economic and community development agenda provides an opportunity not seen before in our State to nurture and encourage families and Children with High Needs.

For all of these reasons, West Virginia is pleased to accept the invitation to apply for a grant under the Race to the Top—Early Learning Challenge program. To communicate the excitement and earnest intentions of West Virginia’s early learning and development community in pursuing the plan laid out in these pages, we have named our initiative *Ready, Set, Go! WV*.

(A)(1)(a) Recent financial investment in Early Learning and Development Program.

Our State has unwaveringly followed through on the commitment made in 2002 by the West Virginia Legislature to fund universal public pre-k education, by steadily increasing spending to support increased enrollments each year. As seen in Table (A)(1)-4, funding since 2007 has risen from \$47 million to nearly \$79 million in 2011. In addition to supporting growing enrollments, the state has also increased its spending per child, from \$4,881 in 2007 to \$5,521 in 2010 (NIEER, 2011). As mentioned above, NIEER ranks West Virginia 10th in the nation in state spending per child, and fourth in all reported spending per child, noting that this performance stands in contrast to spending on pre-k education nationally, which declined overall and per child (NIEER, 2011). Overall, state spending on Early Learning and Development Programs has risen from about \$74 million in 2007 to \$116 million in 2011—a 57% increase.

(A)(1)(b) Increase in the number of Children with High Needs participating in early learning and development programs.

Pre-k enrollment of Children with High Needs has steadily risen, from 5,193 in 2007 to 8,536 in 2011—a 39% increase. In-home family education (home visiting) program enrollments have increased at an even higher rate during that time frame—57%, going from 737 children to 1,154 children. Early Head Start and Head Start have seen a smaller increase at 6%, while programs receiving CCDF funds have seen an even smaller rise in enrollment (4%) over that time span. Meanwhile, programs serving children with disabilities have seen enrollments decrease—by about 6% for children with IEPs in preschool and by 11% in Part C, Birth to Three programs. The birth rate during this the past decade has held steady at about 21,000 children a year.

(A)(1)(c) Existing early learning and development legislation, policies, or practices.

Through research, pilot projects, and collaboration across public and private agencies, West Virginia lawmakers and administrators have steadily pursued the development of a statewide system of Early Learning and Development Programs. Supplemental Table 1 below displays a list of legislation, policies, and practices.

Supplemental Table (A)(1)(c). Legislation, Policies, and Practices Supporting Early Learning and Development Programs	
Legislation/Policy	Title/Description
West Virginia Board of Education Policy 2525	<i>West Virginia's Universal Access to a Quality Early Education System</i> , includes guidelines for Parent/Guardian Involvement and Family Support, Attendance, Collaboration and the County Plan, Personnel Standards, Health and Safety Requirements, Standards for Preparing Students, Curriculum and Assessment, Transition and Continuity, Inclusive Environments, Staff Development and Training, Program Oversight, Financing, Program Evaluation for Quality Improvement.
W. Va. 126C.S.R.0440 (West Virginia Board of Education Policy 2520.15)	<i>Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-K)</i> includes multiple domains: social and emotional, the arts, physical health and development, language and literacy, mathematics, and science. The early learning standards framework serves as the standards for all programs working with children ages 3-5.
W. Va. 126C.S.R.044T (West Virginia Board	<i>21st Century Wellness Prek-4 Content Standards And Objectives For West Virginia Schools</i> includes content standards for wellness PreK-4, an explanation of terms; objectives that reflect a rigorous and challenging

Supplemental Table (A)(1)(c). Legislation, Policies, and Practices Supporting Early Learning and Development Programs	
Legislation/Policy	Title/Description
of Education Policy 2520.5)	curriculum; and performance descriptors.
WV Code §18-5-44	<i>Early Childhood Educator Programs</i> requires the West Virginia Board of Education (WVBE), in collaboration with the Secretary of West Virginia Department of Health and Human Resources, to ensure that every four year old and every three year old with identified special needs has access to a high quality pre-k classroom by 2012-13.
WV Code §16-5k, et seq.	<i>Early Intervention Services for Children with Developmental Delays</i> establishes the WV Birth to Three program, a statewide early intervention system for infants and toddlers with developmental delays, which continues today as the State’s early intervention system under Part C of the IDEA
WV Code § 49-2b, et seq.	<i>Duties of Secretary of Health and Human Resources for Child Welfare</i> creates a framework for regulation of all types of child care settings. The Statute also includes language governing provider licensing, registration, monitoring, and training. Code also requires promulgation of legislative rules for each type of care covered by Code.
DHHR-Division of Early Care and Education: Child Care Policy and Procedures Manual (2010)	<i>The Child Care Policy and Procedures Manual</i> establishes DHHR’s policies related to provision of child care subsidies and regulation of child care settings. Policy currently includes a tiered reimbursement program system for child care settings that includes three levels, with licensing regulations equivalent to Tier 1 and national accreditation standards equivalent to Tier 3. Tier 2 Standards were established to represent a level of quality beyond licensing or registration and are available in a separate policy forms listed elsewhere in this table. Programs must submit written documentation of compliance with all requirements.
DHHR- Division of Early Care and Education: CCR&R Policy and Procedures Manual	Child Care Resource and Referral (CCR&R) agencies established by policy that provide training, consumer education, grants and loans to support child care quality improvements, behavioral consultation, and other supports.
Executive Order 9-10	Establishes the WV Early Childhood Advisory Council (ECAC) in compliance with requirements stipulated by the 2007 Head Start Act; the WV ECAC takes on the role and functions of its predecessor, PIECES (a practice supporting early learning and development).
WV Code §49-2E, et seq.	<i>Quality Rating and Improvement System</i> creates the framework for a phased implementation of a child care program quality rating and improvement system and establishing the Quality Rating and Improvement System Advisory

Supplemental Table (A)(1)(c). Legislation, Policies, and Practices Supporting Early Learning and Development Programs	
Legislation/Policy	Title/Description
	Council.
W. Va. 126C.S.R.136 (West Virginia Board of Education Policy 5202)	<i>Licensure of Professional/Paraprofessional Personnel</i> establishes minimum Qualifications for the Licensure Professional/Paraprofessional Personnel and Advanced Salary Classifications revised to outline the minimum requirements for the various licenses approved by the West Virginia Board of Education and issued by the State Superintendent of Schools to educators and paraprofessionals who wish to work in West Virginia’s public schools. They also outline the requirements for educators who wish to qualify for an advanced salary classification.
Title 78, Legislative Rules, DHHR, Series 1, Child Care Centers Licensing Regulations (2009)	<i>Child Care Centers Licensing Regulations</i> is a Legislative Rule that establishes licensing requirements for child care centers caring for 13 or more children. Centers meeting these requirements are considered to be Tier 1 centers in the State’s Tiered Reimbursement System, and in the proposed QRIS, they will be awarded one star.
Title 78, Legislative Rules, DHHR, Series 18, Family Child Care Facility Licensing Requirements (2007)	<i>Family Child Care Center Licensing Requirements</i> is a Legislative Rule that establishes licensing requirements for child care facilities caring for 7 to 12 children. Family Child Care Facilities meeting these requirements are considered to be Tier 1 family child care facilities in the State’s Tiered Reimbursement System, and in the proposed QRIS, they will be awarded one star.
Title 78, Legislative Rules, DHHR, Series 19, Family Child Care Home Registration Requirements(2007)	<i>Family Child Care Home Registration Requirements</i> is a Legislative Rule that establishes registration requirements for family child care homes caring for 13 or more children. Family child care homes meeting these requirements are considered to be Tier 1 family child care homes in the State’s Tiered Reimbursement System, and in the proposed QRIS, they will be awarded one star.
West Virginia State Training and Registry System (STARS) Policy Manual (07-11)	<i>The WV STARS Policy Manual</i> establishes West Virginia’s Early Childhood Professional Development System, a system which consists of Core Knowledge and Core Competencies, the Career Pathway, a training registry that tracks approved training, offers credentials, registers practitioners and registers training attended by practitioners, and approves trainers and training. Personnel in licensed child care centers must be registered with STARS, so this is a Tier 1 requirement for centers and a Tier 2 requirement for homes and facilities.
Child Care Policy Forms ECE-CC-34, ECE-CC-35 and ECE-CC-36 (12-10)	<i>Child Care Policy Forms ECE-CC 34, 35 and 36</i> establish the quality standards for child care homes, family child care facilities and family child care homes to meet Tier 2 requirements in the Tiered Reimbursement System. Standards cover the following core knowledge areas: Program Management;

Supplemental Table (A)(1)(c). Legislation, Policies, and Practices Supporting Early Learning and Development Programs	
Legislation/Policy	Title/Description
	Health, Safety and Nutrition, Child Growth and Development; Positive Interactions and Relationships; Curriculum; Child Observation and Assessment; Family and Community; and Professionalism.

(A)(1)(d) Current status of key building blocks for a high quality early learning and development system.

West Virginia has in place most of the building blocks for a high quality early learning and development system, and looks forward to implementing its High Quality Plans to develop or improve weaker parts of its system, as outlined in later sections. Currently the status of each component is as follows:

(A)(1)(d)(1) Early Learning and Development Standards—The WV Infant and Toddler Early Learning Standards Framework was developed in 2010 by a group of leaders and educators from all major programs in the infant-toddler community throughout the state. The primary purpose of the WV Infant and Toddler Early Learning Standards Framework is to establish developmental progressions of infants and toddlers and to assist with planning for caregivers, parents, consultants, administrators, home visitors, trainers, higher education, policy makers, and others. The standards have been designed to describe the development of children ages birth through 36 months, and are inclusive of developmental, cultural, and linguistic variations of children. Domains of the WV Infant and Toddler Early Learning Standards Framework include approaches to learning, social/ emotional development, creative expression development, motor development, language and literacy development, and cognitive development (Partners Implementing an Early Care and Education System, 2010).²

The WV Pre-K Early Learning Standards, first developed in 2004, drive the content, instruction, and planning in pre-k classrooms throughout the state. The standards are designed to

² The WV Infant and Toddler Early Learning Standards Framework can be accessed at http://www.wvearlychildhood.org/resources/WV_Early_Learning_Standards_Framework_Infant_Toddler.pdf.

serve as early learning guidelines for all children ages three through five regardless of the setting. The standards are grounded in scientific research of child development, children's approaches to learning, and effective educational practices. Their development—and subsequent revision in 2010—involved statewide groups of stakeholders from entities such as the WV Department of Education, Head Start, WV Department of Health and Human Resources, higher education, local education agencies, collaborative partner programs, and others.

The WV Infant/Toddler Early Learning Standards align with the Pre-K Early Learning Standards, which align with Head Start Positive Child Outcomes and with WV Kindergarten–Grade 3 content standards and objectives. Domains include social and emotional, language and literacy, mathematics, science, the arts, and physical and health development; additionally, an overarching section of guiding principles is not domain-specific, but describes the various approaches to learning of children based on their cultural, developmental, and linguistic experiences and needs.³

(A)(1)(d)(2) *Comprehensive Assessment System*—West Virginia's Comprehensive Assessment System includes all components called for in the RFP, across most components of its early learning and development system: Screening Measures, Formative Assessments, Measures of Environmental Quality, and Measures of the Quality of Adult-Child Interactions. With the new tiered QRIS, development of new Program Standards are underway to assure that a Comprehensive Assessment System will be more consistently implemented in the child care sector (see later Section (B)(1), page 83) for planned improvements).

Screening Measures follow NAEYC guidance, requiring childcare and education providers to maintain records of health needs and immunizations, as well as referrals and follow-up. Screenings are done through HealthCheck, West Virginia's early and periodic screening, diagnosis and treatment program, which involves a strong collaboration between the WV DHHR and the WVDE Office of Healthy Schools to support the Bright Futures standard for pediatric preventive healthcare. Recognizing that the Bright Futures standard is best carried out by a personal physician or primary care provider that coordinates care across conditions and settings,

³ The WV Pre-K Early Learning Standards Framework can be accessed at <http://wvde.state.wv.us/policies/p2520.15.pdf>.

HealthCheck and the WVDE Office of Healthy Schools have created a true partnership through which children, families, education, and health professionals all work together to make sure that all children entering West Virginia public schools receive a comprehensive wellness screening, as required by the Governor’s Kids First Screening Initiative and WV Board of Education Policy 2525. The HealthCheck periodicity schedule corresponds to the latest edition of the American Academy of Pediatrics *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents*. Additionally, for *infants and toddlers*, programs must ensure that linguistically and age appropriate screenings are performed that will identify any concerns for a child’s developmental, sensory, behavioral, motor, language, social, cognitive, perceptual, and emotional skills. While there are currently a variety of valid and reliable screening tools in use across the state, the most common one currently in use is the Ages and Stages Questionnaires (R): A Parent-Completed, Child-Monitoring System, Third Edition (ASQ-3), available from the Paul H. Brookes Publishing Co., Inc. To strengthen and increase its use, hundreds of kits (each with 21 questionnaires) have been purchased and personnel have been trained in its use from infant/toddler-serving agencies across the state.⁴

The use of *Formative Assessments* took a giant step forward beginning this school year (2011-2012), when all WV pre-k programs, stand-alone 3 year old Head Start Programs, and home-based Head Start Programs began using a new WV Pre-K Child Assessment System. This system resulted from collaboration among multiple offices and partners⁵, all working toward ensuring the appropriateness and usefulness of assessment processes. The comprehensiveness of the new system allows families, educators, and administrators to view the whole child across multiple learning domains as he or she progresses developmentally, and provides focused

⁴ Groups targeted for training included WV Birth to Three (West Virginia’s IDEA Part C program); the WV Child Care Resource and Referral agencies; Head Start; Partners in Community Outreach (Healthy Families America, Maternal Infant Health Outreach Workers and Parents as Teachers); Early Head Start; Right From The Start Program (the State’s Medicaid perinatal case management home visitation program); and the Healthy Start/Helping Appalachian Parents & Infants (HAPI) Project.

⁵ The following groups have worked together to develop the new comprehensive assessment system: WVDE Office of School Readiness, Head Start State Collaboration Office, WV Department of Health and Human Resources, WVDE Office of Special Programs, WVDE Office of Information Systems, WVDE Office of Research, WVDE Office of Title III, WVDE Office of Healthy Schools, Early Learning Scale 2011 Trainer Cadres, and WV Pre-K Continuous Quality Improvement Advisory Council.

evidence to guide educators' intentional planning, classroom practices, and interactions with both individual and small groups of children. It includes a rigorous professional development model for all pre-k educators in WV, requiring up to 18 hours of professional development specific to the use of the Early Learning Scale (ELS), a research-based and reliable assessment tool developed by NIEER.

For *Measures of Environment Quality* and *Measures of the Quality of Adult-Child Interaction*, the state uses the appropriate Environment Rating Scale (developed by the Frank Porter Graham Child Development Institute at the University of North Carolina) for particular settings and age groups. Each instrument has measures for physical environment; basic care; curriculum; interaction; schedule and program structure; and parent and staff education. Evaluators using these instruments undergo rigorous training at the University of North Carolina to maintain reliability. The instruments currently in use include the Early Childhood Environment Rating Scale—Revised (ECERS—R), Family Child Care Environment Rating Scale—Revised (FCCERS—R), Infant and Toddler Environment Rating Scale—Revised (ITERS—R), and School Age Care Environment Rating Scale (SACERS).

(A)(1)(d)(3) *Health promotion practices*—For this component of a comprehensive early learning and development system, West Virginia has developed various statewide wellness initiatives to promote health practices for our children, in addition to the health screenings already described. Choosy Kids and the Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) are used by West Virginia's nurse health consultants for obesity prevention efforts in programs around the state. West Virginia chose these models because they include a combination of obesity prevention, healthy lifestyle, and assessment strategies.

At the pre-k level, WVBE Policy of Education 2520.55 sets out detailed content standards and objectives specifically for pre-k health and physical education. In keeping with this policy, students in grades Pre-K-4 are introduced to the wellness concept with the goals of building the foundation for health literacy and an appreciation for lifelong physical fitness. The policy calls for health education (physical, intellectual, emotional, social, spiritual, and environmental), physical education (movement forms, motor skill development and fitness) and physical activity, an important factor in early brain development and learning. The pre-k wellness content standards identify what students should know, understand and be able to do in practicing skills and behaviors that apply to healthy lifestyles.

The WV Oral Health Program, operated by the WV DHHR Office of Maternal, Child and Family Health, helped create a statewide Oral Health Coalition as recommended by the Centers for Disease Control and Prevention. Program activities include the following:

- Contracting with dental hygienists and local health facilities to provide oral health education in all fifty-five counties at child care agencies and educational programs.
- Supporting fluoridation efforts in the community, by providing oral health supplies and educational materials to community partners, providing fluoride water testing for private water systems, and if needed, obtaining prescriptions from clinicians for fluoride supplements.
- Providing sealant and fluoride rinse programs in schools in collaboration with county school systems, Head Start agencies, WIC, and other community programs.
- Supporting a children's oral health surveillance project, which reported baseline data to the Centers for Disease Control.

(A)(1)(d)(4) *Family engagement strategies*—The State has adopted Strengthening Families, an evidence-based model that uses a protective factors approach. Through the use of the six protective factors identified through this program, child care providers and others are able to assist in child abuse prevention efforts. The Division of Early Care and Education currently collaborates with the Office of Maternal, Child and Family Health and the WV Child Abuse Prevention program to coordinate a state leadership team with representatives from Birth to Three, the Division of Family Assistance, Head Start, child care center directors, Starting Points (Family Support Centers), in-home family education providers, Prevent Child Abuse WV, and parents. The collaboration provides training for early care and education professional development staff and direct service providers.

Family engagement is also a core component in Head Start and Early Head Start. Head Start programs across the state have policy in place that requires parent partnership in all facets of programming. Areas include parent representation in program governance for policy development and on advisory boards, integral involvement in a child's educational progress, educational opportunities that are specific to each family's needs, family partnerships to strengthen family goals, and partnerships in overall health and well-being of the child and family. The latter include dental health, nutrition, mental health education, and community involvement. West Virginia Pre-K policy emphasizes family involvement and support, calling

for strong communication between the family and school, even when languages other than English are spoken; opportunity for parents and families to participate in decision making about their child's education; special supports for children with exceptionalities and during times of transition; and encouragement for families to observe children in the classroom and participate in classroom activities.

(A)(1)(d)(5) *Development of Early Childhood Educators*—The West Virginia Core Knowledge and Competencies for Early Childhood Professionals pertain to all professionals working with children ages birth through five and their families. The Core Knowledge and Competency areas are aligned to West Virginia's Early Learning Standards Framework, Standards for Preparing Early Childhood Professionals, National Association for Education of Young Children's Standards for Programs, and in-home family education accreditation standards, with these linkages identified in the published document. They were developed to recognize and support the diversity of children and families and support early experiences for the optimal development of children regardless of ability.

The Core Knowledge and Competencies include eight core knowledge content areas: (a) child growth and development, (b) health, safety, and nutrition, (c) positive interactions and relationships, (d) curriculum, (e) child observation and assessment, (f) family and community, (g) program management, and (h) professionalism. The core competency areas are each organized into three tiers that establish a continuum of learning from entry level skills to an advanced level of academic preparation and varied experience, and are linked to the WV State Training and Registry System (STARS) Career Pathway.

STARS is a comprehensive system of professional development, credentialing, and career mobility for early care and education. The Career Pathway encourages higher levels of skills, as illustrated with the three tiers of the core competency areas. The WV STARS Career Pathway identifies the requirements for early childhood professionals to move from Level I (High School or GED) through Level VIII (master's or doctorate in an early care or education field). Professionals move along the career ladder based on education and experience. WV STARS includes training registration and tracking of training attendance for those enrolled on the Career Pathway. For more evidence of West Virginia's past commitment to strong Workforce Knowledge and Competency, see Project (D)(1).

Child care workers and teachers have access to a professional development and degree programs from postsecondary institutions and other providers as shown in Table (A)(1)-11.

Scholarship and grant programs are offered through the Teacher Education and Compensation Helps (T.E.A.C.H.®) program, which offers scholarships to early educators for both associate and baccalaureate degrees. The Apprentice for Child Development Specialist (ACDS) professional development program offers a national apprenticeship credential to those completing 300 hours of classroom work and 3,200 to 4,000 hours of on-the-job training.

(A)(1)(d)(6) *Kindergarten Entry Assessments*—Prior to entry into kindergarten, all children in WV must have a completed HealthCheck from their physician on file at their school of attendance and subsequently entered into the West Virginia Education Information System (WVEIS). This information is used to determine the health and wellness of kindergarten children as they enter school. In addition to HealthCheck, the WV Kindergarten Child Assessment System will include the WV Kindergarten Early Learning Scale and articulation of the WV Next Generation Wellness Content Standards and Objectives to determine children’s physical growth and development. Please see Project (E)(1) for details about these components of the system, which we hope will be supported by the RTT-ELC grant.

(A)(1)(d)(7) *Effective data practices*—This is an area that the State will focus on in the coming years, beginning with the development of Program Standards for effective data practices, described in Project (B)(1). The West Virginia Education Information System (WVEIS) assigns unique child identifiers for all children in the WV Universal Pre-K System, and collects most of the Essential Data Elements on individual children and Early Childhood Educators. Other Early Learning and Development Programs have their individual systems for tracking information and reporting. The QRIS management information system described in Project (B)(3) will greatly enhance the State’s ability to collect and use data for quality improvement.

Table (A)(1)-1: Children from Low-Income⁶ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State**
	Number Low-Income	Percent Low Income
Infants under age 1	10,789	52.6
Toddlers ages 1 through 2	22,804	52.6
Preschoolers ages 3 to kindergarten entry	22,150	52.6
Total number of children, birth to kindergarten entry, from low-income families	55,743	52.6
<i>Source: Population Reference Bureau, analysis of data from U.S. Census Bureau, 2009 American Community Survey, Public Use Microdata Sample – Children under age 5 at Various Income-to-Poverty Ratios, United States and West Virginia and WV Population Under Age 6 by Age Group—Provided by WV KIDS COUNT.</i>		

⁶Low-Income is defined as having an income of up to 200% of the Federal poverty level.

Table (A)(1)-2: Special populations of Children with High Needs		
The State should use these data to guide its thinking about where specific activities may be required to address special populations’ unique needs. The State will describe such activities throughout its application.		
Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays^{7*} Part C	4,962	4.7
Part B	5,607	5.3
Are English learners^{8**}	2,400	2.3
Reside on “Indian Lands”***	0	0
Are migrant^{9****}	--	--
Are homeless^{10*****}	1,677	1.6
Are in foster care*****	1,207	1.1
Other as identified by the State Describe:		
<p><i>*Part C 2010 data. This number is aggregate count.</i></p> <p><i>** U.S. Census Bureau, 2005-2009 American Community Survey, estimated 2.3% of WV Percent of People 5 Years and Over Who Speak a Language Other Than English at Home. Same percent used to estimate birth to Kindergarten population.</i></p> <p><i>***There are no Federally or state recognized tribes or tribal lands in West Virginia.</i></p> <p><i>****There is a very small group of migrant workers that travel through the Eastern Panhandle of the State in the fall, but data are not currently available about them.</i></p> <p><i>*****Estimate based on data from Campaign to End Child Homelessness, showing 2012 children under</i></p>		

⁷ For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

⁸ For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

⁹ For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of “migratory child” in ESEA section 1309(2).

¹⁰ The term “homeless children” has the meaning given the term “homeless children and youths” in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Table (A)(1)-1: Children from Low-Income families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State**
<i>age 6 in WV are homeless.</i>		
<i>***** Foster children number taken from a point in time September 2011 from the WV Families and Children Tracking System.</i>		

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age				
Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool <i>Specify: IEP Child County – October Head Count for Participation in WV Pre-K</i> <i>Data Source and Year: WVEIS 2010 October 2nd Month Head Count</i>	N/A	N/A	2,775	2,775
State-funded preschool <i>Specific: Low SES Child Count – October Head Count for Participation in WV Pre-K</i> <i>Data Source and Year: WVEIS 2010 October 2nd Month Head Count (duplicated count if included with IEP Child Count)</i>	N/A	N/A	8,536	8,536
Early Head Start and Head Start¹¹ <i>Data Source and Year: 2009-2010 Head Start Program Information Report, Enrollment Statistics Report-State Level</i>	260	548	8,132	8,940

¹¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-1: Children from Low-Income families, by age				
	Number of children from Low-Income families in the State		Children from Low-Income families as a percentage of all children in the State**	
Programs and services funded by IDEA Part C and Part B, section 619 <i>Data Source and Year: Point in time count, 12/1/10</i>	409	2,040	5,607	8,056
Programs funded under Title I of ESEA <i>Data Source and Year: Not applicable*</i>	0	0	0	0
Programs receiving funds from the State's CCDF program <i>Data Source and Year: From the WV Families and Children Tracking System; unduplicated count for fiscal year 2011 (July 1- June 30)</i>	1,260	5,576	6,193	13,029
Other <i>In-Home Family Education</i> <i>Data Source and Year: In-Home Family Education Programs (May 1, 2011)**</i>	577	404	173	1,154
<i>Other</i> <i>Specify:</i> <i>Data Source and Year:</i>				
<i>Add additional rows as needed.</i> <i>* Due to West Virginia State Code requiring Universal Pre-K, Title I preschools would be considered supplanting. State Aid funding is provided to fund the Universal Pre-K program, thus use of Title I funds is limited to supplements/enhancements rather than program funding.</i> <i>**Other: In-Home Family Education - Total number of children on In-Home Family Education program caseloads as of May 1, 2011. Breakdown by age is an estimate.</i>				

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Supplemental State spending on Early Head Start and Head Start¹²	0	0	0	0	0
State-funded preschool <i>Specify: State Aid Dollars ONLY – generated by Universal Pre-K. This amount does not reflect the federal, state, and local additional investments.</i>	47,338,804	59,452,747	69,181,524	76,617,241	78,843,055
State contributions to IDEA Part C***	3,307,043	3,307,043	3,307,043	3,307,043	3,307,043
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry****	1,020,482	1,020,483	1,020,483	1,020,485	1,020,482
Total State contributions to CCDF¹³*****	6,350,880	6,230,181	6,292,812	6,277,225	6,596,967
State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	Met	Met	Met	Met	Met
TANF spending on Early Learning and Development Programs¹⁴*****	16,396,530	18,905,946	25,255,391	22,857,913	26,400,127

¹² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

¹³ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

¹⁴ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Other State contributions***** <i>Specify: In-Home Family Education</i>	270,000	505,000	750,000	1,050,000	750,000
Other State contributions <i>Specify:</i>					
Total State contributions:	74,683,739	89,421,400	105,807,253	111,129,907	116,917,674
<p><i>[Enter text here to indicate data source and clarify or explain any of these data, including the State’s fiscal year end date. Include 2011 if data are available.]</i></p> <p><i>*</i></p> <p><i>** State – funded preschool is the total amount of the state aid funding formula attributable to preschool enrollment – provided by WVDE Office of School Finance, Early Childhood Program Total Allowance History Through the Public School Support Program, 8.18.10</i></p> <p><i>***</i></p> <p><i>****</i></p> <p><i>*****</i></p> <p><i>***** Other: In-Home Family Education FY2010 includes a one-time supplemental appropriation of \$300,000. FY2012 funding is \$900,000 representing a \$150,000 increase.</i></p> <p><i>*****</i></p>					

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years¹⁵				
	2007	2008	2009¹⁶	2010¹⁷	2011¹⁷
State-funded preschool* <i>Specify: IEP Child Count – October Head Count for Participation in WV Pre-K</i>	2,961	2,883	2,858	2,824	2,775
State-funded preschool* <i>Specify: Low SES Child Count – October Head Count for Participation in WV Pre-K</i>	5,193	6,416	7,384	8,129	8,536
Early Head Start and Head Start^{17**} <i>(funded enrollment)</i>	7,458	7,458	7,458	7,930	7,930
Programs and services funded by IDEA Part C*** <i>(annual December 1 count)</i>	2,786	2,951	2,682	2,472	2,449
Programs and services funded by IDEA Part B, section 619*** <i>(annual December 1 count)</i>	6,013	5,849	5,899	5,754	5,607
Programs funded under Title I of ESEA**** <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	0	0	0	0	0
Programs receiving CCDF funds	12,672	12,485	12,168	12,606	13,029

¹⁵ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

¹⁶ Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

¹⁷ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

<i>(average monthly served)*****</i>					
Other ***** <i>Describe: In-Home Family Education</i>	737	911	1,103	Not available	1,154
<p><i>[Enter text here to indicate data source and clarify or explain any of these data if needed. Include 2011 if data are available. The final column of data should match that reported in Table (A)(1)-3.]</i></p> <p><i>* Data Source and Year: WVEIS 2010 October 2nd Month Head Count; (duplicated count if included with IEP Child Count)</i></p> <p><i>**2009 - 2010 Head Start Program Information Report (PIR), Enrollment Statistics Multi Year Report - State Level.</i></p> <p><i>*** This number represents a point in time count.</i></p> <p><i>**** Due to West Virginia State Code requiring Universal Pre-K, Title I preschools would be considered supplanting. State Aid funding is provided to fund the Universal Pre-K program, thus use of Title I funds is limited to supplements/enhancements rather than program funding.</i></p> <p><i>***** CCDF numbers are for each state fiscal year (July 1- June 30). Source: WV Families and Children Tracking System</i></p> <p><i>***** In-Home Family Education FY2007, FY2008, and FY2009 numbers reflect the number of families participating in In-Home Family Education programs. FY2011 reflects the number of children.</i></p>					

Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards			
<i>Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness</i>			
Essential Domains of School Readiness	Age Groups		
	Infants*	Toddlers*	Preschoolers**
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X***
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X
<p><i>* Source: WV Early Learning Standards Framework for Infants/Toddlers; available at www.wvearlychildhood.org under publications</i></p> <p><i>**Source: WV Early Learning Standards Framework for Pre-K; available at http://wvde.state.wv.us/policies/p2520</i></p> <p><i>***Preschool Approaches toward learning are embedded into the Guiding Principles.</i></p>			

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool <i>Specify:</i>	X	X	X	X	
Early Head Start and Head Start¹⁸	X	X	X		
Programs funded under IDEA Part C	X	Assessment monitors functional abilities		*Family Outcome measures	Child outcome measures for every child
Programs funded under IDEA Part B, section 619	X	X	X	X	
Programs funded under Title I of ESEA *	N/A	N/A	N/A	N/A	
Programs receiving CCDF funds** <i>Insert Explanatory Note from Melanie</i>					
Current Quality Rating and Improvement System requirements <i>Tier 1</i>					

¹⁸ Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Current Quality Rating and Improvement System requirements <i>Tier 2</i>		X	X	X	
Current Quality Rating and Improvement System requirements <i>Tier 3</i>		X	X	X	
Current Quality Rating and Improvement System requirements <i>Tier 4</i>	X	X	X	X	
State licensing requirements					
Other <i>Describe:</i>					
* Due to West Virginia State Code requiring Universal Pre-K, Title I preschools would be considered supplanting. State Aid funding is provided to fund the Universal Pre-K program, thus use of Title I funds is limited to supplements/enhancements rather than program funding.					

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool <i>Specify</i>	X	X	X	X	
Early Head Start and Head Start	X	X	X	X	
Programs funded under IDEA Part C		X	Not included in Part C IDEA, but is being added in program's state policies	Not included in Part C IDEA, but is being added in program's state policies	Promote linkage to primary health care provider
Programs funded under IDEA Part B, section 619	X	X	X	X	
Programs funded under Title I of ESEA *	N/A	N/A	N/A	N/A	
Programs receiving CCDF funds	X				
Current Quality Rating and Improvement System requirements <i>Tier 1 (lowest tier)</i>	X		X		

<i>Current QRIS Tier 2</i>	X		X		
<i>Current QRIS Tier 3</i>	X		X		
<i>Current QRIS Tier 4 (highest tier)</i>	X	X	X	X	
State licensing requirements	X				
Other <i>Describe: In-Home Family Education**</i>	X	X	X	X	

[Edit the labels on the above rows as needed, and enter text here to clarify or explain any of the data, if necessary.]

** Due to West Virginia State Code requiring Universal Pre-K, Title I preschools would be considered supplanting. State Aid funding is provided to fund the Universal Pre-K program, thus use of Title I funds is limited to supplements/enhancements rather than program funding.*

*** In-Home Family Education programs are required to meet national model developer program standards, which address all of the elements of high-quality health promotion practices, in addition to referral to needed health services. In addition to infants and young children, In-Home Family Education programs also address these health promotion practices with pregnant participants to promote healthy birth outcomes.*

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<p>State-funded preschool <i>Specify:</i></p>	<p>State funded pre-k, under WVBE Policy 2525 requires each program to involve families through supports that must include :</p> <ul style="list-style-type: none"> (1) a minimum of two documented face to face conferences annually with each child’s parent/guardian/family. Home visits are recommended for these conferences. (2) documented methods of communicating with parents/guardians such as newsletters, child activity reports, phone calls, home visits, e-mail and conferences. (3) services to children and their families necessary to support the child in his/her transition into, participation in, and transition out of the program. (4) for children who come from homes where languages other than English are spoken, support services including communication that is comprehensible and supportive of both the native language and English language development. (5) support services pursuant to WV 126CSR16, WVBE Policy 2419 - Regulations for the Education of Exceptional Students with Exceptionalities (hereinafter Policy 2419) provided in accordance with the needs specified in the child’s Individualized Education Program for preschool children with disabilities who are integrated into the program. (6) opportunities for parents/guardians/family to participate in decision making about their child’s education. (7) classrooms that are open to parents/guardians/families and where parents/guardians/families are encouraged to observe children in the classroom and to participate in classroom activities.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
Early Head Start and Head Start	<p>Strategies include</p> <ul style="list-style-type: none"> • parent access to the program • ongoing two-way communication with families • parent education in child development • training and support for families as children move to preschool and kindergarten • linkages with community supports and family literacy programs • parent involvement in decision making
Programs funded under IDEA Part C	<p>WV Birth to Three/Part C are family centered, based on assessment and family priorities. Services are provided in the natural environment and giving the family knowledge and skills to address the challenges that they may be experiencing with their child's development. BTT uses both scales of the NCSEAM (National Center for Special Education and Accountability Monitoring) family survey to evaluate effectiveness of early intervention services. The first scale of the tool gathers family input to identify the extent to which early intervention services have helped the family a) understand their rights, b) be able to explain their child's needs to others, and c) be able to promote their child's development. The second scale gathers family input on their perception of service provider practices. Results of both scales are used for program improvement. WV Birth toThree also funds 1FTE Parent Partner in each of the eight regions to develop linkages and resources for parents. WVBTT provides stipend support for parents to attend the Partners in Policymaking leadership training through the Developmental Disabilities Council. WVBTT has also made a personnel category specifically to allow parents of children with special needs to be service coordinators in the system. Collaborative funding with 619 provides stipends for parents to attend trainings.</p>
Programs funded under IDEA Part B, section 619	See Table (A)(1)-9 State funded preschool as they are the same.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
Programs funded under Title I of ESEA	Not applicable*
Programs receiving CCDF funds	See QRIS tiers.
Current Quality Rating and Improvement System requirements <i>Tier 1</i>	<p>The director of designated staff member documents in the child’s file, a meeting with the parent to exchange information about the center’s programs and the specific needs of the child, including information about any individual characteristics and personality factors that may influence the child’s behavior and well-being at the center, and any special family considerations that are relevant to child care;</p> <p>The parent has access to the center when his or her child is in attendance;</p> <p>A center shall ensure that the child and the child’s family have equal access to programs regardless of race, religion, ethnicity, gender, ability, or sexual orientation.</p> <p>Exchanging information with the parent. The center shall develop a plan for ongoing communication with the parent that includes a pre-admission meeting in which the center: 7.6.a. discusses with the parent an oral or written system for exchanging information regularly about the child including the child’s health and any events at home or at the center that may influence the child’s behavior and well-being; and 7.6.b. provides the parent opportunities to volunteer at the center.</p>
Current Quality Rating and Improvement System requirements <i>Tier 2</i>	<p>The program practices daily communication with families through activities such as daily notes or bulletin boards, pictures, etc. The program provides support and information to family members through letters, brochures, information sheets or newsletters. The program works with families on shared child care giving issues to promote consistency between what occurs at the program and at home. Families are encouraged to participate in the program at any time during the program’s regular hours. The program is sensitive to the special needs of children and families. Program staff</p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>encourages families to raise concerns about the program and its operation and work collaboratively to find solutions. Program parents are offered opportunities to attend two (2) parent-teacher conferences each year to discuss progress or issues regarding their child.</p>
<p>Current Quality Rating and Improvement System requirements <i>Tier 3</i></p>	<p>The program shares community information about current family-oriented news and events. The program provides opportunities for families to develop social connections. The program administrator develops relationships with other community organizations and services that can help support families. The program participates in transition meetings when a child is transitioning from one program to another. The primary caregiver for each child plans or encourages programming that considers the child’s abilities, familial characteristics and culture. The program has a parent advisory committee that is open to participation of currently enrolled families. The advisory committee provides the center administration with feedback about all aspects of the program and is given the opportunity to plan family centered events either at the program or in the community.</p>
<p>Current Quality Rating and Improvement System requirements <i>Tier 4</i></p>	<p>This tier level equivalent to nationally recognized NAEYC accreditation criteria. Teachers work in partnership with families to maintain communication with families to gain information about families’ structure, race, religion, preferences to language acquisition and culture. Teachers share information about classroom expectation and routines throughout the year on a daily basis. Family members are provided information, either verbally and/or in writing, about their child’s development and learning on at least a quarterly basis, with written/face-to-face reports at least two times a year for updates and continuous plans. Communication with families about their child’s assessments is sensitive to family values, culture, identity, and home language.</p> <p>Program staff is familiar with family support services and specialized consultants who are able to provide culturally and linguistically appropriate services as needed for individual children and/or their families. They use this knowledge to suggest and guide families to these services as appropriate.</p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State licensing requirements	<p>The director or designated staff member documents in the child’s file, a meeting with the parent to exchange information about the center’s programs and the specific needs of the child, including information about any individual characteristics and personality factors that may influence the child’s behavior and well-being at the center, and any special family considerations that are relevant to child care;</p> <p>The parent has access to the center when his or her child is in attendance;</p> <p>A center shall ensure that the child and the child’s family have equal access to programs regardless of race, religion, ethnicity, gender, ability, or sexual orientation.</p> <p>Exchanging information with the parent. The center shall develop a plan for ongoing communication with the parent that includes a pre-admission meeting in which the center: 7.6.a. discusses with the parent an oral or written system for exchanging information regularly about the child including the child’s health and any events at home or at the center that may influence the child’s behavior and well-being; and 7.6.b. provides the parent opportunities to volunteer at the center.</p>
Other <i>Describe: In-Home Family Education</i>	<p>West Virginia uses three models of evidence-based In-Home Family Education models – Healthy Families America; Parents As Teachers and Maternal Infant Health Outreach Worker Program. The three models share the following program standards related to family engagement, with some of the models providing more intensity:</p> <ol style="list-style-type: none"> (1) Services are offered voluntarily and positive and persistent outreach efforts are undertaken to engage participants and build trust. (2) Home visits are offered a minimum of monthly. (3) Programs also offer group meetings for parents to provide social connections. (4) Families can receive services for up to three years with most programs offering services for up to five years. (5) Programs must demonstrate cultural competence in all aspects of service

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>delivery.</p> <p>(6) Home visiting is geared toward all family members that choose to participate and often includes extended family.</p> <p>(7) The content of home visits and group meetings is on child development information, development screening, parent-child interaction and positive parenting practices.</p> <p>(8) Each family actively participates in developing goals and strategies to achieve their goals.</p> <p>(9) Each family is provided information, support and advocacy in connecting with additional community resources.</p> <p>(10) Each family provides feedback to the program informally on an ongoing basis and formally at least annually.</p>
<p><i>[Edit the labels on the above rows as needed, and enter text here to clarify or explain any of the data, if necessary.]</i></p> <p><i>* Due to West Virginia State Code requiring Universal Pre-K, Title I preschools would be considered supplanting. State Aid funding is provided to fund the Universal Pre-K program, thus use of Title I funds is limited to supplements/enhancements rather than program funding.</i></p>	

Table (A)(1)-10: Status of all early learning and development workforce credentials¹ currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
CDA	Yes			Data not available
ACDS	Yes			410 graduates in 09/10, 321 received DOL Certification 240 projected graduates for 2011
BA				Data not available
MS				Data not available
Professional Teaching Certificate Endorsed for: Pre K Special Needs Early Education PK-K	Yes	80	75%	<i>This estimate is available for our WV Universal Pre-K programs and is not inclusive of other WV Early Care and Education System*</i>
Or Out of Field Authorization or First Class/Full Time Permit Endorsed for: Pre K Special Needs or Early Education PK-K	Yes	80	9%	<i>This estimate is available for our WV Universal Pre-K programs and is not inclusive of other WV Early Care and Education System*</i>
Temporary Auth for Community Program/County School System Collaborative Program	Yes	85	9%	<i>This estimate is available for our WV Universal Pre-K programs and is not inclusive of other WV Early Care and Education System*</i>
Permanent Authorization for Community Program/County	Yes	53	6%	<i>This estimate is available for our WV Universal Pre-K programs and is not inclusive of other WV Early Care and Education System*</i>

School System Collaborative Team				
<i>*Office of Professional Preparation 2011 Certification Database_10.06.11</i>				

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/Not Available)
Council for Professional Recognition CDA		Data not available
U.S. Department of Labor ACDS	321	Yes
Concord PK-K Early Education PK-K Preschool Special Needs PK-K	Early Ed 15 PSN 5	Yes
Marshall University (PK-K, Early Education – PK-K, Preschool Special Needs PK-K)	Preschool 1 Early Ed 6 PSN 0	Yes
West Virginia University (PK-K, Early Education – PK-K, Preschool Special Needs PK-K)	Preschool 7 Early Ed 26 PSN 2	Yes
Glenville State College Early Education (PK-K)	Early Ed 12	Yes
Shepherd University (PK-K)	Early Ed 1	Yes
West Liberty State University		Yes

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State’s current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/Not Available)
(PK-K)	Early Ed 9	
West Virginia State University (PK-K)	Early Ed 2	Yes
West Virginia University-Parkersburg (PK-K)	Early Ed 1	Yes
West Virginia Wesleyan College (PK-K)	Early Ed 4	Yes
Blue Ridge Community and Technical College (Assoc EC)	Data not available	Yes
Eastern West Virginia Community and Technical College (Assoc EC)	Data not available	Yes
Marshal CTC (Assoc EC)	Data not available	Yes
Mountwest CTC (Assoc EC)	Data not available	Yes
Pierpont CTC (Assoc EC)	Data not available	Yes
Southern CTC (Assoc EC)	Data not available	Yes
WV Northern CC	Data not available	Yes
WVU-Parkersburg (Assoc EC)	Data not available	Yes
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>		

Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment					
State’s Kindergarten Entry Assessment	Essential Domains of School Readiness*				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? (Y/N)	Y	Y	Y	Y	Y
Domain aligned to Early Learning and Development Standards? (Y/N)	Y	Y	Y	Y	Y
Instrument(s) used? (Specify)	Early Learning Scale*	Early Learning Scale	Early Learning Scale	Not yet determined	Early Learning Scale
Evidence of validity and reliability? (Y/N)	Early Learning Scale	Early Learning Scale	Early Learning Scale	Not yet determined	Early Learning Scale
Evidence of validity for English learners? (Y/N)	Early Learning Scale	Early Learning Scale	Early Learning Scale	Not yet determined	Early Learning Scale
Evidence of validity for children with disabilities? (Y/N)	Early Learning Scale	Early Learning Scale	Early Learning Scale	Not yet determined	Early Learning Scale
How broadly administered? (If not administered statewide, include date for reaching statewide administration)	Statewide	Statewide	Statewide	Statewide	Statewide
Results included in Statewide Longitudinal Data System? (Y/N)	Y	Y	Y	Y	Y
<i>*Early Learning Scale development planned.</i>					

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	Essential Data Elements <i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
WVEIS – West Virginia Education Information System	X	X	X	X	X	X	X
WV Pre-K Program Assessment			X			X	
Part C (WV Birth to Three) Data System		X	X	X	X	X	X
FACTS (Family and Child Tracking System)	X		X	X		X	X
CC Regulatory Mgt. System/QRIS Information Management System			X			X	
WV Pre-K Program Assessment Database			X			X	
Home visitation	X	X	X	X	X*		X
S.T.A.R.S (State Training and Registry System)		X			X		

(A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals. (20 points)

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State’s progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State’s choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(2)

- The State’s goals for improving program quality statewide over the period of this grant.
 - The State’s goals for improving child outcomes statewide over the period of this grant.
 - The State’s goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.
- Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
- For each Focused Investment Area (C), (D), and (E), a description of the State’s rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State’s choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State’s ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

RESPONSE

(a) Ambitious yet achievable goals

West Virginia is a mostly rural state with high levels of childhood poverty. In the great majority of West Virginia counties, there are few licensed Early Learning and Development Programs serving infants and toddlers—and most are rated in the lower tiers of our current tiered reimbursement system. We lack a good way to measure, track, and report on the school readiness of our 5-year olds—and have gaps in our ability to address certain health, behavioral, and developmental needs of young children.

As we convened the Early Learning and Development Council and met with work groups to prepare our State Plan, we quickly reached consensus that these were the areas of greatest need and the goals for this project should be prioritized accordingly.¹⁹ Yet, despite the seriousness of these challenges, here in West Virginia we also know we have strong assets to address them, chief among those assets are—

- One of the most comprehensive and high quality pre-k programs in the nation serving 4-year olds and 3-year olds with IEPs;
- A comprehensive approach to increasing school readiness through our Ready, Set, Go! WV Framework, which includes common Program Standards and shared approaches to guide how agencies, communities, schools, and families can work together to help all children enter kindergarten healthy and ready to learn;
- A robust and long-term commitment to cross-agency collaboration; and

Goals for improving program quality statewide

Building on these strengths, West Virginia's State Plan focuses strongly on the following goals for improving program quality:

Goal 1. Increased numbers of Early Learning and Development programs—particularly for the State's underserved infants and toddlers—participating in a state-of-the-art, tiered

¹⁹ See Appendix (A)(2)-1 for a list of the individuals and their affiliations, who participated in developing the RTT-ELC application.

quality rating and improvement system (QRIS), with associated incentives and supports to spur progress through the tiers to higher levels of quality.

Goal 2. A better educated and experienced early childhood education workforce, developed as a result of new collaborations with higher education, and additional scholarships for prospective and current Early Childhood Educators.

Goals for improving child outcomes

The 10-year history of West Virginia's Universal Pre-K Program has provided evidence that children served by the program are well-prepared to enter kindergarten. As reported in Lamy, Barnett, & Jung's (2005) study of the effects of WV Public Pre-K on school readiness indicators among Children with High Needs, participation in high-quality early education programming results in increases in children's vocabulary development, understanding of print concepts, and early mathematics skills. This information, coupled with data from WV's Individualized Education Plans for children with special needs, indicates that programs serving children ages three through five are positively impacting children's school readiness, particularly those Children with High Needs as defined by this RFP.

Extending the State's efforts to address kindergarten readiness through the Ready, Set, Go! WV comprehensive school readiness campaign (see Section (C)(1), page 128), by improving programs serving infants and toddlers—and better addressing children's health, behavioral, and developmental needs—will strengthen the current positive trends for young children in our State. West Virginia, therefore, will promote early learning and development outcomes for Children with High Needs by working toward the following goals:

Goal 3. Increasing numbers of Early Childhood Educators and other stakeholders in communities, schools, and families who understand, value, and use West Virginia's high-quality infant/toddler and pre-k Early Learning and Development Standards and the Ready, Set, Go! WV Comprehensive Framework for School Readiness.

Goal 4. Development and use of new tools and programs to identify and address the health, behavioral, and developmental needs of Children with High Needs in our State.

Goals for closing the achievement gap

As Early Childhood Educators in a State whose economic, health, and education indicators often rank well below the national average, we sense the urgency of the challenge to better serve Children with High Needs and mediate the conditions that underlie the achievement

gap. More than half (52.6%) of our children under age 5 meet the definition of Children with High Needs, due to family income alone. Our first four goals—improving programs, strengthening our workforce, aligning and unifying our efforts, and attending to the health and development needs of individual children—are all set in the context of the State’s responsibility to find better ways to assess, track, and address the needs of all of our young children, but especially the ones who would otherwise fall behind. Meeting our final goal will help us provide communities, schools, and families with important information about how well we all are doing in our various roles to help children be ready for school.

Goal 5. Development of a new assessment system that will provide important information about the status of children at kindergarten entry, which can be used to inform instruction, plan programs, and communicate with parents.

We view these as manageable goals and have a High Quality Plan to accomplish them, which is described in this application. The reader will soon see that a large portion of this plan focuses on children birth through age three, a group that requires additional support at this time to address the readiness gap. The major venue for addressing the needs of this group is the State’s child care delivery system. It is this system that will be most positively impacted by the projects and activities in this plan, and enable it to rise to levels of service and quality equivalent to our State’s Universal Pre-K Education Program.

(b) Overall summary of the State Plan

West Virginia has organized the projects in its State Plan using the structure of the RTT-ELC RFP. The reader may find it useful to refer to Supplemental Table (A)(2)-1, which provides an overview and logic model for our entire State Plan, including its inputs (RTT-ELC and other funding streams), activities, participants, outputs, outcomes, and ultimate impacts on our overarching goal of *promoting school readiness for Children with High Needs*.

Supplemental Table (A)(2)-1. West Virginia Race to the Top–Early Learning Challenge Overview

Projects	Inputs	Activities and Participants		Outputs	Outcomes	Impacts
<i>Evaluation Criteria Section</i>	<i>What funding streams will support the work?</i>	<i>What will we do?</i>	<i>Who will be responsible?</i>	<i>What services and products will be created?</i>	<i>What will be the results?</i>	<i>What will be the ultimate impact?</i>
Statewide Coordination Project (A)(3)	<ul style="list-style-type: none"> • RTT-ELC • Federal ECAC funding • State 	<ul style="list-style-type: none"> • Establish an office to manage grant-funded activities, including hiring a 1FTE coordinator and 1 FTE administrative assistant • Coordinate project start-up activities (MOUs, kick-off meetings, etc.) • Maintain meeting and reporting schedule 	<ul style="list-style-type: none"> • WV Dept. of Education & Arts • Early Childhood Advisory Council (ECAC) 	<ul style="list-style-type: none"> • Sound financial and reporting practices • Ongoing collaboration of agencies and stakeholders to implement the State Plan • Organizational structures for decision making and dispute resolution 	<ul style="list-style-type: none"> • Aligned and coordinated system of high quality Early Learning and Development programs serving Children with High Needs across the state 	Successful state systems
Development of QRIS Project (B)(1)	<ul style="list-style-type: none"> • RTT-ELC • CCDF Quality Set Aside 	<ul style="list-style-type: none"> • Implement the QRIS plan that has been developed and enacted into law. • Employ 1 FTE employee to finish development of Program Standards and conduct awareness 	<ul style="list-style-type: none"> • WV DHHR Division of Early Care and Education • QRIS Advisory Council 	<ul style="list-style-type: none"> • Program Standards for a Comprehensive Assessment System • Program Standards for effective data practices • Awareness presentations about both sets of standards 	<ul style="list-style-type: none"> • A tiered QRIS that has a complete set of Program Standards for child care programs that are aligned with other Early Learning and Development Programs 	
Increasing QRIS Participation Project (B)(2)	<ul style="list-style-type: none"> • RTT-ELC • CCDF Quality Set Aside • State 	<ul style="list-style-type: none"> • Write RFP and contract with a public relations agency • Begin paying subsidies aligned with four tiers instead of three 	<ul style="list-style-type: none"> • WV DHHR Division of Early Care and Education • QRIS Advisory Council 	<ul style="list-style-type: none"> • A multi-faceted public awareness campaign • Higher reimbursements for the new Tier 4 level 	<ul style="list-style-type: none"> • Annual increases in QRIS participation by child care providers and other licensed programs • Greater access to high-quality child care for Children with High Needs 	
QRIS Rating and Monitoring Project (B)(3)	<ul style="list-style-type: none"> • RTT-ELC • CCDF Quality Set Aside • State 	<ul style="list-style-type: none"> • Select valid tools for various types of Early Learning and Development Programs and train evaluators in their use. • Monitor and rate programs with appropriate frequency. • Develop an information management system for the new QRIS 	<ul style="list-style-type: none"> • WV DHHR Division of Early Care and Education • QRIS Advisory Council • Governor's Office of Technology 	<ul style="list-style-type: none"> • A valid and reliable system for rating and monitoring programs with appropriate frequency. • Quality ratings and licensing information available onsite and online via a searchable website application. • Data management and reporting services 	<ul style="list-style-type: none"> • Programs held accountable for the quality of their services • Informed child care consumers • Data-driven program improvement decisions 	High quality, accountable programs
Supporting Tier Progression Project (B)(4)	<ul style="list-style-type: none"> • RTT-ELC • State 	<ul style="list-style-type: none"> • Provide support and incentives for Early Learning and Development Programs to continuously improve. • Provide scholarships for Early Childhood Educators to obtain higher level credentials 	<ul style="list-style-type: none"> • WV DHHR Division of Early Care and Education • QRIS Advisory Council 	<ul style="list-style-type: none"> • Incentive stipends for tier progression • Scholarship incentives 	<ul style="list-style-type: none"> • More Children with High Needs enrolled in a steadily improving child care system across the state 	

Supplemental Table (A)(2)-1 West Virginia Race to the Top–Early Learning Challenge Overview, Continued

Projects	Inputs	Activities and Participants		Outputs	Outcomes	Impacts
<i>Evaluation Criteria Section</i>	<i>What funding streams will support the work?</i>	<i>What will we do?</i>		<i>What services and products will be created?</i>	<i>What will be the results?</i>	<i>What will be the ultimate impact?</i>
QRIS Validation Project (B)(5)	<ul style="list-style-type: none"> RTT-ELC 	<ul style="list-style-type: none"> Select an evaluation team and design the study Identify a rigorous set of external classification criteria Collect data at a sample of sites Conduct analysis 	<ul style="list-style-type: none"> WV DHHR Division of Early Care and Education QRIS Advisory Council External evaluator 	<ul style="list-style-type: none"> Progress reports Final report about the validity of the QRIS tiers in differentiating program quality, and of programs in higher tiers producing better outcomes for children 	<ul style="list-style-type: none"> A valid and effective QRIS 	High quality, accountable programs
Early Learning and Development Standards Project (C)(1)	<ul style="list-style-type: none"> RTT-ELC Benedum Foundation (non-profit) Carnegie Science Center (non-profit) State 	<ul style="list-style-type: none"> Print and disseminate the WV Early Learning Standards Framework Content Standards and Learning Criteria for WV Pre-K in a user-friendly form. Expand WV Pre-K Early Learning Standards Professional Development System. Disseminate print copies of the West Virginia Infant and Toddler Early Learning Standards. Develop and implement the WV Infant and Toddler Professional Development System. Incorporate Early Learning and Development Standards into the Early Childhood Workforce Knowledge and Competency Framework. Integrate the Ready, Set, Go! WV Comprehensive Framework for School Readiness. 	<ul style="list-style-type: none"> WV DHHR ECAC Professional Development/Early Learning Standards Committee WVDE OSR WVDE Office of Communications WVDE Pre-K CQI Advisory Council 	<ul style="list-style-type: none"> Print copies of the WV Infant/Toddler Early Learning and Development Standards for all Early Childhood Educators to have a copy Print copies of the WV Pre-K Early Learning and Development Standards for all Early Childhood Educators to have a copy Training modules for Early Childhood Educators based on the above Regional professional development and technical assistance Updated Workforce Knowledge and Competency Framework Ready, Set, Go! WV Family Handbook 	<ul style="list-style-type: none"> Increased awareness and use of the state's Early Learning and Development Standards among educators, families, administrators, and stakeholders 	Aligned programs to improve early learning and development outcomes of children
Health, Behavioral, and Developmental Standards Project (C3)	<ul style="list-style-type: none"> RTT-ELC Maternal, Infant, and Early Childhood Home Visiting Funds Medicaid State 	<ul style="list-style-type: none"> Revise WV Birth to Three/IDEA Part C health-related policy Employ a WVDE Early Childhood Wellness Coordinator (ECWC) and eight WVDE Regional Early Childhood Wellness Specialists (RECWS) Expand Technical Assistance Center on Social Emotional Intervention (TACSEI) f training to more sites Provide professional development on existing nutrition and physical activity tools Develop a playground improvement application process, solicit applications, and make awards. Expand Governor's Kids First Initiative to include birth through five population 	<ul style="list-style-type: none"> TACSEI State Leadership Team WV Birth to Three Interagency Coordinating Council Stakeholders WV DHHR WVDE Office of Healthy Schools 	<ul style="list-style-type: none"> Revised, more comprehensive policy Technical assistance, training, and sustained professional development for early childhood professionals regarding <ul style="list-style-type: none"> early childhood health and wellness programs to promote good nutrition and physical fitness social/emotional health New playgrounds in disadvantaged areas Health care screenings, referrals, and follow-up arranged for and tracked for birth to three group 	<ul style="list-style-type: none"> Early Learning and Develop programs of all types that promote health and behavioral screening, follow up for needed services, and physical, social and emotional development. 	Aligned programs to improve early learning and development outcomes of children

Supplemental Table (A)(2)-1 West Virginia Race to the Top–Early Learning Challenge Overview, Continued

Projects	Inputs	Activities and Participants		Outputs	Outcomes	Impacts
<i>Evaluation Criteria Section</i>	<i>What funding streams will support the work?</i>	<i>What will we do?</i>	<i>Who will be responsible?</i>	<i>What services and products will be created?</i>	<i>What will be the results?</i>	<i>What will be the ultimate impact?</i>
Workforce Competency and Credentialing Project (D)(1)	<ul style="list-style-type: none"> • RTT-ELC • IDEA/619 • Maternal, Infant, and Early Childhood Home Visiting Funds • Part C special revenue 	<ul style="list-style-type: none"> • Review and update the Core Knowledge and Competencies for Early Care and Education Professionals; develop training materials • Review and revise current credential structure • Finalize infant/toddler and directors' credentials • Produce new career planning tools • Work through the Higher Education Policy Commission alignment of PD degree programs with core knowledge and competencies framework 	<ul style="list-style-type: none"> • ECAC PD committee • Higher Education Policy Commission • STARS Advisory Council • WV Dept. for Education & the Arts • WV Dept. of Education • WV DHHR • WVDE Office of Professional Preparation • WV ECTCR key personnel 	<ul style="list-style-type: none"> • Revised Core Knowledge and Competencies published online and in print; associated training modules, tool kit • New, statewide progression of credentials and degrees and career lattice • New infant/toddler and directors' credentials • Online career planning tools for Early Childhood Educators • Courses and PD aligned with Core Knowledge and Competencies • New agreements with postsecondary institutions to allow college credit for qualifying professional development. 	<ul style="list-style-type: none"> • Revised and implemented West Virginia's Core Knowledge and Competencies framework. • A common, statewide progression of credentials and degrees aligned with the Core Knowledge and Competencies framework. • Engage postsecondary institutions and other PD providers offering aligned degree programs and other PD. 	A great Early Childhood Education workforce
Kindergarten Entry Assessment Project (E)(1)	<ul style="list-style-type: none"> • RTT-ELC • State 	<ul style="list-style-type: none"> • Conduct field study of Kindergarten Early Learning Scale for concurrent validity • Employ eight .5 FTE Regional Coordinators to assist with development and phased implementation of kindergarten assessment professional development • Employ one FTE Programming Coordinator to develop and implement Reporting System for WV Kindergarten Child Assessment System • Employ one FTE Research Coordinator to develop process for publication and dissemination of annual state and district data for 55 school districts 	<ul style="list-style-type: none"> • NIEER • WVDE Office of Information Systems • WVDE Office of Research • WVDE Office of School Readiness 	<ul style="list-style-type: none"> • Field-tested and validated Kindergarten Early Learning Scale • Professional development for implementation of WV Kindergarten Child Assessment System across all 55 WV school districts • Reports based on kindergarten entry assessment system for all 55 school districts and full state data 	<ul style="list-style-type: none"> • Development and full integration of the statewide comprehensive kindergarten entry assessment system into all 55 WV school districts 	Understanding the status of children's learning and development at kindergarten entry.

High quality, accountable programs.***Project (B)(1). Development of a Tiered Quality Rating and Improvement System (QRIS).***

The RTT-ELC RFP lays out the goal of having a statewide system of Early Learning and Development Programs that adheres to common Program Standards and metrics across program types and age groups to “build a more unified approach to supporting young children and their families” (p. 3). Our Project (B)(1) narrative (see page 87) and Table (B)(1)-1 show that West Virginia has legislation in place and a fully developed plan to implement a state-of-the-art QRIS using existing and new State funding. RTT-ELC funding for this activity will focus on developing two missing Program Standards for the QRIS—those related to Comprehensive Assessment Systems and effective data use—and to rolling those out through training and technical assistance to Early Childhood Educators across the state.

Project (B)(2). Increasing QRIS Participation. The RTT-ELC RFP conveys the vision of states’ implementation of common Program Standards taking place within the structure of Tiered Quality Rating and Improvement Systems (QRIS)—an approach that has shown great promise in recent years. Nevertheless, the RFP allows for some variation in approaches states’ might take, as long as that plan includes a TQRIS and the use of common Program Standards. In West Virginia, for reasons described in section (A)(1), our reform agenda related to participation in the QRIS is strongly focused on our child care system. The tiered QRIS will provide the structure for a strong and sustainable State investment in improving the quality of Early Learning and Development Programs in child care settings, especially for our birth-to-three age group. The following paragraphs explain why new State QRIS funding—with supplemental RTT-ELC funds—will be invested this way.

West Virginia has worked hard over the past decade to grow its enrollment of 4-year olds and 3-year olds with individualized education plans (IEPs) in high quality pre-k education programs. With approximately 60% of all four-year-olds in West Virginia enrolled for the 2010-2011 school year, the State is closing in on its goal of offering universal public pre-k education, which we define as the enrollment of 70% of all 4-year olds in this voluntary program.

The State has used a cross-sector approach that maximizes existing resources by establishing classrooms in public schools (including classrooms funded through Part B of IDEA), Head Start, and child care centers and facilities. WV pre-k is supported primarily with

State school aid formula funding. This substantive State investment has provided sufficient incentive to expand services statewide and to encourage Head Start and local child care programs to partner with public education in implementing services. State Aid funding for the 2011 school year totaled nearly \$80 million, with an additional \$50 million from other state and federal sources. It should be noted that due to West Virginia State Code requiring universal pre-K, there are no Title I preschools, which would be considered supplanting State Aid funding. Use of Title I funding is limited to supplements/enhancements rather than program funding.

All participating programs in WV Universal Pre-K must adhere to quality standards detailed in WV State Board Policy 2525, and comply with accountability requirements that include evaluation, monitoring, and continuous quality improvement. The Program Standards in Policy 2525 align closely with the RTT-ELC RFP and are described in Section (A)(1) of this proposal (see Appendix (A)(2)-2 for a copy of Policy 2525). Since 2002, when legislation first mandated universal pre-k education, and through a series of revisions to the law that raised standards even higher, the State has provided supports to LEAs to help them build capacity and increase quality of programming—achieving much the same results intended for a Tiered Quality Rating and Improvement System (TQRIS). This process of raising standards and helping programs meet them is ongoing and has resulted in West Virginia being recognized as meeting eight of the 10 quality standards recommended by the National Institute for Early Education Research (NIEER, Barnett, et al., 2010). In the fall of 2012, the State will begin phasing in policy that will enable West Virginia to meet the remaining two NIEER standards.

The Universal Pre-K system in each county is examined by external evaluators on a triennial basis for adherence to state policy through a state audit system operated by the WV Pre-K Steering Team. County collaborative early childhood teams conduct annual internal audits during the intervening years and develop continuous quality improvement plans that spell out next steps for the county pre-k program. Each pre-k program also must conduct assessments using the Early Childhood Environment Rating Scale-Revised (ECERS-R) in each WV Pre-K classroom at least once every 3 years and incorporate the results into their continuous quality improvement plans.

Building on this history of high quality, accountable programming and substantial investment in services for 4-year olds and 3-year olds with IEPs, the WV Legislature and Department of Health and Human Resources (WV DHHR) has now taken on the challenge of

developing a system of services that will improve the quality of Early Learning and Development Programs for children from birth through age three, who are in various types of child care programs. A series of commissioned studies and the 2009 passage of the comprehensive Quality Rating and Improvement System legislation (WV Code §49-2E) in 2009, have laid the foundation for creating a tiered QRIS for licensed and regulated child care programs that will achieve West Virginia's goal of having a high quality, accountable early learning system for all children birth to five. The QRIS will provide resources and incentives for regulated child care programs, emphasizing birth to five standards that ultimately aim to close the achievement gap for children in West Virginia.

One final note about Early Learning and Development Program participation in West Virginia's QRIS: Our State Part C early intervention system (WV Birth to Three), provides services to eligible children and their families in the children's home settings. WV Birth to Three does not fund any group care for children and does not participate directly in the State's current tiered reimbursement system. Part C is an active partner in development and use of the early childhood core competencies, early learning standards, and multiple professional development initiatives including those that support the inclusion of Children with Special Needs in early childhood settings. WV Birth to Three will not be part of the new tiered QRIS. In-Home Family Education programs also provide services in the home setting and do not participate directly in the State's current tiered reimbursement system. In-Home Family Education programs are an active partner in the use of early childhood core competencies and early learning standards.

In this context, West Virginia has a High Quality Plan to promote participation in the new QRIS through a combination of public awareness and education activities (funded by the RTT-ELC grant) explaining the benefits of supporting, operating, and using high-quality child care programs, and by making it more possible for families to choose quality by underwriting some of the additional costs to providers.

Project (B)(3) QRIS Rating and Monitoring. RTT-ELC funds will provide a real boost to this project by (a) providing valid instruments, technology, and training in their reliable use for rating and monitoring programs; (b) supporting the development of a public information website, where the general public, and especially families, can learn about the ratings and licensing history of child care providers across the state and what those ratings mean; and (c) supporting the development of a sophisticated management information system that can be used by child

care providers, quality evaluators, WV DHHR regulators, and others who need to access or input information related to their various roles in the QRIS.

Project (B)(4). Supporting Tier Progression. The shared goal of this project and Project (B)(2) is to provide more and better quality child care options for families of Children with High Needs and to make them affordable. In Project (B)(2) the strategy is to increase participation in the QRIS; this project aims to help child care providers progress up through the four tiers to the top tier, which requires national accreditation—while keeping costs at a level that allows Children with High Needs to participate in programs with Tier 3 and Tier 4 ratings. Activities for this project include (a) incentive stipends to support providers' progression to higher levels of quality and higher ratings; and (b) scholarship supports for Early Childhood Educators to help them improve their knowledge and competencies, raise the quality of care, and progress in their careers.

Project (B)(5). QRIS Validation. The RTT-ELC grant will support the design and implementation of a research study of the validity of the QRIS tier rating system, conducted by a third-party evaluator. The study, using appropriate research methods, will investigate the extent to which the tiers in the QRIS accurately differentiate levels of program quality, and the extent to which different quality ratings correlate to child outcomes—especially to the learning, development, and school readiness of participating Children with High Needs.

Promoting early learning and development outcomes for children

In this Focused Investment Area, West Virginia has planned two projects, which address selection criteria (C)(1) and (C)(3). The former focuses on Early Learning and Development Standards and the second on identifying and addressing the health, behavioral, and development needs of Children with High Needs to improve school readiness.

Project (C)(1). Early Learning and Development Standards. This project will increase awareness and use of West Virginia's recently developed Infant/Toddler Early Learning and Development Standards, its recently revised Pre-K Early Learning and Development Standards, and its Ready, Set, Go! WV Comprehensive Framework for School Readiness. The project has activities targeted to families, Early Childhood Educators, administrators, and community members, include (a) supplying print copies of the new and updated Early Learning and Development Standards for every Early Childhood Educator in the State and posting them online; (b) developing training modules and tools based on the Early Learning and Development

Standards; (c) updating the Workforce Knowledge and Competency Framework to incorporate the Early Learning and Development Standards; and (d) developing and publishing a Ready, Set, Go! WV handbook for parents that provides family-friendly information about the Early Learning and Development Standards.

Project (C)(3). Health, Behavioral, and Developmental Standards. This is another project that will provide an array of new products and services using RTT-ELC funds, including (a) a revised, more comprehensive health-related policy for WV Birth to Three/IDEA Part C; (b) technical assistance, training, and sustained professional development for early childhood professionals regarding early childhood health and wellness, programs to promote good nutrition and physical fitness, and social/emotional health; (c) new playgrounds in disadvantaged areas; and (d) more systematic arrangements for health care screenings, referrals, and follow-up, and for tracking this information for the birth to three group.

RTT-ELC funds in this focused investment will provide a host of new materials—and services intended to train people in their use—and provide the support for staff to revisit and update some of the standards already in place. It is work that will have a lasting impact after the grant period ends.

A great early childhood education workforce

In this focused investment area West Virginia has planned a project for selection criterion (D)(1).

Project (D)(1). Workforce Competency and Credentialing. This project will reinvent the career pathway for Early Childhood Educators, reframe the State's approach to credentialing such that all stakeholders involved will begin to see it as a single system, with pathways that run across the infant/toddler/pre-k divide, and with new partnerships with postsecondary education. Services and products that will be created include (a) Revised Core Knowledge and Competencies published online and in print with associated training modules, and a tool kit; (b) a new, statewide progression of credentials and degrees and a career lattice; (c) new infant/toddler and directors' credentials; (d) online career planning tools for Early Childhood Educators and their advisors in postsecondary education; (e) more consistent course and PD alignment with the Core Knowledge and Competencies; and (f) new agreements with postsecondary institutions to allow college credit for qualifying professional development.

This RTT-ELC-funded project, along with the State-funded scholarships in Project (B)(2) and (B)(4) will move West Virginia much closer to developing a great early childhood education workforce.

Measuring outcomes and progress

In this focused investment area West Virginia has planned a project for selection criterion (E)(1).

Project (E)(1). Kindergarten Entry Assessment. Using RTT-ELC funds, West Virginia will design and field test a kindergarten entry assessment instrument, the WV Kindergarten Early Learning Scale, that (a) includes all Essential Domains of School Readiness; (b) is aligned to WV Kindergarten Content Standards and Objectives; (c) utilizes the highest standards of evidence for psychometric purposes; (d) is appropriate for children from different ethnic, racial, language, developmental levels, and ages; and (e) includes holistic assessment in terms of the multiple domains of development to be assessed. We will also design and deliver professional development for the implementation of the new assessment system across all 55 WV local education agencies (LEAs), and develop and produce the first kindergarten readiness status reports for the state and each of the 55 LEAs.

The reform agenda just outlined was developed collaboratively by a fully representative and committed group of leaders from across West Virginia (see Appendix (A)(2)-1 for rosters of the work groups involved in developing this application). If funded, this agenda would benefit many thousands of families and young children—and help our State move forward socially and economically by making sure our youngest citizens—especially those with high needs—enter kindergarten healthy and ready to learn.

(c) Rationale for choice of selection criteria in Focused Investment Areas

Throughout this narrative we have described needs and projects focused on those needs, thereby providing a rationale for the four projects we have chosen. Perhaps the best way to frame the rationale for our selection is to revisit the goals of our reform agenda:

Goal 1. Increased numbers of Early Learning and Development programs—particularly for the State’s underserved infants and toddlers—participating in a state-of-the-art, tiered quality rating and improvement system (QRIS), with associated incentives and supports to spur progress through the tiers to higher levels of quality.

Our choice here is to focus our efforts on the group in our State that has not received the level of attention, investment, or accountability that other members of the Early Learning and Develop community have—child care providers. Consequently, our tiered QRIS will be geared, primarily, to rating and improving this sector.

Goal 2. A better educated and experienced early childhood education workforce, developed as a result of new collaborations with higher education, additional scholarships for prospective and current Early Childhood Educators.

As Table (A)(1)-10 demonstrates, West Virginia has many Early Childhood Educators who have not advanced very far on their career pathways. Even at the pre-k level, West Virginia will be enforcing new policy beginning in the 2012-2013 school year that requires at least one teacher with a bachelor's degree in every pre-k classroom, and assistant teachers who have at least an associate degree for all new programs. As a state, we need to focus on our state's ability to develop and retain its Early Childhood Educators and for this reason, we chose to concentrate on selection criterion (D)(1)

Goal 3. Increasing numbers of Early Childhood Educators and other stakeholders in communities, schools, and families who understand, value, and use West Virginia's high-quality infant/toddler and pre-k Early Learning and Development Standards and the Ready, Set, Go! WV Comprehensive Framework for School Readiness.

West Virginia's view of how to promote school readiness involves a commitment to the alignment of efforts across systems. Having developed infant/toddler standards that align with pre-k standards, which now align with our Common Core State Standards for K-3 education, we are eager to take them into the field and get to work. That is why we chose selection criterion (C)(1).

Goal 4. Development and use of new tools and programs to identify and address the health, behavioral, and developmental needs of Children with High Needs in our State.

There is much work to do to improve the health of children in West Virginia, a state with one of the highest obesity rates in the country—28% among children (WVU CARDIAC Project)—as well as other negative indicators for physical, dental, and mental health. That is why we chose this critically important factor affecting children's readiness to learn, and selection criterion (C)(3).

Goal 5. Development of a new assessment system that will provide important information about the status of children at kindergarten entry, which can be used to inform instruction, plan programs, and communicate with parents.

In order to address a challenge, it is important to know its dimensions. West Virginia has been working hard—as have other States—to close the achievement gap and has made progress in elementary and middle school programs serving high enrollments of children with high needs (White, et al., 2010), as evidenced by State test scores. But we have no equivalent measure to help us understand the needs of individual children or a community’s children collectively. If we are going to take a research-based approach to our efforts, we need a good assessment, especially one that is appropriate for all categories of Children with High Needs. For this reason, we chose selection criterion (E)(1).

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address

- (E)(1) Understanding the status of children’s learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children’s cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State’s Interagency Coordinating Council for part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (*e.g.*, policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies’ existing funding to support the State Plan;

(2) “Scope-of-work” descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State’s legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children’s museums; health providers; and postsecondary institutions.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).
- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

RESPONSE

The Early Childhood Advisory Council of WV (ECAC) will act as the Lead Agency responsible for oversight of all grant activities and funds. The ECAC is housed within the Department of Education and the Arts and is chaired by the Cabinet Secretary for Education and the Arts. The Department of Education and the Arts will continue to house and serve as the fiscal agent of the Council and, therefore, the Early Learning Challenge grant as well. The Participating State Agencies will each have direct oversight of the grant through their representation on the Early Childhood Advisory Council of West Virginia.

Through the Early Childhood Advisory Council of West Virginia, the Early Learning Challenge activities will be seamlessly absorbed into the ongoing work of the ECAC. This means, too, that the existing organizational structure of the ECAC will coordinate the Early Learning Challenge funds and activities.

Membership of the Council will continue to conform with the requirements of the Head Start Act and the federal regulations pertaining thereto, while including additional representation from other key stakeholder groups. Members will continue to be appointed by the Governor to 3-year terms with the possibility of reappointment. The Council will continue to include representation of the required Participating State Agencies and represent different types of Early Learning and Development programs, including licensed childcare, State-funded preschool, Head Start, and Early Head Start. These representatives will be designated by the Agency head and appointed by the Governor.

The methods for decision-making and dispute resolution regarding RTT-ELC funds and/or the State Plan will follow the bylaws of the Early Childhood Advisory Council of West Virginia. These bylaws state that every member of the Council will have one vote. The chairperson of the Council (Cabinet Secretary of Education and the Arts) will only cast a vote in the case of a tie. A quorum of the Council consists of 45% of the voting members and is required for the affirmative transaction of any business of the Council. Voting by proxy is not permitted. Roberts Rules of Order will be followed in all meetings of the Council.

(a) Key goal

1. Aligning and coordinating early learning and development across the State.

(b) Key activities***Activity (A)(3)-1. Hiring Early Learning Challenge Project Coordinator and Early Childhood Advisory Council Administrative Assistant***

Using RTT-ELC grant funds, the Department of Education and the Arts (as fiscal agent of the ECAC) will hire an Early Learning Challenge project coordinator and Early Childhood Advisory Council administrative assistant. The Early Learning Challenge project coordinator will coordinate all Early Learning Challenge specific activities and be responsible for all required reporting. The ECAC administrative assistance will provide administrative support to both the ECAC executive manager and ELC project coordinator as well as assisting the Department of Education and the Arts finance staff with all ELC financial reporting and oversight.

Activity (A)(3)-2. Obtain additional office space (if necessary) and equipment for the expanding Early Childhood Advisory Council staff.

The Department of Education and the Arts staff, on behalf of the ECAC, will assess whether the newly hired administrative staff will require additional office space or if they will be housed in the current Education and the Arts office space. The Department of Education and the Arts staff will also obtain all necessary equipment for the newly hired staff (computers, printers, software, etc.)

Activity (A)(3)-3. Hold expanded Early Childhood Advisory Council meeting with additional Participating State Agency representation to kick off Early Learning Challenge grant initiatives.

Upon award of the grant and hiring of the necessary staff, the ELC project coordinator, the ECAC executive manager, and the ECAC leadership will organize and facilitate a meeting of all ECAC members and additional representatives from the Participating State Agencies. This meeting will be designed to organize the initial steps moving forward and discuss all roles and responsibilities for the work outlined in the State Plan.

Activity (A)(3)-4. Hold meeting of all subcommittee chairs to address expanded goals and responsibilities of each subcommittee, reflecting the Early Learning Challenge work plan.

Following the full ECAC and Participating State Agency meeting in Activity (A)(3)-3, the ELC project coordinator and ECAC executive manager will facilitate a meeting of all the ECAC subcommittee chairs and the chairs of any other work groups who will have responsibility in the State Plan (QRIS Advisory Council, etc.). This meeting will be held to set detailed timelines for meetings, set recurring meeting dates, and determine the most effective and efficient communication methods for keeping all parties apprised of ongoing work and decisions.

Activity (A)(3)-5. Submitting the revised and detailed MOUs.

Upon award of the grant, the ECAC executive manager and the ECAC leadership will streamline a process of drafting and revising more detailed MOUs to be submitted under the requirements of the grant. The ECAC Executive Manger will work with all Participating Agencies to ensure that the process provides the grantor the most detailed and accurate information possible.

Activity (A)(3)-6. Developing a recurring reporting schedule and reporting protocols.

Following the meetings detailed in Activities (A)(3)-3 and (A)(3)-4, the ELC coordinator will work with the ECAC membership, subcommittee chairs, and Participating State Agencies to develop a recurring reporting schedule and reporting protocol to be used for the duration of the grant. The ELC coordinator will develop a model that will be simple, yet useful in guiding the work of the Council. The internal reporting will also be used to gather information that will be used for the required federal reporting on the grant funds.

Activity (A)(3)-7. Keep all participating programs, agencies, and interested parties apprised of the ongoing work of the state plan through regular reporting.

After developing the reporting schedule and protocol as mentioned in Activity (A)(3)-6, the ECAC will develop an method for the ongoing distribution of progress reports to the Participating State Agencies, participating programs, and other interested parties.

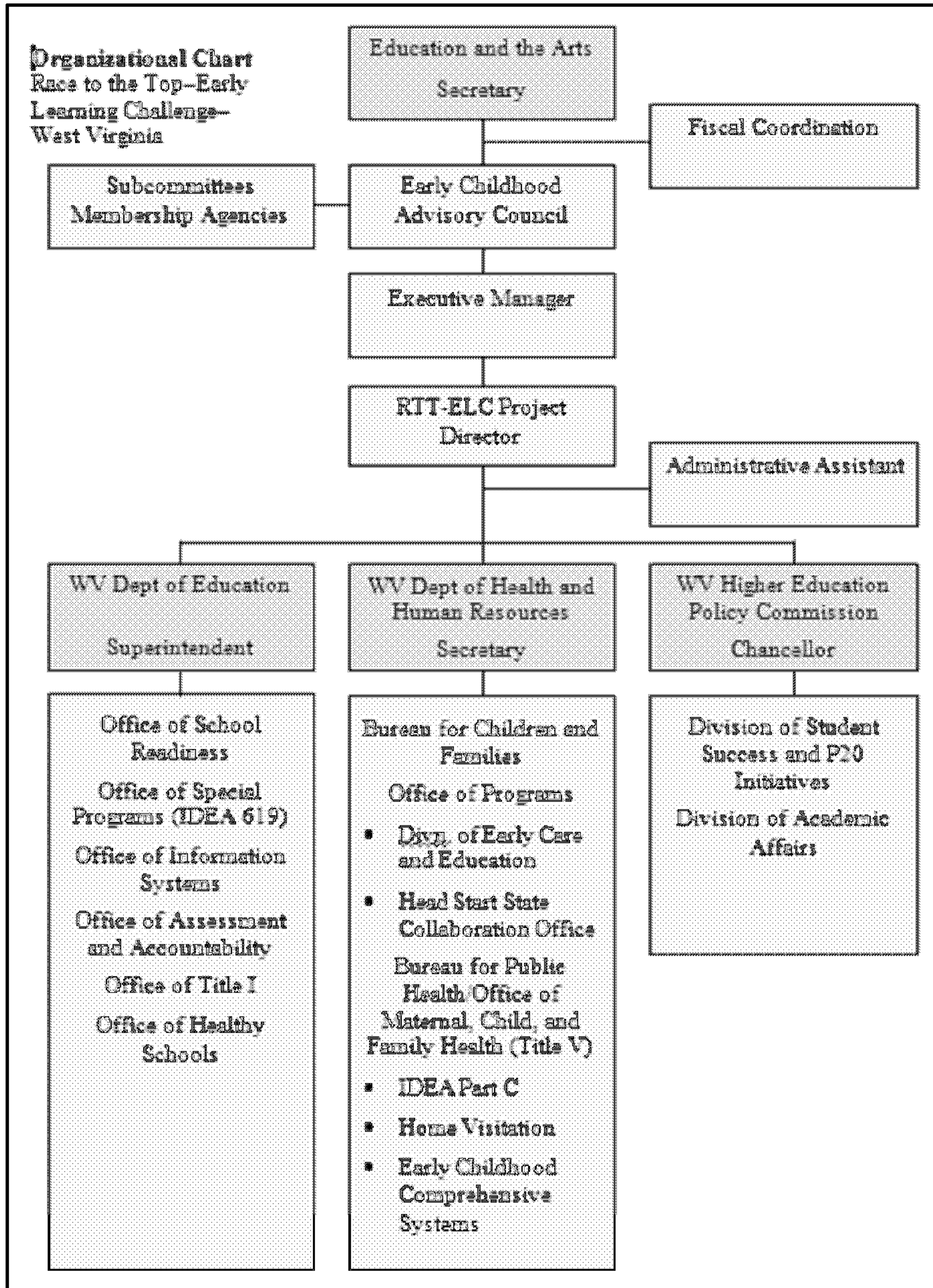
(c) A realistic timeline and (d) parties responsible

Date	(A)(3) Activity #	Milestone	Party(ies) responsible	Key personnel
Project Year 1, Quarter 1	1	Hire Early Learning Challenge staff	Department of Education and the Arts, Early Childhood Advisory Council	Secretary of Education and the Arts (ECAC Chairperson), ECAC Executive Manager
Project Year 1, Quarter 1	2	Obtain additional office space and equipment, if needed	Department of Education and the Arts, Early Childhood Advisory Council	Secretary of Education and the Arts (ECAC Chairperson), ECAC Executive Manager, Education and the Arts Financial staff
Project Year 1, Quarter 1	3	Hold expanded ECAC kick off meeting	Early Childhood Advisory Council and all participating agencies	ECAC Executive Manager, Early Learning Challenge Project Coordinator
Project Year 1, Quarter 1	4	Hold meeting of ECAC subcommittee chairs	Early Childhood Advisory Council	ECAC Executive Manager, Early Learning Challenge Project Coordinator
Project Year 1, Quarter 1	5	Submit revised and detailed MOUs	Early Childhood Advisory Council, Department of Education and the Arts, and all participating state agencies	ECAC Executive Manager, Early Learning Challenge Project Coordinator
Project Year 1, Quarter 2	6	Develop a recurring reporting schedule and reporting protocols	Early Childhood Advisory Council, all participating state agencies	ECAC Executive Manager, Early Learning Challenge Project Coordinator
Project Years 1-4	7	Keep all interested parties up to date on the ongoing work of the State Plan through regular reporting	Early Childhood Advisory Council, all participating state agencies	ECAC Executive Manager, Early Learning Challenge Project Coordinator

(e) Appropriate financial resources to support successful implementation of the plan

Supplemental Table (A)(3)-1. Project Budget					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	115,000	115,000	115,000	115,000	460,000
2. Fringe Benefits	36,800	36,800	36,800	36,800	147,200
3. Travel	12,000	12,000	12,000	12,000	48,000
4. Equipment	8,000	1,000	1,000	1,000	11,000
5. Supplies	1,000	1,000	1,000	1,000	4,000
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	2,400	2,400	2,400	2,400	9,600
9. Total Direct Costs (add lines 1-8)	175,200	168,200	168,200	168,200	679,800
10. Indirect Costs*	17,520	16,820	16,820	16,820	67,980
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	292,720	285,020	285,020	285,020	1,147,780
14. Funds from other sources used to support the State Plan	100,000	100,000	100,000	100,000	400,000
15. Total Statewide Budget (add lines 13-14)	392,720	385,020	385,020	385,020	1,547,780

(f) Supporting Evidence



Participating State Agency	Governance-related roles and responsibilities
Early Childhood Advisory Council of West Virginia	<ul style="list-style-type: none"> • Serve as the Lead Agency for Early Learning Challenge Grant • Work collaboratively with and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, • Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
	<p>Agency's Scope of Work,</p> <ul style="list-style-type: none"> • Maintain frequent communication with the Participating State agencies and provide feedback on Agency's status updates, any interim reports, and project plans and products, • Keep each Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agencies through the specified governance structure; • Facilitate coordination across Participating State Agencies necessary to implement the State Plan; • Negotiate with the Participating State Agencies in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications. • Identify sources of technical assistance for the project.
Department of Education and the Arts	<ul style="list-style-type: none"> • Serve as the fiscal agent for the Early Childhood Advisory Council • Secretary of Education and the Arts serves as chair of the Early Childhood Advisory Council of West Virginia • Hire and employ all ECAC staff (including ELC Project Coordinator and Administrative Assistant)
Department of Education (Section 619 of part B of IDEA, State funded preschool, Title I of ESEA, State Education Agency)	<ul style="list-style-type: none"> • Designate a representative to serve as a member of the Early Childhood Advisory Council who will also serve as the Agency's key point of contact on all Early Learning Challenge grant matters • Provide periodic updates to the full Early Childhood Advisory Council on the progress of projects under their supervision relating to the Early Learning Challenge grant • Will negotiate with the lead agency in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
Department of Health and Human Resources (CCDF, Home visiting, Head Start State Collaboration Grant, Title V Maternal and Child Care Block Grant, State’s Child Care Licensing Agency)	<ul style="list-style-type: none"> • Designate a representative to serve as a member of the Early Childhood Advisory Council who will also serve as the Agency’s key point of contact on all Early Learning Challenge grant matters • Provide periodic updates to the full Early Childhood Advisory Council on the progress of projects under their supervision relating to the Early Learning Challenge grant • Negotiate with the lead agency in good faith toward achieving the overall goals of the State’s Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency’s Scope of Work requires modifications.
Other Entities	
State advisory council on early childhood education and care	Lead agency—see above.
State Interagency Coordinating Council for Part C of IDEA	

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Quality Rating and Improvement Advisory Council	Yes
Child Care Resource Center (Child Care Resource and Referral Agency)	Yes
Choices (Child Care Resource and Referral Agency)	Yes
Link (Child Care Resource and Referral Agency)	Yes
Connect (Child Care Resource and Referral Agency)	Yes
MountainHeart North (Child Care Resource and Referral Agency)	Yes
Mountain Heart South (Child Care Resource and Referral Agency)	Yes
Technical Assistance Center on Social Emotional Intervention West Virginia Leadership Team	Yes
West Virginia Early Childhood Training Connections and Resources	Yes
West Virginia Early Intervention Interagency Coordinating Council	Yes
West Virginia Pre-K Continuous Quality Improvement Advisory Council	Yes
American Federation of Teachers	Yes
Claude Worthington Benedum Foundation	Yes
Marshall University Graduate School of Education and Professional Development's special education program	Yes
Partners in Community Outreach	Yes
TEAM for West Virginia Children	Yes
Vision Shared/Imagine West Virginia	Yes
West Virginia Advisory Council for the Education of Exceptional Children	Yes
West Virginia AFL-CIO	Yes
West Virginia Association for Young Children	Yes

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
West Virginia Council for Exceptional Children	Yes
West Virginia Early Childhood Comprehensive Systems	Yes
West Virginia Education Association	Yes
West Virginia Family Child Care Association	Yes
West Virginia Head Start Association	Yes
West Virginia KIDS COUNT	Yes
West Virginia House of Delegates—Committee on Education Chairperson	Yes
West Virginia State Senate—Committee on Education Chairperson	Yes
West Virginia University	Yes
National Institute for Early Education Research	Yes
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.] Letters of intent and support are located in Appendix (A)(3)-1.</i>	

See Appendix (A)(3)-1 for copies of these letters.

(g) Performance measures

No performance measures are required for Project (A)(3)

(h) How needs of various Early Learning and Development Programs will be met

The ECAC will ensure the ongoing participation and support of the Early Learning and Development Programs through their representation on the Council, ECAC subcommittees, and through the processes for updating these groups on the progress of the work outlined in the State Plan.

(i) How Children with High Needs will be served

The ECAC will strive to ensure that ongoing participation and support of the groups representing the Children with High Needs and their families through their representation on the

Council, ECAC subcommittees, and through the process set up for updating these groups on the progress of the work outlined in the State Plan.

(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points)

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (*e.g.*, CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

The State's response to (A)(4)(b) will be addressed in the Budget Section (section VIII of the application) and reviewers will evaluate the State's Budget Section response when scoring (A)(4). In the text box below, the State shall write its full response to (A)(4)(a) and (A)(4)(c) and may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Evidence for (A)(4)(b):

- The State's budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).

RESPONSE

(a) Use of existing funds to support early learning and development

Table (A)(4)-1 (below) identifies the sources and amounts of funding to be used to achieve the outcomes of the State Plan. Not included in the table is the ongoing state support for West Virginia's Universal Pre-K Program (\$78.8 million in 2010-2011) or other funding currently supporting Early Learning and Development Programs. The State funding displayed in the table—especially the State support for the QRIS—is mostly new money that will be infused into the system, which will be spent in the following ways:

- It will support the WV ECAC in its coordinating role (See Project (A)(3), page 65), once the Federal funding runs out at the end of year 2.
- In QRIS-related activities, State funding will be used to provide new tiered reimbursements (above what is currently paid through the State's tiered reimbursement system), program ERS evaluation anchors and evaluators, and scholarships for Early Childhood Educators that will enable them to increase their knowledge and credentials.
- For Project (C)(1) Early Learning and Development Standards, the State will support a .25 FTE assistant director and a .5 FTE coordinator for Ready, Set, Go! WV implementation; and a .5 FTE coordinator to develop and implement the WV Early Learning Standards Professional Development System.
- For Project (C)(3) Health, Behavioral, and Developmental Standards, the State will support a coordinator for the Playground Safety/Outdoor Environment funding application process.
- For Project (E)(1) Kindergarten Entry Assessment, the State will fund .25 FTE assistant director for assessment reporting and oversight, a .5 FTE coordinator for assessment system implementation, and a .25 FTE coordinator for program assessment and continuous quality.

Following is a description of how various other funding streams will be used to support the State Plan:

- Federal Early Childhood Advisory Council (ECAC) funding will be used to maintain the WV ECAC executive manager and other staff activities, which will overlap to a certain extent with the RTT-ELC projects, under Project (A)(3) during the first 2 years.

- CCDF Quality Set Aside funding will be used to support the QRIS coordinator, under Projects (B)(1) through (B)(4).
- Maternal, Infant, and Early Childhood Home Visiting Funds will be used to support one FTE coordinator, .5 FTE Home Visiting program director, and contracted development of the Home Visiting Data System, under Project (C)(3).
- Medicaid funding will support nine HealthCheck specialists to train physicians and promote Help Me Grow, under Project (C)(3).
- Birth to Three funds will support a .5 FTE Comprehensive System Personnel Development (CSPD) coordinator and a contracted project facilitator to implement health-related activities under Project (C)(3).
- Carnegie Science Center (nonprofit) will provide WV Early Learning Standards Professional Development System math/science kits, under Project (C)(1).
- The Benedum Foundation will contribute to the WV Early Learning Standards Professional Development System Module Creation, under Project (C)(1).
- Funding from IDEA Part C special revenue; IDEA Part B section 619; CCDF; and Title V Maternal, Infant, and Early Childhood Home Visitation will be used to support key early childhood state administrative staff to participate in review and revision of Early Childhood core competencies, credentials, development of training, and revision of individual program policy as needed, under Project (D)(1).

(b) Effective and efficient use of funding to support the State Plan.

Please see the very extensive budget discussions found in Section VIII of this application, which fully establish how RTT-ELC and other sources of funding will be used to effectively and efficiently accomplish this plan.

(c) Sustaining programs after the grant period.

West Virginia has demonstrated a strong commitment to sustaining and increasing support for its universal pre-k education program. That program, which has been phased in since 2002, started at similar State funding levels envisioned for the new tiered QRIS and other projects described in this proposal, but has risen steadily—up 40% just since 2007—to its current level of \$78.8 million. Overall, the State spent \$116,917,674 on Early Learning and

Development Programs in 2011, which represents a 57% increase since 2007. The State funding shown in Table (A)(4)-1 represents only new money that will be added to the system. In addition to the commitments to provide State funding outlined in the previous section, the state’s QRIS plan calls for hiring more than two dozen new state-funded regulatory and monitoring staff to handle the anticipated demand. As it stands, grant funds in this proposal will be expended to give a boost to West Virginia’s early care and education programming, providing training, equipment, and other start-up costs. A lasting legacy of the grant will be hundreds of new playgrounds in communities with high concentrations of Children with High Needs, located all across West Virginia. Once the new programs envisioned in this plan are up and running, the state is fully committed to maintaining the system, as it has done with pre-k education, even in these difficult economic times. West Virginia has a track record of keeping its commitments—as one of only a handful of States that has avoided budget deficits and layoffs in recent years.

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
State	1,005,813	1,455,813	2,005,813	2,455,813	6,923,252
Benedum Foundation (non-profit)	90,000	0	0	0	90,000
Birth to Three	0	75,000	75,000	75,000	225,000
Carnegie Science Center (non-profit)	50,000	50,000	50,000	0	150,000
CCDF	25,000	25,000	25,000	25,000	100,000
CCDF Quality Set Aside	114,000	114,000	114,000	114,000	456,000
Federal ECAC funding	100,000	100,000	0	0	200,000
IDEA/619 Total	14,000	14,000	14,000	14,000	56,000
Maternal, Infant, and Early Child-hood Home Visiting Funds	186,000	86,000	86,000	86,000	444,000
Medicaid	450,000	450,000	450,000	450,000	1,800,000
Part C special revenue	26,000	26,000	26,000	26,000	104,000
<i>The State funding shown on this chart represents only new money. The state currently spends</i>					

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
<i>\$116,917,674 on Early Learning and Development Programs—which represents an increase in funding of 56% since 2007</i>					

B. High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;
- (2) A Comprehensive Assessment System;
- (3) Early Childhood Educator qualifications;
- (4) Family engagement strategies;
- (5) Health promotion practices; and
- (6) Effective data practices;

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards²⁰ that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any

²⁰ See such nationally recognized standards as:

U.S. Department of Health and Human Services. (2009). Head Start Program Performance Standards. Washington, DC: U.S. Department of Health and Human Services. PDF retrieved from: 45 CFR Chapter XIII - 1301-1311 http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/45%20CFR%20Chapter%20XIII/45%20CFR%20Chap%20XIII_ENG.pdf

U.S. Department of Defense. DoD Instruction 6060.2, Child Development Programs (CDPs), January 19, 1993, certified as current August 25, 1998 (to be updated Fall 2011). Washington, DC: U.S. Department of Defense. Retrieved from:

http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_DETAIL_1?section_id=20.60.500.100.0.0.0.0.0¤t_id=20.60.500.100.500.60.60.0.0

American Academy of Pediatrics, American Public Health association, and National Resource Center for Health and Safety in Child Care and Early Education. (2011) Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and education Programs. Elk Grove Village, IL; American Academy of Pediatrics.

additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).
- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--
 - A copy of the tiered Program Standards;
 - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;
 - Documentation of how the tiers meaningfully differentiate levels of quality.

RESPONSE

Establishment of a tiered quality rating and improvement system. West Virginia has work well underway to develop a tiered quality rating and improvement system (QRIS) for all types of child care that will assess, improve, and communicate the level of quality in licensed child care programs. In April 2009, legislation was passed that requires the WV Department of Health and Human Resources (WV DHHR) to implement a QRIS for all types of child care programs. The code requires a four-star rating system with program standards, accountability measures, program and practitioner supports, financial incentives, and a broad public awareness campaign. A QRIS Advisory Council has been established to make recommendations to the WV DHHR on

phased implementation of the system. Full details of the implementation plan can be found in a report released in September, 2011 (Kent, Price, Curry, & Sowards, 2011), the executive summary for which is included in Appendix (B)(1)-1.²¹ Parts of the plan appear in various sections of this proposal, as they relate to particular selection criteria. A copy of the WV QRIS statute (WV Code §49-2E), which outlines the system components is included in Appendix (B)(1)-2. Lastly, a legislative rule has been proposed for promulgation, which includes a cost analysis for implementation of the QRIS.

Tiered, comprehensive Program Standards. Existing State QRIS program standards align with the WV Universal Pre-K Program standards, Federal Head Start standards, and state guidelines governing operation of programs funded under Part C and section 619 of Part B of IDEA, as shown in Table (B)(1)-1.²² As can be seen in the table, there are two Program Standards—A Comprehensive Assessment System and effective data practices—that have yet to be finalized and made official parts of the QRIS. Our goals and activities in this core area are directed at addressing this deficit, as described below. Other Program Standards are in place, as described in Section (A)(1)(d) of this proposal and as evidenced in the appendices mentioned above.

Measurable standards aligned with nationally recognized standards. Appendix (B)(1)-3 includes three sets of standards, addressing all three types of child care facilities that will be included in the QRIS: *family child care homes* (caring for 4–6 children), *family child care facilities* (caring for 7–12 children), and *child care centers* (caring for 13 or more children). The charts in this appendix indicate which of the standards align to particular National Association

²¹ The plan and narrative for the projects in Section B (i.e., Projects (B)(1)–(B)(5)) were developed based largely on the work of the QRIS Advisory Council and a series of studies commissioned by the West Virginia Legislature in the past 3 years. The final study, cited frequently in these sections, was conducted by the Center for Business and Economic Research at Marshall University (Kent, Price, Curry, & Sowards, 2011). The study involved a detailed analysis of West Virginia’s current regulatory and quality monitoring system for child care, a review of the national literature on tiered quality rating and improvement systems, and the work of the QRIS Advisory Council. The executive summary from this report is located in Appendix (B)(1)-1.

²² West Virginia has no Title I Early Learning and Development Programs for reasons explained in the next section (i.e., Project (B)(2)).

for the Education of Young Children (NAEYC) standards. Basic features of the QRIS system include the following, which are written into state code (WV Code §49-2E):

- A four-star rating system represents four tiers of quality standards and a building block method, requiring programs to meet all requirements of lower tiers before moving up;
- Requirements for one-star programs consist of basic licensing requirements, regardless of type of license—an approach supported by the research done by RAND Education (Zellman & Perlman, 2008), which recommends integrating licensing within a QRIS system;
- Voluntary participation beyond one star; and
- Requirements for four-star programs including national accreditation through the appropriate institution—that is, NAEYC for child care centers, the National Association for Family Child Care (NAFCC) for family care homes and facilities, and the Council on Accreditation (COA) for out-of-school time programs.

Workgroups consisting of child care staff in WV DHHR, practitioners, advocates, and other stakeholders developed the standards, drawing upon frameworks from other states, recent early childhood and brain research, and national accreditation criteria—especially NAEYC. The workgroups also aligned program standards with the State’s vision for a system that would improve the lives of families and children, enhance children’s school readiness, attract well-trained and highly-educated teachers, and improve the economy. The workgroups were also guided by the commitment to develop programs that:

- address critical health care issues for West Virginia citizens, such as dental care, obesity, and mental health by starting early in life to establish healthy lifestyles;
- address former West Virginia Governor Manchin’s *Five Promises* to children—to provide them with caring adults, safe places, a healthy start, an effective education, and opportunities to help others;
- incorporate state-specific quality initiatives and products, including WV STARS (State Training and Registry System), the WV Early Learning Standards Framework, the Apprenticeship for Child Development Specialist (ACDS), and WV STARS Core Knowledge/Core Competencies;

- reduce aggressive behavior based on recent Canadian research that indicates a link between aggression and insecure attachment to their adult caregivers during the early years; and
- ameliorate the impact of child abuse and neglect, which can result in developmental delays and psychiatric disorders such as anxiety, depression and conduct disorder.

Linkage to State licensing system for Early Learning and Development Programs. As mentioned above WV QRIS Code (§49-2E), all one-star programs are licensed programs (and vice versa).

With these accomplishments as background, as evidenced in the aforementioned appendices, Section (A)(1)(d), and Table (B)(1)-1, West Virginia will focus on the following goals and activities, which will be supported by RTT-ELC funds.

(a) Key goals

1. Development and adoption of Program Standards for a Comprehensive Assessment System
2. Development and adoption of Program Standards for effective data practices

(b) Key activities

Activity (B)(1)-1. Developing and utilizing Program Standards for a Comprehensive Assessment System

West Virginia will use RTT-ELC grant funds to hire one FTE coordinator to (a) oversee the finalization of the Program Standards for a Comprehensive Assessment System (in Project Year 1); and (b) build awareness among Early Childhood Educators about how to use the information produced by the assessment system to make informed instructional and programmatic decisions (in Project Years 2-4).

(a) Working with the QRIS Advisory Council, the coordinator will convene a work group consisting of child care staff in WV DHHR, practitioners, advocates, and other stakeholders to develop the standards for a Comprehensive Assessment System, drawing upon frameworks from other states, and national accreditation criteria. At a minimum, the standards will include screening measures, formative assessment, measures of environment quality, and measures of the quality of adult-child interactions. Some of these components, have already been developed, but the coordinator will assure that the assessments work as a cohesive system and align with

what is being used by other Early Learning and Development Programs in the state, such as the WV Universal Pre-K Program and Head Start.

(b) After the formulation and adoption of the Comprehensive Assessment System standards, the coordinator will develop awareness materials and presentations to introduce the standards to various stakeholder groups and to help them utilize the information that will be provided by the various screenings and assessments, as appropriate to their roles in the child care system.

Activity (B)(1)-2. Developing and utilizing Program Standards for effective data practices

The same coordinator mentioned in the previous activity will also (a) oversee the finalization of the Program Standards for a effective data practices (in Project Year 1); and (b) build awareness among Early Childhood Educators about how to use these standards and practices (in Project Years 2-4).

(a) Working with the QRIS Advisory Council, the coordinator will convene another work group consisting of child care staff in WV DHHR, practitioners, advocates, information technology specialists, and other stakeholders to develop the standards for effective data practices, drawing upon frameworks from other states and national accreditation criteria. This work group will work closely with staff and contractors involved in developing the QRIS management information system described in Project (B)(3)-3.

(b) After the formulation and adoption of the effective data practices standards, the coordinator will develop awareness materials and presentations to introduce the standards to various stakeholder groups and demonstrate how the QRIS management information system and other data sources can be used, as appropriate to their roles in the child care system.

(c) A realistic timeline and (d) parties responsible

Supplemental Table B(1)-1 Timeline and Responsible Parties				
Date	(B)(1) Activity #	Milestone	Party(ies) responsible	Key personnel
Project Year 1	1(a)	Form work group, develop Comprehensive Assessment System standards	WV DHHR/ ECE Division, QRIS Advisory Council	QRIS Coordinator
Project Year 2-4	1(b)	Develop awareness materials and work with stakeholders to understand and implement Comprehensive Assessment System standards	WV DHHR/ ECE Division, QRIS Advisory Council	QRIS Coordinator
Project Year 1	1(a)	Form work group, develop effective data use standards	WV DHHR/ ECE Division, QRIS Advisory Council	QRIS Coordinator
Project Year 2-4	1(b)	Develop awareness materials and work with stakeholders to understand and implement effective data use standards	WV DHHR/ ECE Division, QRIS Advisory Council	QRIS Coordinator

(e) Appropriate financial resources to support successful implementation of the plan

Supplemental Table (B)(1)-1. Project Budget					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
2. Fringe Benefits	20,500	20,500	20,500	20,500	82,000
3. Travel	10,000	10,000	10,000	10,000	40,000
4. Equipment	4,000	500	500	500	5,500
5. Supplies	500	500	500	500	2,000
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other					0
9. Total Direct Costs (add lines 1-8)	85,000	81,500	81,500	81,500	329,500
10. Indirect Costs*	32,555	31,215	31,215	31,215	126,199
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	117,555	112,715	112,715	112,715	455,699
14. Funds from other sources used to support the State Plan	38,000	38,000	38,000	38,000	152,000
15. Total Statewide Budget (add lines 13-14)	155,555	150,715	150,715	150,715	607,699

(f) Supporting evidence

See Appendices (B)(1)-1, (B)(1)-2, and (B)(1)-3, as described in the narrative for this section. Also see Table (B)(1)-1, which shows the three types of current program standards that are used for the tiered reimbursement program, WVBE Policy 2525 which governs all WV Universal Pre-K classrooms throughout the state, and the Head Start Performance Standards that all Head Start Programs must use.

(g) Performance measures

No performance measures are required for this core area.

(h) How needs of various Early Learning and Development Programs will be met

West Virginia has had a long pathway to success with the WV Universal Pre-K Program. The standards that were used to originally write the WVBE policy were the same standards that were used to develop and now finalize the QRIS Program Standards. The Early Learning and Development standards for children in WV are the same standards across all programs. The WV Early Learning Standards Framework is a birth to kindergarten entry set of standards that all Early Learning and Development Programs use.

(i) How Children with High Needs will be served

West Virginia's QRIS Advisory Council ensures that revised program standards include measures to meet the needs of Children with High Needs. Work is currently being done to incorporate the use of screening tools to help identify children with special needs, as well as standards that require programs to follow-up and address individual needs of children.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements²³						
	<i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
WV QRIS Center based	X		X	X	X		
WV QRIS Facilities based	X		X	X	X		
WV QRIS Family Homes based	X		X	X	X		
WVBE Policy 2525 WV Pre-k	X	X	X	X	X	X	
Head Start Performance Standards Head Start programs	X	X	X	X	X	X	
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>							

²³ Please refer to the definition of Program Standards for more information on the elements.

(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System.
(15 points)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State’s Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;
- (2) Early Head Start and Head Start programs;
- (3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;
- (4) Early Learning and Development Programs funded under Title I of the ESEA; and
- (5) Early Learning and Development Programs receiving funds from the State’s CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measure under (B)(2)(c).

RESPONSE

(a) Key goals

1. Maximize participation of Early Learning and Development Programs in the new WV QRIS, including programs funded under the State's CCDF program, and all other licensed programs.
2. Improve access of families to high-quality child care offered in programs operating at the higher tiers of the QRIS.

(b) Key activities

Activity (B)(2)-1. Creating a multi-faceted public awareness campaign to educate providers, families, and communities.

West Virginia will use RTT-ELC grant funding to contract with a public relations firm to assist the state in conducting a broad public awareness campaign to raise understanding of why quality is important and what it means to young children and to the state's long-term economic prosperity. This campaign will include (a) strategies to educate parents, such as brochures, internet sites, posters, banners, certificates, decals, and pins; and (b) strategies to educate providers and community members, such as earned media campaigns, paid advertising campaigns, e-mail and internet-based outreach (e.g., social media including Facebook, YouTube, Twitter and webcasts), face-to-face communication with key civic groups, and grassroots organizing techniques.

Rationale. States with Tiered Quality Rating and Improvement Systems are successfully employing a variety of communication strategies to educate consumers about centers' ratings. Many states also conduct simultaneous multifaceted public awareness campaigns designed to educate Early Learning and Development Programs and the general public about the benefits of the TQRIS. When outreach goes beyond direct consumers, the TQRIS becomes a tool for educating the public about quality early care and education and generating more support for it (National Child Care Information System, 2011; Mitchell, 2005).

How and where. The Department of Health and Human Resources Early Care and Education Division will contract with a public relations firm in Project Year 1 and begin an awareness campaign, first with providers and community leaders. As child care program ratings become available in later years, the awareness campaign will expand to the general public and child care consumers.

Activity (B)(2)-2. Increasing and maintaining a supply of high-quality child care for Children with High Needs by raising subsidy rates for higher tier programs.

WV DHHR spent \$54,276,421 on child care subsidies in the last fiscal year (State of West Virginia, 2011) with \$813,648 of that amount spent on tiered reimbursement (Family and Children's Tracking System, 2010). The WV Department of Health and Human Resources currently offers a system of tiered reimbursement with two tiers of payment. When WV DHHR transitions from a tiered reimbursement system to a four-star tiered QRIS, two-star programs will receive an additional \$2 daily per child, three-star programs will receive an additional \$3 daily per child, and four-star programs will receive an additional \$4 daily per child.

Rationale. These tiered subsidy rates will be available only to those child care programs involved in the QRIS, which provides an incentive to join the system. The higher rates encourage centers to accept subsidized children and help to cover the cost of quality. CCDF funds support the current system but additional funds are essential if the program is to expand.

(c) A realistic timeline and (d) parties responsible

Supplemental Table (B)(2)-1. Timeline and Responsible Parties

Date	(B)(2) Activity #	Milestone	Party(ies) responsible	Key personnel
Project Year 1, Quarter 1	1	Write RFP and contract with a PR agency	WV DHHR/Early Care and Education Division, WV QRIS Advisory Council	QRIS Coordinator
Project Year 1, Quarter 2	1	Begin multi-faceted public awareness campaign for the QRIS, focusing on providers	WV DHHR/Early Care and Education Division, WV QRIS Advisory Council	QRIS Coordinator, PR Agency
Project Year 2	1	Continue multi-faceted public awareness campaign for the QRIS, expanding to also include consumers and general public	WV DHHR/Early Care and Education Division, WV QRIS Advisory Council	QRIS Coordinator, PR Agency
Project Year 3	1	Continue multi-faceted public awareness campaign for the QRIS	WV DHHR/Early Care and Education Division, WV QRIS Advisory	QRIS Coordinator, PR Agency

			Council	
Project Year 4	1	Continue multi-faceted public awareness campaign for the QRIS	WV DHHR/Early Care and Education Division, WV QRIS Advisory Council	QRIS Coordinator, PR Agency
Project Year 1-4	2	Increased reimbursement based on the star level of quality	WV DHHR/Early Care and Education Division	Child Care Unit

(e) Appropriate financial resources to support successful implementation of the plan

Supplemental Table (B)(2)-1 Project Budget					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	250,000	250,000	250,000	250,000	1,000,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	250,000	250,000	250,000	250,000	1,000,000
10. Indirect Costs*	95,750	95,750	95,750	95,750	383,000
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0

Supplemental Table (B)(2)-1 Project Budget					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
13. Total Grant Funds Requested (add lines 9-12)	345,750	345,750	345,750	345,750	1,383,000
14. Funds from other sources used to support the State Plan	438,000	738,000	1,038,000	1,338,000	3,552,000
15. Total Statewide Budget (add lines 13-14)	783,750	1,083,750	1,383,750	1,683,750	4,935,000

(f) Supporting evidence

No supporting evidence is required for this focused investment area.

(g) Performance measures

Nationally, participation rates for voluntary systems vary from 2% to 69% based on the variability of financial and programmatic supports, program standards and requirements, and length of time the QRIS has been operating in the state. Rates average about 24%, with only three systems showing rates in excess of 30% (Child Trends and Mathematics Policy Research 2010). While data is limited to two states, those that show participation rates by type of care show higher participation rates for center-based care than for home-based care, typically 33% to 46% for centers and 10% to 20% for homes (Child Trends and Mathematics Policy Research 2010). Supplemental Table (B)(2)-1 shows current participation rates in the tiered reimbursement program in West Virginia and projected participation rates based on annual increases from 1% to 5% (WVDHHR, Division of Early Care and Education, 2011).

Supplemental Table (B)(2)-3. Projected Participation Rate After 5 Years

Type of Care*	Number of Programs as of August 2010	Current Participation in Tiered Reimbursement	Annual Increased Rate of Participation	Projected Participation Rate After 4 Years
Family Child Care Home	1,855	0.3%	1.0%	4.3%
Family Child Care Facility	106	7.0%	5.0%	27.0%
Child Care Center	361	14.0%	5.0%	34.0%
Out- of-School-Time Programs	80	NA	3.0%	12.0%

**In West Virginia, family child care homes care for 4-6 children, family child care facilities care for 7-12 children, and child care centers and out-of-school-time programs care for 13 or more children.*

(h) How needs of various Early Learning and Development Programs will be met

For reasons explained in the first part of this project description, West Virginia will focus on increasing participation of child care programs in the QRIS, to support their improvement to levels already mandated for the WV Universal Pre-K Program.

(i) How Children with High Needs will be served

Families of Children with High Needs will have increased access to high-quality programs through access to an expanding supply of high-quality programs and the ongoing improvement of existing programs. These families will learn about the importance of high quality care through the public information campaign, how they can apply for subsidies, and how to obtain quality ratings for child care in their locale.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool* <i>Specify: All 55 county districts have programs.</i>	55										
Early Head Start and Head Start ^{24**}											
Programs funded by IDEA, Part C***											
Programs funded by IDEA, Part B, section 619****	55										
Programs funded under Title I of ESEA*****	0										
Programs receiving from CCDF funds - Family Home*****	1855	5	.3	24	1.3	43	2.3	62	3.3	81	4.3
Programs receiving from CCDF funds - Facilities*****	106	8	7	13	12.3	18	17	23	21.6	28	32.4

²⁴ Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
Programs receiving from CCDF funds - Centers*****	361	53	14	71	19.7	99	27	117	32.4	135	37.3
Other Describe:											
<p><i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]</i></p> <p><i>*WV Universal Pre-K has a separate Continuous Quality Improvement system.</i></p> <p><i>**Head Start programs in West Virginia are operated in partnership with the WV Universal Pre-K program and have their own Federal quality guidelines.</i></p> <p><i>*** IDEA Part C is operated exclusively as an in-home family education program.</i></p> <p><i>****IDEA Part B, section 619 is operated within the WV Universal Pre-K program and participates in its Continuous Quality Improvement program.</i></p> <p><i>***** Due to West Virginia State Code requiring Universal Pre-K, Title I preschools would be considered supplanting. State Aid funding is provided to fund the Universal Pre-K program, thus use of Title I funds is limited to supplements/enhancements rather than program funding.</i></p> <p><i>***** Programs receiving CCDF funds – Baseline data from Marshall University Center for Business and Economic Research Report 8/2010 on Providers Participating in Tiered Reimbursement. Data originally provided by WV DHHR from Family & Children’s Tracking Center and Licensing Database.</i></p>											

(B)(3) Rating and monitoring Early Learning and Development Programs. (15 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

RESPONSE

RTT-ELC funding for this project will be used for the purchase of instruments and equipment, the initial training of monitors, and the development of a management information system.

(a) Key goals

1. Development of a valid and reliable system for rating and monitoring Early Learning and Development Programs with appropriate frequency.
2. Availability of quality rating and licensing information in easily accessible formats for parents of children in Early Learning and Development Programs and families who are making decisions about which programs to choose for their children.

(b) Key activities

Activity (B)(3)-1. Selecting valid tools for various types of Early Learning and Development Programs and training monitors in their use.

This activity will entail (a) selecting appropriate normed and validated instruments and technology to conduct on-site evaluations, and (b) training qualified evaluators in their use.

(a) Recent research by the RAND Corporation recommends that States use Environment Rating Scales (ERS) assessments flexibly by combining self-assessments and independent assessments at various tiers on the QRIS (Zellman & Perlman, 2008). Those recommendations are incorporated in West Virginia's plan. The ERS will be utilized primarily as a tool for developing quality improvement plans and measuring results. The following instruments will be used: Family child care homes will be evaluated using the Family Child Care Environment Rating Scales, Revised Edition (FCCERS-R); child care centers will be evaluated using the Infant and Toddler Environment Rating Scale, Revised Edition (ITERS-R), Early Childhood Environment Rating Scale, Revised Edition (ECERS-R), or School-Age Care Environment Rating Scales (SACERS), as appropriate, based on the ages of children in the classrooms; and family child care facilities will be evaluated using the most appropriate fit based on their enrollment.

(b) During Project Year 1 of the grant, a minimum of two state-level staff will receive in-depth training and serve as *evaluation anchors*. It will be the evaluation anchor's job to train, and then observe and evaluate the other evaluators to ensure inter-rater reliability. In anticipation of increases in the number of Early Learning and Development Programs participating in the QRIS over the period of the grant, two more evaluators will be added to the QRIS monitoring staff each year to increase the capacity of current staff (11 FTEs) involved in monitoring child care programs. Evaluators will be required to have a degree in early childhood education, training on the evaluation tool, and a demonstrated inter-rater reliability of 85% or higher on the selected tool. Training for the anchors will be obtained through the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill, which requires a three to five day course on each of the scales, followed by an eight to ten day course in each of the scales.

Activity (B)(3)-2. Monitoring and rating programs with appropriate frequency.

West Virginia's QRIS monitoring will include the use of two accountability measures: annual determinations of tier level and the use of Environment Rating Scales by trained evaluators. All child care settings that apply for a higher star rating will be evaluated to determine if the setting meets the additional standards established for each type of care at each additional level of quality. These evaluations will include an on-site inspection conducted at least annually to determine whether programs are rated correctly and continue to meet the appropriate standards. Two star programs will conduct annual ERS self-assessments and three and four star programs will undergo an annual ERS evaluation conducted by reliable evaluators. A program improvement plan will be developed at the end of each evaluation, which will be designed to improve the ERS scores. Evaluations will be conducted on 50 percent of center classrooms, with a minimum of one class per age group in each child care center.

Rationale. According to the Frank Porter Graham Child Development Institute, the Environment Rating Scales "are designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves.....Process quality is assessed primarily through observation and has been found to be more predictive of child outcomes than structural indicators such as staff to child ratio, group size, cost of care, and even type of care" (Whitebook, Howes & Phillips, 1995).

Staffing levels in our State Plan are based on caseload research. The National Association for the Education of Young Children (NAEYC, 1998) has issued a position statement indicating that licensing caseloads should ideally be 50 programs per person but should not exceed 75. NAEYC only suggests higher caseloads for small family child care homes if on-site inspections are not required, which is not the case in West Virginia. The National Association for Regulatory Administration (NACCRA) advocates caseloads of no more than 50-60 programs, including centers, facilities and homes (Payne, 2011), and has established an Oversight Benchmark stating that the ratio of programs to licensing staff does not exceed 50:1 (National Association of Child Care Resource and Referral Agencies, 2011). West Virginia's State Plan proposes staffing sufficient to meet these benchmarks at the level of frequency planned.

Activity(B)(3)-Develop an information management system for the new QRIS

West Virginia will use grant funds to build a data management system that will, at a minimum, have the following capabilities:

- Allow for multiple agencies to access and input data;
- Provide the data necessary to determine if the quality enhancements result in improved care and better outcomes for children;
- Allow access by DHHR subsidy and licensing staff, child care resource and referral agencies, the agencies that provide training and scholarships, evaluators, and the child care programs;
- Include different security levels in order to comply with the numerous confidentiality requirements;
- Assist in informing practice; determining training needs; and tracking changes in availability of care, cost of care, changes in wages and education levels;
- Generate rating and licensing information for child care consumers; and
- Provide accountability for child care programs and recipients and assure funds are being used effectively.

Rationale. Researchers involved in the QRIS cost study reported that the most critical need—other than personnel—in building a QRIS system is a management information system (Kent, Price, Curry, & Sowards, 2011). A new web-based provider management system that can track provider regulatory functions as well as track QRIS quality activities is essential. A web-

based system will allow for multiple agencies to access/input data and will collect and provide data needed in the QRIS validity study (see (B)(5), page 120) to determine if the quality enhancements result in improved care and better outcomes for children. The system will allow access by DHHR subsidy and licensing staff, child care resource and referral agencies, the agencies that provide training and scholarships, evaluators, and child care providers, based on differing security levels. Information from the database will also assist in informing practice, determining training needs, and tracking changes in availability of care, cost of care, changes in wages and educational levels. By collecting and reporting rating and licensing information to consumers, the data system will support accountability for service providers, and help assure subsidies and other funds are being used to enhance high quality programs for children, especially Children with High Needs.

How and where. Working with the Governor's Office of Technology, WV DHHR will develop an RFP and contract with an information technology (IT) development firm to design and build the QRIS management information system. Initial basic development will be complete and testing will take place—along with data transfer from old systems—during the first quarter of Project Year 2. Development of various training modules will be part of the contract with the IT firm, which will also be rolled out during Project Year 2. Modifications and improvements will continue throughout the duration of the grant.

Activity(B)(3)-4. Posting quality rating and licensing information onsite in Early Learning and Development Programs and online via a searchable website application.

State QRIS code (WV Code §49-2E) requires implementation of a broad public awareness campaign and communication strategies to educate parents and the public about the QRIS (see Project (B)(2), page 93 for more information). The proposed web-based management information system (described in the previous activity) will include a publicly available website to inform families about the many factors to consider when choosing an Early Learning and Development Program. The website will include consumer education materials to communicate the purpose and components of a Quality Rating and Improvement System, what a rating means about a program, and the importance of selecting quality care—as well as providing ratings and licensing histories of child care providers in the State.

Rationale. Currently, programs that participate in West Virginia's child care tiered reimbursement system receive a certificate stating their quality tier level to be displayed on site.

In addition, child care resource and referral agencies around the state are able to provide the quality tier level and licensing status of child care programs to parents. However, there remains a need to provide information that families can access directly and easily to check on programs where their children are enrolled and to help them make decisions about where to place their children in care.

How and where. Timing will be important for launching this website; if it is too soon, there will not be enough rating information available to be useful to families. We anticipate that the website will be ready for the public in Project Year 3.

(c) A realistic timeline and (d) parties responsible

Supplemental Table (B)(3)-1. Timeline and Responsible Parties

Date	(B)(3) Activity #	Milestone	Party(ies) responsible	Key personnel
Project Year 1	1	Hire, equip, and train two anchor evaluators	WV DHHR	Division of Early Care and Education licensing staff
Project Year 2	1	Hire, equip, and train two more evaluators	WV DHHR	Division of Early Care and Education licensing staff
Project Year 3	1	Hire, equip, and train two more evaluators (total of two anchors and four evaluators)	WV DHHR	Division of Early Care and Education licensing staff
Project Year 4	1	Hire, equip, and train two more evaluators (total of two anchors and six evaluators)	WV DHHR	Division of Early Care and Education licensing staff
Project Year 1	2	Monitoring will switch to the new 4-tier QRIS system.	WV DHHR	Division of Early Care and Education licensing staff
Project Years 2-4	2	Staffing will increase as the QRIS system grows and more child care providers apply for higher tier levels	WV DHHR	Division of Early Care and Education licensing staff
Project Year 1	3	Write RFP and contract with IT firm for management information system; basic development completed	WV DHHR,	Division of Early Care and Education licensing staff, IT contractor Staff from the Governor's Office of Technology
Project Year 2,	3	Testing, data transfer complete, training prepared	WV DHHR,	Division of Early Care and Education licensing staff, IT

Quarter 1				contractor
Project Year 2, Quarter 2	3	Staff are trained and begin using the management information system	WV DHHR,	Division of Early Care and Education licensing staff, IT contractor
Project Years 3-4	3	Ongoing development and improvements	WV DHHR,	Division of Early Care and Education licensing staff, IT contractor
Project Year 3	4	Consumer information website launched and publicized	WV DHHR,	Division of Early Care and Education licensing staff, IT contractor

(e) Appropriate financial resources to support successful implementation of the plan

Staff will require a tablet PC with ERS software and connection to the national ERS Data System at a current cost of \$3,810 per person. Training for the ERS is offered through the University of North Carolina at Chapel Hill and requires a 3-5 day course on each of the scales at a current cost of \$1,225 per person plus travel, followed by an 8-10 day course in each of the scales at a current cost of \$2,000 per person plus travel. A statewide public information campaign is estimated to cost \$250,000 and will take place when there are sufficient ratings available.

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	95,896	101,936	12,240	12,240	222,312
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	182,700	135,400	150,600	165,800	634,500
5. Supplies	0	0	0	0	0
6. Contractual	5,500,000	1,000,000	1,000,000	1,000,000	8,500,000
7. Training Stipends					0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	5,778,596	1,237,336	1,162,840	1,178,040	9,356,812

Supplemental Table (B)(3)-1. Project Budget					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
10. Indirect Costs*	2,213,202	473,900	445,368	451,189	3,583,659
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	7,991,798	1,711,236	1,608,208	1,629,229	12,940,471
14. Funds from other sources used to support the State Plan	169,813	168,813	169,813	169,813	678,252
15. Total Statewide Budget (add lines 13-14)	8,161,611	1,880,049	1,778,021	1,799,042	13,618,723

(f) Supporting evidence

No supporting evidence is required for this focused investment area.

(g) Performance measures

No performance measures are required for this focused investment area.

(h) How needs of various Early Learning and Development Programs will be met

Quality monitoring and observations will be done as described above, with approaches appropriate for particular tier levels, using ERS tools appropriate for the different types of programs.

(i) How Children with High Needs will be served

Children with High Needs will be served through tiered program standards (section B1), which will be monitored for compliance as a part of the QRIS. Families will have access to information about the quality of care available in their area.

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measures under (B)(4)(c)(1) and (B)(4)(c)(2).

RESPONSE

In this project West Virginia will focus on supporting child care providers as they strive toward higher levels of quality and higher tiers in the system, thereby increasing access to a steadily improving child care system for Children with High Needs across the state.

(a) Key goals

1. Provide support and incentives for Early Learning and Development Programs to continuously improve.
2. Provide scholarships to support the need for a growing supply of highly qualified Early Childhood Educators.
3. Increase the percentage of Children with High Needs enrolled in top-tier Early Learning and Development Programs.

(b) Key activities

Activity (B)(4)-1. Providing incentive stipends for tier progression

West Virginia's State Plan calls for using RTT-ELC grant funds to increase funding to child care providers to aid (and incent) them in moving up to higher tier ratings. We will have two programs to support tier progression: (a) a program to help child care providers move from one tier to the next higher tier and (b) a program to help underwrite the expense of gaining national accreditation.

(a) Based on a cost study commissioned by the WV Legislature (Kent, Price, Curry, & Sowards, 2011), incentives will be provided according to the following schedule for various types of child care providers:

Supplemental Table (B)(4)-1. Incentive Funds for Tier Progression

Tier Level	Home	Facility	Small Center	Medium Center	Large Center
One	\$250	\$500	\$1,500	\$1,750	\$2,000
Two	\$325	\$650	\$1,650	\$1,900	\$2,250
Three	\$400	\$800	\$1,800	\$2,150	\$2,350
Four	\$500	\$1,000	\$2,000	\$2,250	\$2,500

(b) West Virginia will also use RTT-ELC grant funds to help programs with the cost of national accreditation, which is a requirement for Tier 4 in our new QRIS (and for the top tier of our current tiered reimbursement system). Currently, 24 licensed child care centers (approximately 7 percent) are accredited through the National Association for the Education of Young Children (NAEYC) and one program is accredited by the Council on Accreditation. Four family child care facilities (approximately 4 percent) and two family child care homes (0.1 percent) are accredited by the National Association for Family Child Care (NAFCC) (Bureau for Children and Families, 2011). To help increase our rate of national accreditation, WV DHHR currently operates a program to assist child care programs seeking national accreditation. The Center Accreditation Support Services (CASS) initiative was designed to provide technical assistance and to cover a portion of the costs of accreditation. For the initial (and renewal applications), CASS covers half of all costs, which vary depending on the size of the facility and type of accreditation sought, as shown in the following tables.

Supplemental Table (B)(4)-2. NAFCC Fee Schedule

	Member	Non-Member
Self-Study Enrollment Fee	\$300	\$425
Accreditation Application Fee	\$500	\$700
Annual Renewal Fee	\$150	\$225
Accreditation Package	\$900	\$1,275
<i>Source: National Association for Family Child Care 2011</i>		

Supplemental Table (B)(4)-3. NAEYC Fee Schedule

	Level 1 (10 to 60 children)	Level 2 (61 to 120 children)	Level 3 (121 to 240 children)	Level 4 (241 to 360 children)	Each additional 120 children
Step 1 Enrollment in Self Study	\$425	\$525	\$650	\$775	Add \$100
Step 2 Application / Self- Assessment	\$200	\$275	\$350	\$425	Add \$75
Steps 3 & 4 Candidacy / Site Visit (paid at candidacy)	\$650	\$775	\$950	1,150	
<i>Source: National Association for the Education of Young Children 2011</i>					

Rationale. West Virginia has set ambitious goals for increasing the number and percentage of its programs in the top tiers of the QRIS. To help make our goal realistic as well as ambitious, child care providers will need support as they move through the expense involved in improving quality and seeking and obtaining accreditation.

How and where. The availability of these funds will be publicized throughout the four years of the grant as part of the multifaceted public relations campaign described in (B)(2).

Activity (B)(4)-2. Supporting scholarship incentives

WV DHHR funds two scholarship programs: (a) \$50,000 in scholarships through the Teacher Education and Compensation Helps (T.E.A.C.H.) program, which is operated by the WV Early Childhood Training Connections and Resources, and (b) \$100,000 in CCDF funds provided to the Higher Education Policy Commission to support scholarships for Apprenticeship for Child Development Specialist (ACDS) graduates. The state will continue to support these two scholarship programs, but to provide a boost to them, and support the influx of higher numbers of new and better trained and credentialed Early Childhood Educators, our State Plan calls for both increasing the State investment in scholarships and providing funding from the RTT-ELC grant.

Rationale. Helping staff improve their educational levels and credentials is an important component of improving the quality of child care programs and helping them move to higher tiers.

How and where. The availability of these funds will be publicized throughout the four years of the grant, as part of the multifaceted public relations campaign described in (B)(2).

(c) A realistic timeline and (d) parties responsible

Supplemental Table (B)(4)-4. Timeline and Responsible Parties

Date	(B)(4) Activity #	Milestone	Party(ies) responsible	Key personnel
Project Year 1	1	Incentive funds for tier progression and national accreditation increased by \$250K	WV DHHR/ Early Care and Education (ECE) Division, WV Early Childhood Training Connections and Resources (WVECTCR)	QRIS Coordinator, WVECTCR Staff
Project	1	Incentive funds for tier progression and national	WV DHHR/ECE	QRIS Coordinator,

Year 2		accreditation increased by an additional \$50K	Division, WVECTCR	WVECTCR Staff
Project Year 3	1	Incentive funds for tier progression and national accreditation increased by an additional \$50K	WV DHHR/ECE Division, WVECTCR	QRIS Coordinator, WVECTCR Staff
Project Year 4	1	Incentive funds for tier progression and national accreditation increased by an additional \$50K	WV DHHR/ECE Division, WVECTCR	QRIS Coordinator, WVECTCR Staff
Project Year 1	2	Scholarship funds increased by \$200K	WV DHHR/ECE Division, WVECTCR, Higher Education Policy Commission	QRIS Coordinator, WVECTCR Staff, HEPC Staff
Project Year 2	2	Scholarship funds increased by an additional \$150K	WV DHHR/ECE Division, WVECTCR, Higher Education Policy Commission (HEPC)	QRIS Coordinator, WVECTCR Staff, HEPC Staff
Project Year 3	2	Scholarship funds increased by \$150K	WV DHHR/ECE Division, WVECTCR, HEPC	QRIS Coordinator, WVECTCR Staff, HEPC Staff
Project Year 4	2	Scholarship funds increased by \$\$150K	WV DHHR/ECE Division, WVECTCR, HEPC	QRIS Coordinator, WVECTCR Staff, HEPC Staff

(e) Appropriate financial resources to support successful implementation of the plan

Supplemental Table (B)(4)-1. Project Budget					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual					
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	0	0	0	0	0
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	250,000	300,000	350,000	400,000	1,300,000
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	250,000	300,000	350,000	400,000	1,300,000
14. Funds from other sources used to support the State Plan	200,000	350,000	500,000	650,000	1,700,000
15. Total Statewide Budget (add lines 13-14)	450,000	650,000	850,000	1,050,000	3,000,000

(f) Supporting evidence

There is no supporting evidence required for this core investment area.

(g) Performance measures

Projecting participation rates for the QRIS has been a problem for the QRIS Advisory Council. The QRIS Advisory Council originally established a goal of increasing the number of centers by 15% annually. After several years of operating a tiered reimbursement system, only 14% of the state's centers currently participate. Based on this experience and the participation rates of other states, the goal for centers and family child care facilities (group child care) has been set at a more realistic rate of 5% annually, which represents 18 centers and 5 new facilities annually. As for family child care homes, the goal is to increase the number of new homes by 1% annually which represents 19 homes. This does not include programs which are in the process of enhancing quality to move from a One Star rating to a Two Star rating.

(h) How needs of various Early Learning and Development Programs will be met

The project focuses on improving the quality of child care centers for reasons fully explained in Project (B)(2).

(i) How Children with High Needs will be served

By supporting child care providers as they strive toward higher levels of quality and higher tiers in the system, West Virginia strives to provide more Children with High Needs better access to a steadily improving child care system across the State.

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2012	Target- end of calendar year 2013	Target- end of calendar year 2014	Target- end of calendar year 2015
Total number of programs covered by the Tiered Quality Rating and Improvement System	2,322	2,322	2,322	2,322	2,322
Number of programs in Tier 1	2,256	2,172	2,130	2,088	2,045
Number of programs in Tier 2	36	98	119	140	161
Number of programs in Tier 3	30	16	31	46	61
Number of programs in Tier 4	N/A	36	42	48	55
<p><i>Include a row for each tier in the State's Tiered Quality Rating and Improvement System, customize the labeling of the tiers, and indicate the highest and lowest tier. At present, West Virginia has a three-level tiered reimbursement system. The proposed QRIS has four levels, with Tier I considered basic licensure/registration and Tier 4 equivalent to national accreditation. When the state converts to the new QRIS, Tier 3 programs will automatically become four-star programs. Tier 3 programs will be eligible to move up an additional level before becoming accredited.</i></p> <p><i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information. Also, if applicable, describe in your narrative how programs participating in the current Tiered Quality Rating and Improvement System will be transitioned to the updated Tiered Quality Rating and Improvement System.]</i> Baseline data represent the actual number of providers participating in the State's tiered reimbursement system. Estimates use the same total number of providers over the 4-year period, although experience shows that provider numbers vary annually based on economic conditions.</p>					

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool* <i>Specify: IEP Child County – October Head Count for Participation in WV Pre-K</i>	2,775										
State-funded preschool* <i>Specify: Low SES Child Count – October Head Count for Participation in WV Pre-K</i>	8,536										
Early Head Start and Head Start ^{25**}	8,940										
Early Learning and Development Programs funded by IDEA, Part C ***	2,040										
Early Learning and Development Programs funded by IDEA, Part B, section 619****	5,607										
Early Learning and Development Programs funded under Title I of ESEA*****	0										

²⁵ Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
Early Learning and Development Programs receiving funds from the State’s CCDF program*****	8,499	594	7	1,058	12.4	1,522	18	1,986	23.4	2,450	28.8
Other <i>Describe: In-Home Family Education</i> <i>Data Source and Year: In-Home Family Education Programs (May 1, 2011)</i>	1,154										

[Please list which tiers the State has included as “top tiers,” indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information.]

** Source and Year: WVEIS 2010 October 2nd Month Head Count; Source and Year: WVEIS 2010 October 2nd Month Head Count (duplicated count if included with IEP Child Count)*

***Data Source and Year: 2009-2010 Head Start Program Information Report, Enrollment Statistics Report-State Level*

**** Point in time count, 12/1/10*

***** IDEA Part B, section 619 is operated within the WV Universal Pre-K program and participates in its Continuous Quality Improvement program.*

****** Due to West Virginia State Code requiring Universal Pre-K, Title I preschools would be considered supplanting. State Aid funding is provided to fund the Universal Pre-K program, thus use of Title I funds is limited to supplements/enhancements rather than program funding.*

****** Programs receiving CCDF funds – baseline data is a distinct actual count from September 2010, This is used to match the provider data used by the Marshall University Center for Business & Economic Research Report used in Table (B)(2)(c).*

(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.
(15 points)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

RESPONSE

(a) Key goals

1. To validate, using research-based measures, the extent to which the ratings yielded by the QRIS accurately reflect differential levels of program quality; and
2. To assess, using appropriate research designs and measures of progress, the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

(b) Key activities

Activity (B)(5)-1. Select evaluation team and design the study.

(a) The State will employ a third-party evaluator selected via a competitive bid process to undertake a comprehensive validation study of the State's Quality Rating and Improvement

System (QRIS). The evaluator must demonstrate extensive knowledge of the early childhood framework in West Virginia and possess a strong track record of conducting successful evaluations examining the efficacy of early childhood programs, practices, and/or policies. Further, the evaluator must demonstrate knowledge of the purpose and structure of QRIS systems, both as they are broadly defined, and as they apply specifically in the state of West Virginia.

(b) The evaluator will provide the State with a detailed research design proposal with corresponding logic model demonstrating how they will conduct a rigorous validation of the formative (process) and summative (outcome) components of the state's QRIS. The chief purpose of the study will be to construct a robust validity argument through two primary avenues: (1) determining concurrent validity, i.e. the extent to which the QRIS yields ratings that are concurrent with other established measures of early childcare program quality with which the QRIS ratings theoretically should correlate, and (2) demonstrating that QRIS ratings are positively associated with outcomes for children served by the State's early learning and development programs, with special attention paid to outcomes for Children with High Needs. As part of the evaluation proposal the successful bidder will be required to formulate evaluation research questions, data collection, and analytical approaches specific to these goals.

Activity (B)(5)-2. Evaluate the extent to which the ratings yielded by the QRIS accurately reflect differential levels of program quality.

Evaluation Goal 1 operates from the assumption that the QRIS can be judged to be valid if site ratings concur with ratings from other established measures of program quality. Therefore, during Project Year 1, the evaluator will identify a rigorous set of external classification criteria by which they will systematically rate a representative sample of participating sites. These ratings will be applied concurrently with initial QRIS ratings. The alternate criteria proposed by the evaluator will demonstrate a strong theoretical linkage with early child care program quality by which the validity of the QRIS ratings in West Virginia may be assessed. The evaluator will be required to provide evidence of this alignment in the form of new or existing research that meets standards of internal and external validity. The criteria utilized by the evaluator will include data from multiple measures including periodic direct observations and must also take into account perceptions of parents, staff, and other relevant stakeholders regarding the quality of services provided at each site. The final set of criteria will be reviewed and approved by the

QRIS committee prior to its use in the validation study. The approved criteria will be piloted in Project Year 1 during initial site visits and refined in collaboration with the QRIS committee.

Activity (B)(5)-3. Evaluate the extent to which changes in quality ratings are related to progress in children’s learning, development, and school readiness.

Beginning in Project Year 2, the evaluator will select a representative sample of sites stratified by provider type (i.e., child care facilities, family child care facilities and homes, out-of-school time programs, etc.), star rating, and by CCR&R region in which to conduct an ongoing validation study of QRIS ratings. The evaluator also will be required to provide sufficient flexibility in the research plan to accommodate a multiple cohort design to include those sites that opt-in to the QRIS over time. Once the sample is selected and as new sites are added, the evaluator will collect the required data in order to make alternate classifications for each sampled site. These ratings will be compared to QRIS ratings using a statistically valid methodology and agreement statistics will be published as part of the validation study. Evaluation reports, beginning in Project Year 3, will provide conclusions regarding the ability of the system to differentiate quality levels as compared to the alternate classification criteria and recommendations for any revisions to the QRIS rating system.

Evaluation Goal 2 operates from the assumption that the QRIS can also be judged to be valid if sites that are rated as high quality produce differentially positive outcomes for students when compared with sites that are rated lower. Therefore, during Project Year 1, the contractor, in collaboration with the QRIS committee, will identify a set of measureable outcomes for children that are developmentally appropriate, such as improved school readiness, improved health and fitness, less aggressive behavior, and improved social and emotional skills. Outcomes for providers and teaching staff will also be identified and may consist of increased educational levels, improved practice and increased salaries.²⁶ All measures proposed must possess adequate evidence of validity and reliability.

²⁶ Evaluators should consider the potential correlation among various provider outcomes and changes in QRIS ratings.

Once the concurrent validity of the QRIS has been established, of interest in Evaluation Goal 2 is determining the predictive validity of the QRIS ratings relative to these various outcome measures. To accomplish this, the successful evaluator will be required to carry out these key activities: 1) secure relevant data from the information management system and other sources to examine distribution of children by specific site, site type, region, and QRIS rating; 2) assess measures of High Need as covariates in the estimation of the stated early childhood outcome measures, and 3) establish longitudinal measures and use unique identifiers to track the agreed upon outcomes as children transition from the early child care setting into pre-k, Kindergarten, and later elementary grades. Covariate measures used in statistical analyses must match the definitions provided in the RTT-ELC RFP (e.g., “High Needs” may be operationally defined as children’s socioeconomic, disability, ELL, homelessness statuses, etc.). As many of the required data elements relative to this evaluation goal will be derived from the newly developed information management system, it is not expected that the outcomes evaluation will commence until at least Project Year 3 of the grant.

(c) A realistic timeline and (d) parties responsible

The evaluator must demonstrate that sufficient resources have been allocated to complete the evaluation as proposed. The evaluator will designate a principal investigator who is at least .5 FTE assigned to manage the evaluation of the QRIS. The principal investigator will be responsible for all aspects of research design and will oversee data collection, analysis, and report writing related to Goals 1 and 2. The evaluator must also designate additional FTEs as necessary to collect and analyze program data. Additionally, the State will allocate a reasonable proportion of time for the RTT-ELC project coordinator to confer substantively with the evaluation team via at least quarterly meetings.

This time line may be subject to some changes based upon negotiations with the evaluator.

Date	(B)(5) Activity	Milestone	Party(ies) Responsible	Key Personnel
Project Year 1, Quarter 1	1,2	Write RFP	WVDHHR	Division of Early Care and Education, Office of the Secretary,

Date	(B)(5) Activity	Milestone	Party(ies) Responsible	Key Personnel
				QRIS Advisory Council
Project Year 1, Quarter 1	1,2	Select evaluator via competitive bid process	WVDHHR	Division of Early Care and Education, Office of the Secretary, QRIS Advisory Council
Project Year 1, Quarter 1	1,2	Secure IRB approval of study design and establish informed consent procedures	Evaluator	Evaluator
Project Year 1, Quarter 2	1	Data use agreement completed	Evaluator	Evaluator
Project Year 1, Quarters 2-3	1	Validation study logic model completed	Evaluator	Evaluator
Project Year 1, Quarters 2-3	1	Selection of key measures	Evaluator and WV DHHR	Evaluator, DHHR Staff
Project Year 1, Quarter 3	1	Development and piloting of alternate classification criteria	Evaluator	Evaluator
Project Year 1, Quarter 3-4	1	Attend initial ERS training	Evaluator	Evaluator
Project Year 1, Quarters 3-4	1	Observation of first on-site evaluations for three- and four-star programs	Evaluator and WV DHHR	Evaluator, DHHR Staff
Project Year 1, Quarters 1-4	1	Quarterly progress meeting	Evaluator	Evaluator
Project Year 2, Quarters 1-2	1	Refine alternative classification criteria	Evaluator	Evaluator
Project Year 2, Quarters 1-2	1	Review of initial summative QRIS ratings	Evaluator	Evaluator
Project Year 2, 2-3	1	Observe additional on-site evaluations	Evaluator	Evaluator

Date	(B)(5) Activity	Milestone	Party(ies) Responsible	Key Personnel
Project Year 2, Quarters 1-4	1	Quarterly progress meetings	Evaluator	Evaluator
Project Year 2, Quarter 4	1	Publication of first report	Evaluator	Evaluator
Project Year 3, Quarters 1-2	2	Secure necessary QRIS rating and educational outcome data from data management information system	Evaluator	Evaluator
Project Year 3, Quarter 2-3	2	Begin evaluation of learning outcomes for students who have exited child care agencies into Pre-K	Evaluator	Evaluator
Project Year 3, Quarters 1-4	2	Quarterly meetings	Evaluator	Evaluator
Project Year 3, Quarter 4	2	Publication of second report	Evaluator	Evaluator
Project Year 4, Quarters 1-2	2	Continue evaluation of learning outcomes for students who have exited child care agencies into Pre-K and track those who have completed pre-K into Kindergarten	Evaluator	Evaluator
Project Year 4, Quarters 1-4	2	Quarterly progress meetings	Evaluator	Evaluator
Project Year 4, Quarter 4	1, 2	Publication of final report with recommendations	Evaluator	Evaluator

(e) Appropriate financial resources to support successful implementation of the plan

Supplemental Table (B)(5)-1 Project Budget					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	250,000	250,000	250,000	250,000	1,000,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	250,000	250,000	250,000	250,000	1,000,000
10. Indirect Costs*	95,750	95,750	95,750	95,750	383,000
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	345,750	345,750	345,750	345,750	1,383,000
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Statewide Budget (add lines 13-14)	345,750	345,750	345,750	345,750	1,383,000

(f) Supporting evidence

No supporting evidence is required for this Core Area activity.

(g) Performance measures

No performance measures are required for this Core Area activity.

(h) How needs of various Early Learning and Development Programs will be met

The evaluation study will focus on programs participating in the QRIS; as such, it will investigate, primarily licensed child care programs.

(i) How Children with High Needs will be served

An effective evaluation plan for Goal 1 will require the evaluator to brief the state regarding the distribution of Children with High Needs by site type, CCR&R region, and starting to provide insights to the state regarding the extent to which these students are being served by high quality programs. Furthermore, the evaluator's plan to address Goal 2 must indicate how they propose to use key variables related to the definition of High Needs as covariates in estimating the influence of QRIS ratings in predicting student outcomes. In addition, we will offer a competitive preference priority during the proposal review process based upon the quality of the evaluator's plan to address research outcomes for Children with High Needs.

Focused Investment Areas -- Sections (C), (D), and (E)

The State must address in its application--

- (1) Two or more of the selection criteria in Focused Investment Area (C);*
- (2) One or more of the selection criteria in Focused Investment Area (D); and*
- (3) One or more of the selection criteria in Focused Investment Area (E).*

The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.

C. Promoting Early Learning and Development Outcomes for Children

Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points.

The applicant must address two or more selection criteria within Focused Investment Area (C).

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and

(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(1)(a) and (b):

- To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--
 - Proof of use by the types of Early Learning and Development Programs in the State;
 - The State’s Early Learning and Development Standards for:
 - Infants and toddlers
 - Preschoolers
 - Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;
 - Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality;
 - Documentation of the alignment between the State’s Early Learning and Development Standards and the State’s K-3 standards; and

RESPONSE

This project focuses on *using* the State’s recently developed (2010) infant and toddler Early Learning and Development Standards, and *further expanding use* of the State’s recently revised (2010) pre-k Early Learning and Development Standards. Descriptions of both sets of standards are included in Section (A)(1)(d)(1) on page ; copies of both sets of standards can be found in Appendix (C)(1)-1 and Appendix (C)(1)-2.

(a) Key goals

1. Increased *dissemination* of the state’s Early Learning and Development Standards;
2. Increased *awareness* of the state’s Early Learning and Development Standards among educators, families, administrators, and stakeholders; and
3. Increased developmentally appropriate *integration* of the state’s Early Learning and Development Standards into early learning programs

(b) Key activities**Activity (C)(1)-1. Disseminate the West Virginia Early Learning Standards Framework Content Standards and Learning Criteria for WV Pre-K in a user-friendly form.**

The WV Department of Education's (WVDE) Office of School Readiness (OSR) will use Race to the Top funds to (a) write and design a user-friendly document that explains and catalogs the full set of WV Pre-K Early Learning Standards, (b) publish the document on the WVDE's OSR website and obtain printed copies, and (c) disseminate the document to all educators and administrators serving children ages three through five.

Rationale. The WV Pre-K Early Learning Standards are currently available online in the form of WV Board of Education Policy 2520.15; this document includes policy-based information and is a technical read. A user-friendly document will allow a broader audience the opportunity to access and understand the standards. The new WV Pre-K Early Learning Standards document will play a central role in professional development explained in the next activity.

Where and how. This activity will be led by the WVDE's OSR. The process for dissemination of the document will begin during Project Year 1 and continue through Project Year 4 to ensure all pre-k educators, administrators, and stakeholders have access to a copy of the user-friendly WV Pre-K Early Learning Standards.

Activity (C)(1)-2. Expand WV Pre-K Early Learning Standards Professional Development System.

The WVDE's OSR will use Race to the Top funds to (a) develop training modules and materials for all early childhood educators, including pre-k special education educators, administrators and families serving children ages three through five that will guide their teaching and interactions with children in two domains of the WV Pre-K Early Learning Standards—1) social/emotional development and 2) physical development and the arts (modules and materials for the literacy and mathematics domains are already developed or underway); and (b) provide content-specific resources for district leadership teams to assist in implementing the WV Pre-K Early Learning Standards Professional Development System into their programs. Resources such as Copple & Bredekamp's (2009) *Developmentally appropriate practice in early childhood programs*, as well as Kostelnik & Grady's (2009) *Getting it right from the start: The principal's*

guide to early childhood education will be provided to program participants to help synthesize information and scaffold learning. To assist with integration of the social and emotional development modules, this activity will utilize the WV's Early Childhood Positive Behavior Support Initiative as a resource. Additionally, all training modules will incorporate methods to support classroom modifications and adaptations to promote developmentally appropriate experiences for all children. Training modules will assist educators in becoming more attuned to addressing specialized learning opportunities to better promote the inclusion of children with special needs.

Rationale. The WV Pre-K Early Learning Standards Professional Development System was developed in 2010 by the WVDE Pre-K Continuous Quality Improvement (CQI) Advisory Council to improve quality by strengthening the integration of WV Pre-K Early Learning Standards into classroom practices, increasing administrators' understanding of WV Pre-K Early Learning Standards, and developing supports to engage families in standards-based experiences. The content of the system is provided to district pre-k leadership team members, who then implement the system with their pre-k educators, administrators, and families through face-to-face course modules, workshops, family nights, information sharing, and other methods determined by each district. The system is available at no charge to collaborative (state-funded) as well as non-collaborative WV universal pre-k programs to meet the professional development needs of local education agencies, Head Start programs, and child care providers. Additional information about the WV Pre-K Early Learning Standards Professional Development System is found in Appendix (C)(1)-3. Expansion of this professional development system will provide additional opportunities for early childhood educators, administrators, and families to learn about best practices with Early Learning and Development Standards.

Where and how. Development and implementation of modules for the two remaining domains of the WV Pre-K Early Learning Standards will provide access to high-quality professional development to West Virginia educators, administrators, and families in a minimum of ten WV school districts during the piloting phase. The pilot will include pre-k special education professionals. After the pilot phase, modules will be available for all remaining WV school districts, and will be provided based on an application process which provides the capacity for statewide implementation within three years after the pilots are completed. This activity will be led by the WVDE's OSR, in collaboration with individuals from the WVDE

Office of Special Programs, WV DHHR, WV Head Start State Collaboration Office, West Virginia University, Marshall University, Concord University, as well as local early childhood educators, administrators, and families.

Activity (C)(1)-3. Disseminate print copies of the West Virginia Infant and Toddler Early Learning Standards.

This activity will enable all infant and toddler caregivers and stakeholders throughout the state to have a copy of the standards.

Rationale. The WV Infant and Toddler Early Learning Standards are still relatively new and have had a limited level of dissemination, so providing copies to all Early Childhood Educators will greatly advance their use.

Where and how. This activity will be led by the WV Department of Health and Human Resources (DHHR). Working with regional resource and referral agencies, the WV DHHR will ensure that all stakeholders and caregivers receive a copy of the standards. This process will occur during Project Year 1 and will continue through Project Year 4 to ensure all stakeholders and caregivers have access to the WV Infant and Toddler Early Learning Standards.

Activity (C)(1)-4. Develop and implement the WV Infant and Toddler Professional Development System.

Race to the Top funds will support the following activities: (a) design an Infant and Toddler professional development system using the WV Pre-K Early Learning Standards Professional Development System as a model; (b) beginning with language and literacy standards develop content modules based on the WV Infant and Toddler Professional Development Standards; and (c) pilot the system in at least three resource and referral agencies. During the pilot phase, evaluations and feedback from participants will provide guidance for revisions and edits prior to statewide implementation.

Rationale. In August 2011, West Virginia program leaders serving infants and toddlers committed to the design, development, and implementation of a standards- and research-based professional development system geared toward infant and toddler care providers, families, and administrators. Once developed, other funding streams will sustain its ongoing availability.

Where and how. The delivery methods for this professional development system will be determined by a work group of key infant and toddler stakeholders during Project Year 1. Using the WV Infant and Toddler Early Learning Standards as a guide, module content for the system

will be determined during Project Years 1 and 2. Modules created for this system will be piloted in infant and toddler programs in at least three of the state's six resource and referral agencies during Project Years 3 and 4. This activity will be led by the WV DHHR in conjunction with the WV Early Childhood Advisory Council's (ECAC) Professional Development and Early Learning Standards subcommittee. A .5 FTE will be utilized to assist with the coordination of the development and pilot of this activity.

Activity (C)(1)-5. Develop an infant and toddler Comprehensive Assessment System based on Early Learning and Development Standards.

The Race to the Top grants funds will support activities to (a) develop an infant and toddler Comprehensive Assessment System as defined in the RTT-ELC RFP, which includes multiple valid and reliable assessments; and (b) pilot the implementation of the system across infant and toddler programs throughout the state.

Rationale. Although some elements of an infant and toddler Comprehensive Assessment System currently exist in West Virginia, we recognize the need to refine and formalize a common system that will be used by all members of the infant and toddler early learning and development community. Project funds will provide resources and a .5 FTE to lead this development effort. The .5 FTE from Activity (C)(1)-4 and the .5 FTE from this activity comprises a full time person to lead the development of the WV Infant and Toddler Early Learning Standards Professional Development System, providing the opportunity for professional development on the assessment system to be embedded as a key component of the state's infant and toddler professional development system (see Activity (C)(1)-4, page 128).

Where and how. The infant and toddler comprehensive assessment system will be refined and formalized during Project Years 1 and 2. The system will be piloted in infant and toddler programs in at least three of the state's six resource and referral agencies during Project Years 3 and 4, with statewide implementation of the system by the conclusion of Project Year 4. The WV DHHR will serve as the lead agency for this activity.

Activity (C)(1)-6. Incorporate Early Learning and Development Standards into the Early Childhood Workforce Knowledge and Competency Framework.

Race to the Top funds will support the revision of the workforce knowledge and competency framework to include the Infant/Toddler and Pre-K WV Early Learning and Development Standards.

Rationale. This revision supports the State’s commitment to develop a workforce that is well-versed in and capable of using and reflecting upon Early Learning and Development Standards, appropriate to their programmatic areas.

Where and how. This activity will be led by the ECAC’s Professional Development and Early Learning Standards subcommittee. Specific information regarding implementation of this activity are included in Project (D)(1) of this proposal.

Activity (C)(1)-7. Integrate the Ready, Set, Go! WV Comprehensive Framework for School Readiness. To ensure all school readiness efforts are grounded in the state’s Early Learning and Development Standards as well as the Essential Domains of School Readiness, the WVDE’s OSR will utilize Project Funds to (a) promote the Ready, Set, Go! WV Comprehensive Framework for School Readiness across early childhood programs and to the public by designing a Ready, Set, Go! WV website and marketing campaign; (b) provide a capacity-building system for Ready, Set, Go! WV technical assistance by employing eight .5 FTEs in regional locations throughout the state (the other .5 of each of these FTEs is addressed in Section (E)(1) of this proposal); (c) design and disseminate a Ready, Set, Go! WV family handbook; and (d) design and provide professional development on WV’s comprehensive school readiness model across the state. (See Appendix (C)(1)-4) for the supports offered by the Ready, Set, Go! WV Comprehensive Framework for School Readiness, including Children with High Needs as defined by the RTT-ELC RFP.)

Rationale. Using Early Learning and Development Standards and the Essential Domains of School Readiness as foundational elements, Ready, Set, Go! WV will provide early childhood stakeholders and professionals the opportunity to ensure their efforts are part of these commitments. Regional technical assistance with integration of this model will assist early childhood educators, administrators, and families to raise awareness of the critical link between high-quality programming, utilization of Early Learning Standards, and school readiness as it relates to ready communities, ready schools, ready families, and ready children (see Appendix (C)(1)-5 for a description of the Ready, Set, Go! WV framework.). To increase the awareness of and commitment to including Children with High Needs in all projects, this technical assistance process will also increase the ability of professionals to address the needs of children with disabilities within the comprehensive school readiness framework. The family handbook will include developmental milestones aligned with State Early Learning and Development

Standards—describing what children should be able to experience and do at various stages during the early childhood years, as well as resources for families that align to the Essential Domains of School Readiness. This resource will be made available both online and as a hardcopy publication.

Where and how? The WVDE's OSR will lead this activity with support from the WV Pre-K CQI Advisory Council and collaborative partners. The WVDE will employ the 8 regional .5 FTEs during Project Year 1, Quarter 2, and technical assistance for integration of the framework will begin during Project Year 1, Quarter 3. The model will be implemented statewide during Project Years 1-4, with the OSR leading the efforts. Technical assistance regarding the utilization of Early Learning Standards, integration of the Ready, Set, Go! WV model into communities, schools, and with families, and effective transitions (including transitions from WV Birth to Three (Part C) to local boards of education (Part B)) to assist with school readiness will be the focus of professional development during Project Years 1-4. The family handbook will be completed by the conclusion of Project Year 1 by early childhood coordinators at the WVDE. The coordinated effort to provide the handbook to all families of young children in the state and key early childhood stakeholders will occur during Project Years 2-4. The WVDE's OSR will lead this activity.

(c) A realistic timeline and (d) parties responsible

Supplemental Table (C)(1)-1. Realistic Timeline and Parties Responsible

Date	Activity Number	Milestone	Party(ies) responsible	Key personnel
Project Years 1-4	(C)(1)-1	Design, publish, and disseminate (hard copy and online) a user-friendly promotional document inclusive of the WV Pre-K Early Learning Standards Framework.	WVDE	WVDE OSR Assistant Dir., WVDE OSR Assessment/School Readiness Coordinator, WVDE Office of Communications Executive Dir.
Project Year 1-2	(C)(1)-2	Design, development, and pilot WV Pre-K Early Learning Standards	WVDE Pre-K CQI Advisory Council	WVDE OSR and Office of

Date	Activity Number	Milestone	Party(ies) responsible	Key personnel
		Professional Development System: Social and Emotional Development Series		Special Programs Coordinators
Project Year 3-4	(C)(1)-2	Design, development, and pilot WV Pre-K Early Learning Standards Professional Development System: The Arts and Physical Development Series	WVDE Pre-K CQI Advisory Council	WVDE OSR Coordinators
Project Years 1-4	(C)(1)-2	Provision of resources for county professional development leadership teams	WVDE Pre-K CQI Advisory Council	WVDE OSR Coordinators
Project Year 1-4	(C)(1)-3	Publish and disseminate (hard copy and online) additional copies of the WV Infant and Toddler Early Learning Standards Framework.	WV DHHR	WV DHHR Infant/Toddler Specialist
Project Year 1, Quarter 1	(C)(1)-4	Employ .5 FTE to assist with implementation of Activity 4	WV DHHR	WV DHHR Early Care & Education Program Manager
Project Years 1-2	(C)(1)-4	Design and development of WV Infant and Toddler Early Learning Standards Professional Development System	WV DHHR/ WV ECAC Professional Development/Early Learning Standards Committee	WV DHHR Early Care & Education Program Manager
Project Years 3-4	(C)(1)-4	Pilot of WV Infant and Toddler Early Learning Standards Professional Development System	WV DHHR/ WV ECAC Professional Development/Early Learning Standards Committee	WV DHHR Early Care & Education Program Manager
Project Year 1, Quarter 1	(C)(1)-5	Employ .5 FTE to assist with implementation of Activity 5	WV DHHR	WV DHHR Early Care & Education Program Manager
Project Years 1-	(C)(1)-5	Development the Infant and Toddler Comprehensive Assessment System	WV DHHR	WV DHHR Early Care &

Date	Activity Number	Milestone	Party(ies) responsible	Key personnel
2				Education Program Manager
Project Years 3-4	(C)(1)-5	Pilot Professional Development for Infant and Toddler Comprehensive Assessment System	WV DHHR	WV DHHR Early Care & Education Program Manager
Project Year 1, Quarters 1 and 2	(C)(1)-6	Incorporation of Early Learning Standards into the Early Childhood Workforce Knowledge and Competency Framework	WV ECAC Professional Development/Early Learning Standards Committee	WV ECAC PD/Early Learning Standards Committee Co-Chairs
Project Year 1, Quarter 2	(C)(1)-7	Employ .5 FTEs for 8 WV regions to integrate the Ready, Set, Go! WV Comprehensive Framework for School Readiness	WVDE OSR	-WVDE OSR Assistant Dir. -WVDE OSR Assessment/School Readiness Coordinator
Project Year 1, Quarter 2	(C)(1)-7	Employ 1.0 FTE programmer for RSG website development, .5 FTE for communications and marketing	WVDE OSR; WVDE Office of Communications	WVDE OSR Assistant Dir., WVDE OSR Assessment/School Readiness Coordinator, WVDE Office of Communications Executive Dir.
Project Year 1, Quarter 3-Project Year 4	(C)(1)-7	Integration of Ready, Set, Go! WV statewide and development of online resources	WVDE OSR; WVDE Pre-K CQI Advisory Council	WVDE OSR Assistant Dir., WVDE OSR Assessment/School Readiness Coordinator,

Date	Activity Number	Milestone	Party(ies) responsible	Key personnel
				WVDE Office of Communications Executive Dir., Eight regional .5 FTEs
Project Years 1-4	(C)(1)-7	Development and Dissemination of the Ready, Set, Go! WV Family Handbook	WVDE OSR; WVDE Pre-K CQI Advisory Council	WVDE OSR Assistant Dir., WVDE OSR Assessment/School Readiness Coordinator, WVDE Office of Communications Executive Dir.

(e) Appropriate financial resources to support successful implementation of the plan

Financial activities to support implementation of (C)(1) are outlined as follows:

The WVDE will be responsible for employing 1 FTE as a programmer for the Ready, Set, Go! WV website and online resources, a .5 FTE as a coordinator for marketing and publicity for the Ready, Set, Go! WV campaign, and 8 .5 FTE's as regional coordinators for Technical Assistance (TA)/ Professional Development (PD) of the Ready, Set, Go! WV framework. The WVDE will utilize contractual services for Project Years 1-4 of the grant to assist with ELS PD System. Also, the WVDE will be responsible for all campaign, marketing, and publishing of the Ready, Set, Go! WV framework.

The WVDHHR will be responsible for employing 1 FTE for development of Infant/Toddler (IT) Comprehensive Assessment System and coordination of IT Early Learning Standards PD System. The WVDHHR will utilize contractual services for Project Years 1-2 of the grant to assist with ELS PD System.

Supplemental Table (C)(1)-1. Project Budget					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	618,000	618,000	618,000	618,000	2,472,000
2. Fringe Benefits	204,510	204,510	204,510	204,510	818,040
3. Travel	90,000	90,000	90,000	90,000	360,000
4. Equipment	36,000	4,500	4,500	4,500	49,500
5. Supplies	136,750	136,750	136,750	136,750	547,000
6. Contractual	75,000	75,000	37,500	37,500	225,000
7. Training Stipends	0	0	37,500	37,500	75,000
8. Other	100,000	100,000	100,000	100,000	400,000
9. Total Direct Costs (add lines 1-8)	1,260,260	1,228,760	1,228,760	1,228,760	4,946,540
10. Indirect Costs*	150,046	146,662	146,662	146,662	590,032
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9- 12)	1,410,306	1,375,422	1,375,422	1,375,422	5,536,572
14. Funds from other sources used to support the State Plan	277,000	187,000	187,000	137,000	788,000
15. Total Statewide Budget (add lines 13- 14)	1,687,306	1,562,422	1,562,422	1,512,422	6,324,572

(f) Supporting evidence for (C)(1)(a) and (b)

West Virginia’s Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group (infants, toddlers, and preschoolers) and they cover all Essential Domains of School Readiness. Further, they have been aligned with the WV K-3 reading/language arts and mathematics Common Core State Standards (see activity (C)(1)-8 in this section for our plan to complete alignment with other K-3 standards).

Proof of use by the types of Early Learning and Development Programs in the State.

We offer proof of their use in Supplemental Table (C)(1)-3 .

Supplemental Table (C)(1)-3. Proof of use by the types of Early Learning and Development Programs in the State

Type of Program	Proof of Use
Licensed childcare centers	All WV Early Learning Standards are integrated into QRIS Program Standards.
Licensed family childcare home	All WV Early Learning Standards are integrated into QRIS Program Standards.
State-funded preschool	WVBE Policy 2525 and WVBE Policy 2520.15, mandate the use of WV Pre-K Early Learning Standards in all WV Pre-K Programs (see Appendix (C)(1)-2).
Early Head Start and Head Start	Head Start programs which collaborate with WV Pre-K must utilize the WV Pre-K Early Learning Standards, per WVBE Policy 2525 and WVBE Policy 2520.15
Programs funded under IDEA Part C	Standards incorporated into professional development work; trainings posted on the website to help practitioners understand the standards and use them, etc.
Programs funded under IDEA Part B, section 619	WVBE Policy 2525 and WVBE Policy 2520.15, mandate the use of WV Pre-K Early Learning Standards in all WV programs funded under IDEA Part B, section 619.
Programs funded under Title I of ESEA	N/A
Programs receiving CCDF funds	All WV Early Learning Standards are integrated into QRIS Program Standards.
In-home family education	In-Home Family Education program model standards are aligned with WV Early Learning and Development Standards Framework: Infant/Toddler and Pre-K. There has not been systematic training for programs on the use of the Frameworks.

The State’s Early Learning and Development Standards for

- ***Infants and toddlers***—See Appendix (C)(1)-1.
- ***Preschoolers***—See Appendix (C)(1)-2

Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners.

State standards for early education programs were developed by groups of experts and leaders from the field to ensure developmental, cultural, and linguistic appropriateness. Appropriateness for children with disabilities, developmental delays, and English Learners is addressed throughout the standards. The inclusion and partnership for pre-k special education is embedded into the state’s early learning standards. This allows for increased outcomes for all students, including those with high needs and developmental delays. The state early learning standards were developed by work groups of key stakeholders from entities including, but not limited to: early childhood educators; early childhood administrators and childcare directors; early childhood families; WV Department of Education Offices of School Readiness, Instruction, Special Programs, Healthy Schools, Certification, and Research; WV Department of Health and Human Resources; WV Head Start State Collaboration Office; WV Head Start Training and Technical Assistance Office; WV Pre-K Continuous Quality Advisory Council Early Learning Standards Work Group; Marshall University; West Virginia University; Concord University; Mount West Community and Technical College; Pierpont Community and Technical College; WV resource and referral agencies; WV Head Start Grantees; Zero to Three; Chief Council of State School Officers; and the National Governor’s Association.

Documentation that the standards address all Essential Domains of School Readiness.

Table (A)(1)-6 provides evidence that the state’s Early Learning and Development Standards address the Essential Domains of School Readiness, as will review of the Early Learning Standards found in Appendix (C)(1)-1 and (C)(1)-2. The commitment to ensuring all WV Early Learning Standards align with the Essential Domains of School Readiness is also indicated in Section (A)(2)’s description of the Ready, Set, Go! WV – A Comprehensive Framework for School Readiness.

Documentation of the alignment between the State’s Early Learning and Development Standards and the State’s K-3 standards.

West Virginia also has a demonstrated commitment to ensuring an alignment of its WV Pre-K Early Learning Standards Framework with the West Virginia Next Generation Content Standards and Objectives for K-12. Coordinators from the WV Department of Education’s OSR and Office of Instruction have developed an alignment between the pre-k, kindergarten, and first grade standards for English/ language arts and mathematics (see Appendix (C)(1)-6). This alignment was utilized for the first time during the July 2011 Kindergarten Content Standards and Objectives Academy to assist kindergarten teachers to better understand the progression of standards between pre-k, kindergarten, and first grade.

(g) Performance measures

There are no performance measures required for this section.

(h) How West Virginia will address the needs of different types of Early Learning and Development Programs

West Virginia addresses the needs of its various types of Early Learning and Development Programs by offering a strong commitment to adherence of Early Learning and Development Standards throughout program type and structure. Support of the use of Early Learning and Development Standards will be enhanced through the professional development systems and publications noted in the above activities. All Early Learning and Development Programs will be able to access these supports and publications. Individuals from each of these programs will have the opportunity to serve on the ECAC’s Professional Development and Early Learning Standards subcommittee and/or the WV Department of Education Pre-K CQI Advisory Council’s Ready, Set, Go! WV Work Group as well. Representative membership will help ensure all programs are involved in completing these activities.

(i) How West Virginia will meet the needs of Children with High Needs

Early Learning and Development Standards are provided for programs to ensure that the individual needs of all children are met. Children with High Needs are served by all Early Learning and Development Programs which utilize Early Learning and Development Standards. Commitments established in the state’s Early Learning and Development Standards that focus on

individualized instruction and the accommodation of children's unique needs and strengths ensure that all children are equitably included in programming regardless of need. Particular focus and supports are available to assist educators as they work with unique learning styles, inclusive of children with high needs, on a daily basis.

(C)(2) Supporting effective uses of Comprehensive Assessment Systems.**RESPONSE**

West Virginia does not propose any projects under this focused investment area.

(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by--

(a) Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; and promoting children's physical, social, and emotional development across the levels of its Program Standards;

(b) Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards;

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity; and

(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who--

(1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);

(2) Are referred for services based on the results of those screenings, and where appropriate, received follow-up; and

(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and

Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, States must provide baseline data and set targets for the performance measures under (C)(3)(d).

Evidence for (C)(3)(a):

- To the extent the State has established a progression of health standards across the levels of Program Standards that meet the elements in criterion (C)(3)(a), submit--
 - The progression of health standards used in the Program Standards and the State’s plans for improvement over time, including documentation demonstrating that this progression of standards appropriately addresses health and safety standards; developmental, behavioral, and sensory screening, referral, and follow-up; health promotion including healthy eating habits, improved nutrition, and increased physical activity; oral health; and social and emotional development; and health literacy among parents and children;

Evidence for (C)(3)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(3)(d):

- Documentation of the State’s existing and future resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs. At a minimum, documentation must address the screening, referral, and follow-up of all Children with High Needs; how the State will promote the participation of Children with High Needs in ongoing health care as part of a schedule of well-child care; how the State will promote healthy eating habits and improved nutrition as well as increased physical activity for Children with High Needs; and how the State will promote health literacy for children and parents.

RESPONSE

(a) Key Goals

1. Ensure that all program standards for children birth through five years old address children’s health and safety including health and behavioral screening, follow up for needed services, and promotion of physical, social and emotional development.

2. Increase the number of early childhood educators who are trained to increase the number of Early Childhood Educators who are trained and supported to meet the health standards.
3. Promote healthy eating habits, improved nutrition, and increased physical activities for young children in West Virginia’s early childhood programs.
4. Build upon and expand West Virginia’s collaboration among early childhood programs, primary health care providers, WV Medicaid, and WV Children’s Health Insurance Program to increase the number of Children with High Needs who are:
 - a) Screened in accordance with WV Health Check/ Bright Futures periodicity and standards;
 - b) Are referred for services based on the results of surveillance and screenings and receive follow up services when appropriate; and
 - c) Receive ongoing well-child care and are up to date on their well-child visits.

(b) Key Activities

Activity (C)(3)-1. Revise existing Program Standards to address developmental and behavioral screenings and follow up; promotion of physical, social, and emotional development; and health literacy.

Grant funds will be used to revise QRIS standards to include developmental screening, referral, and health literacy for child care, as described in Project (B)(1)-1. IDEA Part C (WV Birth to Three) early intervention services are provided in the homes of individual Children With High Needs, and currently include development assessment, referral, and provision of appropriate services. WV Birth to Three will revise current policies to include requirements for health promotion and health literacy.

Rationale. These revisions will assist early childhood programs to understand their important role in helping to assure that West Virginia’s youngest children receive ongoing healthcare from a primary medical home, and ongoing screening and referral for identified needs. Standards will also promote helping families understand the importance of getting routine well-child care, and what should be expected during a well-child visit.

How and where. Revisions to the QRIS standards, completed by the Office of Early Care and Education, and revisions to the WV Birth to Three/IDEA Part C policies will be effective statewide.

Activity (C)(3)-2: Provide increased access to high-quality professional development on health standards for early childhood programs and stakeholders.

This activity includes (a) expansion of the Coordinated School-Public Health Partnership (CSHSP) model to support training and technical assistance on health standards for early childhood programs; (b) integration of health standards training into existing early childhood professional development opportunities; and (c) increased training and technical assistance to assist early childhood programs in meeting health standards on promoting social emotional development.

With RTT-ELC funds, the CSHSP model will expand to include an early childhood focus. An early childhood wellness coordinator and eight regional early childhood wellness specialists will be supported through the WVDE's Office of Healthy Schools to coordinate with nurse consultants and trainers from the State's six child care resource and referral agencies to identify and address early childhood educator needs for training. Specific early childhood health strands will be included in large annual statewide early childhood conferences such as the interagency funded Celebrating Connections, the Head Start Conference, and the Growing Healthy Children's Conference. Funding from RTT-ELC will help to increase the number of early childhood settings, both center and home based, that can be supported under the current initiative which aims to expand universal practices to promote positive social emotional development for children birth through 5 years of age, while linking with the child's medical home. Data will be reported to and tracked by the state's Technical Assistance for Children's Social and Emotional Intervention (TACSEI) state leadership team.

Rationale: The current CSHSP wellness activities focus on school-aged children. With the increased attention to health standards in the earliest years, there is a need to expand this coordinated model into early childhood. The TACSEI Pyramid model of professional development is an evidenced-based approach to increasing the knowledge and skills of early childhood educators in promoting positive social emotional development and in supporting children with more challenging behaviors. Evidence indicates that consistent use of universal

practice to promote social emotional development will reduce the need for more intensive services.

How and where: The WV Department of Education early childhood wellness coordinator will work with early childhood programs and medical providers to promote coordinated implementation of all health standards across the state. The early childhood wellness coordinator and eight regional early childhood wellness specialists will facilitate a coordinated approach to targeted professional development with consistent standards that ensure a whole-child focus. The eight regional early childhood wellness specialist will be sustained through the continued CSHSP Partnership agreement between the WVDE and WV DHHR after the grant period has ended. Grant funds will support two rounds of TACSEI expansion, with the first to begin in 2013 and the second phase to begin in 2015. Each round will include four additional center based sites, four home-based professionals, and master cadre trainers. RTT-ELC funds will allow the State TACSEI Leadership team to purchase and pilot a process for implementing the parent modules, initially targeted to the parents participation in the demonstration sites. The TACSEI Leadership team will design strategies for sustaining training on the parent modules after the grand period ends.

Activity (C)(3)-3: Increase professional development on existing nutrition and physical activity tools to support the knowledge base and curriculum integration for Early Childhood Educators.

Through this activity, training will be provided on the current WV Board of Education Wellness Content Standards and Objectives for Pre-K classrooms, the Institute of Medicine's Nutritional Standards, the early childhood health standards, and evidence-based curriculum such as Choosy Kids: Be Choosy, Be Healthy and I am Moving I am Learning (Appendix (C)(3)-2) for integration into the QRIS and utilization across early childhood settings. Choosy Kids and I am Moving I am Learning (Appendix (C)(3)-2) are researched-based, nationally recognized curricula that honor the role of the parent, early educators, and health providers in making children health literate while enhancing physical fitness, emotional wellness, and school readiness. The WVDE early childhood wellness coordinator will be responsible for coordination and planning with other stakeholders and with WVDE regional early childhood wellness specialists.

Rationale: The knowledge of existing standards, research-based programming, supporting rules and regulations, and tools for implementation will support the ability of Early Childhood Educators to readily incorporate standards and integrate them into the program. The implementation of these programs and activities will support nutrition and physical activity of children in early childhood programs while serving as a start to the establishment of lifelong healthy habits which promote wellness throughout the lifespan.

How and Where: The WVDE early childhood wellness coordinator will be responsible for coordinating with the WVDE regional early childhood wellness specialists and other early childhood professional development providers to make trainings available to Early Childhood Educators across all program types.

Activity (C)(3)-4: Support physical activity through the increase of appropriate playgrounds/playground equipment for children ages birth to five years.

Increased physical activity for young children will be supported through increasing the number of early education sites that have appropriate playground equipment for children birth to five years of age. A process will be designed for early childhood programs to apply for appropriate playground equipment for their facilities. The application process will require applicants to include results from measures such as an environment rating scale.

Rationale. West Virginia has a known obesity rate of 28.4% among children (WVU CARDIAC Project). Moreover, Early Childhood Environment Rating Scale-Revised (ECERS-R) results from WV Pre-K classrooms indicate that approximately 85% had a score of 4 or lower out of 7 in “space for gross motor”; an estimated 58% scored 4 or below out of 7 in “gross motor equipment.” This demonstrates a strong need for improvements in space and materials that support physical development.

How and where: This activity will be led by the WVDE Office of Healthy Schools, and offered statewide based on the current outdoor physical environment needs proven through state program audit findings and proof of need by the application process outlined above. Funding will be needs-based for the areas proving most disadvantaged, with a requirement to allow community access when appropriate.

Activity (C)(3)-5: Increase the number of Children with High Needs who receive high-quality screenings, referrals, follow-up care, and ongoing health care as a part of overall Early Periodic Screening, Diagnosis and Treatment (EPSDT) well-child screenings.

West Virginia will leverage RTT-ELC funds to (a) expand the Governor's Kids First Initiative to be inclusive of the birth to five population in all settings; (b) provide quality technical assistance and training to EPSDT medical providers; (c) provide educational information for families on well-child visits and preventative care tips; and (d) implement a statewide developmental screening, tracking and referral structure for children birth to five years.

(a) Expansion of the Governor's Kids First Initiative (Appendix (C)(3)-3) to include the entire birth to five population will promote the importance of well-child visits as indicated in the WV Medicaid HealthCheck (EPSDT) periodicity schedule.

(b) The WVDHHR Early Childhood HealthCheck Coordinator funded through this grant will coordinate with Medicaid and West Virginia Children's Health Insurance Program (WVCHIP) to develop targeted trainings and technical assistance to assure that healthcare providers understand how to complete comprehensive EPSDT screenings as delivered by medical providers to approximately 85% of children through the Governor's Kids First agreement with the largest state insurance payers.

(c) Early Education programs will incorporate educational materials such as HealthCheck Preventative Care Website with Parent Tips (Appendix (C)(3)-4) and the WV Pre-K Child Assessment Systems Child Accomplishments Summary (Appendix (E)(1)(3)).

(d) West Virginia's statewide Help Me Grow program will be based on the national Help Me Grow (HMG) model, with components that include ability for referral sources (including physicians, early childhood programs, and families) to refer a child to be entered into the HMG tracking system; a parent consent to share results of the ASQ:3 screenings with the child's medical home and other referral sources; State level staff who understand child development to review completed family surveys and communicate directly with families when needed; a central data system to track results of completed family surveys and referrals; mailings of child development materials for families; and, HealthCheck program specialist who will work directly with primary care providers to inform them of the tracking process provide training on understanding how the ASQ:3 results can be used in the primary care setting.

Rationale: Isolated rural areas continue to experience the most adverse social, economic, and educational deficits, resulting in significant health disparities in the incidence, prevalence, mortality, and burden of chronic diseases, and access to care.

How and where: (a) The Kids First initiative already exists for all children entering the school system from ages three to five years with an approved Center for Medicare and Medicaid Services (CMS) State Plan Amendment (SPA) to cover the costs of screening for uninsured children. The Kids First initiative has been successful in assuring all children have a wellness screening prior to enrollment in school. The expansion of the project will include coordination with Medicaid and WVCHIP to evaluate health data collected through quality audits and payer data collection in order to identify ways that early childhood programs can help improve data results for children birth through five years. The data collected by Medicaid and WVCHIP through program audits and claims will serve as the indicator of success or needed change. West Virginia Early Education programs will utilize HealthCheck data to assist parents when follow-up and referrals are made.

(b) The existing nine WVDHHR Regional HealthCheck Specialists working under the direction of the WVDHHR Early Childhood HealthCheck Coordinator will provide direct technical assistance to the EPSDT medical providers. This grant will allow the expansion of their roles to also work with early childhood educators through a coordinated school-public health approach inclusive of collaboration with the employment of WVDE-ECWC and eight WVDE-RECWS.

(c) All participating early education programs will install links from respective websites to the HealthCheck website where new parent educational materials are posted and obtain hard copies to distribute to parents of children in their respective programs.

(d) The WV Office of Maternal, Child and Family Health/Title V Home Visitation Program was recently awarded Maternal, Infant and Early Childhood Home Visiting competitive grant funds to develop and implement an ASQ:3 developmental screening and tracking process for children birth through five who are participating in the state's home visiting programs, based on the Help Me Grow model. RTT-ELC funds will support one additional FTE state HMG child development specialist, one FTE data entry position, and related mailing expenses in order to allow the coordinated screening and tracking system to be available to all children birth through age five years. Funds will also support development of a media campaign regarding the

availability and benefits of the HMG statewide system. RTT-ELC funds will be used to increase the capacity of West Virginia’s In-Home Education programs to serve at-risk children’s needs identified through the screenings.

(c) A realistic timeline and (d) parties responsible

Supplemental Table (C)(3)-1. Timeline and Responsible Parties

Date	(C)(3) Activity Number	Milestone	Party(ies) responsible	Key personnel
Project Year 1	1	Revisions to WV Birth to Three/IDEA Part C state policy to health promotion and health literacy	WV Birth to Three Interagency Coordinating Council	Director, WV Birth to Three
Project Year 1, Quarter 2	2	Employ a WVDE Early Childhood Wellness Coordinator (ECWC) and contract for eight WVDE Regional Early Childhood Wellness Specialists (RECWS)	WVDE Office of Healthy Schools	Director, WVDE Office of Healthy Schools and Director, WVDHHR HealthCheck Program
Project Years 1-4	2	Provide technical assistance, training, and sustained professional development to early childhood professionals regarding early childhood health standards	WVDE Office of Healthy Schools WVDHHR	WVDE Early Childhood Wellness Coordinator, Eight WVDE Regional Early Childhood Wellness Specialists, WVDHHR Resource and Referral trainers and nurse consultants
Project Year 2	2	TACSEI Phase One expansion of training	TACSEI State Leadership Team	WV Birth to Three CSPD Coordinator
Project Year 4	2	TACSEI Phase Two expansion of training	TACSEI State Leadership Team	WV Birth to Three CSPD Coordinator
Project Years 1-4	3	Provide professional development on existing nutrition and physical activity	WVDE Office of Healthy Schools	WVDE Early Childhood Wellness Coordinator, Eight WVDE Regional

Date	(C((3) Activity Number	Milestone	Party(ies) responsible	Key personnel
		tools to support the knowledge base and curriculum integration for early childhood educators.	WV DHHR	Early Childhood Wellness Specialists, WVDHHR CCR&R trainers and nurse consultants
Project Year 1, Quarter 3	4	Development playground improvement application process	WVDE Office of Healthy Schools	WVDE Office of Healthy Schools Coordinator
Project Years 2-4	4	Playground improvement applications sought and awarded to early childhood programs	WVDE Office of Healthy Schools	WVDE Office of Healthy Schools Coordinator
Project Years 1-4	5	Expansion of Governor's Kids First Initiative to include birth through five population	WVDE Office of Healthy Schools	WVDE Office of Healthy Schools Coordinator, WVDHHR Early Childhood Health Check ECHC Coordinator, and Nine WVDHHR Regional HealthCheck Specialists
Project Years 1-4	5	Training and technical assistance ³ for HealthCheck providers on components of quality comprehensive screens	WVDHHR ECHC Coord., HealthCheck Specialists	WVDHHR ECHC Coordinator
Project Year 1	5	Employ Help Me Grow Specialist and Data Entry positions and contract for development of media campaign	OMCFH Home Visiting Director, HMG Coordinator	Director, Home Visitation
Project Year 2	5	HMG screening and tracking available to all children birth through five	Home Visiting Director, HMG Coordinator	Director, Home Visitation

(e) Appropriate financial resources to support successful implementation of the plan

Supplemental Table (C)(3)-1. Project Budget					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	853,000	853,000	853,000	853,000	3,412,000
2. Fringe Benefits	284,030	284,030	284,030	284,030	1,136,120
3. Travel	55,000	55,000	55,000	55,000	220,000
4. Equipment	48,000	6,000	6,000	6,000	66,000
5. Supplies	10,500	10,500	10,500	10,500	42,000
6. Contractual	75,000	15,000	15,000	15,000	120,000
7. Training Stipends	0	0	0	0	0
8. Other	27,500	29,000	29,000	29,000	114,500
9. Total Direct Costs (add lines 1-8)	1,353,030	1,252,530	1,252,530	1,252,530	5,110,620
10. Indirect Costs*	191,594	162,868	162,868	162,868	680,198
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	2,500,000	2,596,000	2,512,000	2,593,000	10,201,000
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	4,044,624	4,011,398	3,927,398	4,008,398	15,991,818
14. Funds from other sources used to support the State Plan	655,250	630,250	630,250	630,250	2,546,000
15. Total Statewide Budget (add lines 13-14)	4,699,874	4,641,648	4,557,648	4,638,648	18,537,818

(f) Supporting evidence for (C)(3)(a), (b) and (d)

Evidence for (C)(3)(a): Health standards are supported across WV’s early learning and development programs through multiple methods. Largely, progressions of health standards are included in each of the programs indicated below using the described format(s):

Supplemental Table (C)(3)-3. Evidence of a Progression of Health Standards across the levels of Program Standards

Type of Program	Progression of Health Standards
Licensed childcare centers	Childcare licensing regulations include a progression of health standards to which all licensed childcare centers must adhere.
Licensed family childcare home	Family childcare licensing regulations include a progression of health standards to which all licensed family childcare home programs must adhere.
State-funded preschool	The Physical Health and Development Domain of the WV Pre-K Early Learning Standards includes a progression of health standards to which all WV pre-k programs must include.
Early Head Start and Head Start	The Head Start and Early Head Start Outcomes include Physical Health standards for inclusion in all programs.
Programs funded under IDEA Part C	WV Birth to Three policies require assessment of needs across cognitive, communication, physical (including vision, hearing, and motor), social emotional, and adaptive domains. Policies require parent education regarding child’s developmental needs, and linkage to other needed services such as well child care or financial resources.
Programs funded under IDEA Part B, section 619	The Physical Health and Development Domain of the WV Pre-K Early Learning Standards includes a progression of health standards to which all programs funded under IDEA Part B, section 619 must include.
Programs funded under Title I of ESEA	N/A
Programs receiving CCDF funds	Not available at the time of submission.
In-home family education	Not available at the time of submission.

Evidence for (C)(3)(b): A statewide tracking system will be developed to maintain professional development for all Early Childhood Educators, Early Childhood Program staff, and EPSDT medical providers. This tracking system will include date of event, health and safety content, number of participants, current title and program, and evaluation summary data inclusive of needs for each offering. The state's major professional development reporting sources will report this information annually to the WVDE Office of Healthy Schools' Early Childhood Wellness Coordinator.

Evidence for (C)(3)(c): The WVDHHR/OMCFH-HealthCheck Program will make available nine regional specialists who will provide direct services to EPSDT providers, as well as a website and educational materials to assist with this endeavor. WV Kids First Initiative Team inclusive of payers will provide HealthCheck educational information and parent notification for well-child visits along with public announcements. The CSPHP Leadership team will provide leadership and integration of a birth to three focus outside of the school enrollment setting to incorporate all Early Childhood Educators and Programs. All program recipients of PTE/FTEs will provide in-kind facilities and rent with full staff integration to meet grant requirements.

Evidence for (C)(3)(d): Medicaid HealthCheck and WVCHIP Healthcare, Effectiveness, Data and Information Set (HEDIS) data will be used to track the number of children with high needs who participate in ongoing health care and the number of children who are up-to-date with well-child visits for ages 3 to 5-years old. The Medicaid data sets will focus on once a year HealthChecks applicable to the 3 to 5-year old population. The WVCHIP data sets will provide birth to five data measuring the same as Medicaid. The WVDE-WV Education Information System (WVEIS) will provide data for first time enterers who were screened and referred prior to first time school entry with documentation of referral and follow-up care. The gaps in baseline data revolve around known up-to-date well-child visits and follow-up/treatment for children with high needs. The WVDE will require pre-k collaborative programs to collect data on follow-up care and treatment for all students with indicated referral data which is currently sporadic and unknown. The birth to three programs, including Birth to Three and in-home family education, will survey participating parents to collect compliance with the recommended well-child visits and follow-up/treatment for all referrals from the medical home.

(g) Performance measures

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	Baseline and annual targets				
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2012	Target for end of calendar year 2013	Target for end of calendar year 2014	Target for end of calendar year 2015
Number of Children with High Needs screened	49,315	55,000 (69%)	60,000 (75%)	65,000 (82%)	70,000 (88%)
Number of Children with High Needs referred for services who received follow-up/treatment	Unknown – CMS data shows 6,598 children referred; however unknown if follow-up and treatment occurred	unknown	unknown	unknown	unknown
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	17,115 ² (46% of 3-5 yr. olds) B-3 will be designing a method for acquiring data on B-3 well child care	19,108 (51%)	22,854 (61%)	26,601 (71%)	30,348 (81%)
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	46% ² (3-5 yr. olds) B-3 will be designing a method for acquiring data on B-3 well child care	19,108 (51%)	22,854 (61%)	26,601 (71%)	30,348 (81%)
¹ <i>Source: 2010 Centers for Medicare and Medicaid Services-416</i> ² <i>To be “up-to-date” on well-child visits, children <1 are screened 7 times (newborn, 3-5 days, by 1 mo, 2 mo, 4 mo, 6 mo, 9 mo) before 12 months; children 1-2 years of age are screened 5 times (12 mo, 15 mo, 18 mo, 24 mo, 30 mo); children 3-5 years of age are screened 3 times (once per year) – thus the only validated data for “up-to-date” is for the 3-5 year old age group</i>					

(h) How West Virginia will address the needs of different types of Early Learning and Development Programs

The health and safety standards of all state early care and education program will be brought to a standardize level across the agencies and EPSDT/ primary care providers to ensure the focus on the whole child. The WVDE-ECWC will work across all programs and all EPSDT/medical providers to ensure an understanding while bringing a standard of care across the state. The ability to have a coordinator to review and culminate all early childhood health and safety standards while understanding the gaps will lead to targeted professional development and training with consistent standards.

(i) How West Virginia will meet the needs of Children with High Needs

In West Virginia approximately 65% of our children are provided with coverage from Medicaid and WVCHIP along with approximately 23% of children with a special health care need (2010 Kids Count data) and a homeless and foster care population of 1.23% (national ranking of 14 with 1 best from National Center on Family Homelessness 2009 State Report Cards). The ability to provide training and professional development to early childhood staff with a focus on Children with High Needs will be an integral part the trainings since the majority of the birth to five population fall under a definition for high needs in West Virginia.

(C)(4) Engaging and supporting families.

RESPONSE

West Virginia does not propose any projects under this focused investment area.

D. A Great Early Childhood Education Workforce

Note: The total available points for (D)(1) and (D)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (D), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (D).

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

The extent to which the State has a High-Quality Plan to--

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children’s learning and development and improve child outcomes;

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State’s Workforce Knowledge and Competency Framework.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in criterion (D)(1), submit:
 - The Workforce Knowledge and Competencies;
 - Documentation that the State’s Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is designed to promote children’s learning and development and improve outcomes.

RESPONSE

One of the challenges West Virginia’s Early Learning and Development community has faced in recent years has been the general perception that our current Workforce Knowledge and Competency Framework (i.e., the *Core Knowledge and Competencies for Early Care and Education Professionals*) (Appendix (D)(1)-1) and progression of credentials (i.e., the State Training and Registry System [STARS] Career Pathway) (Appendix (D)(1)-2) only relate to those individuals employed to provide child care. Through this grant opportunity, stakeholder groups, including higher education, will review and revise the Core Knowledge and Competencies, and Career Pathway with a focus on strategies and designs that will increase their relevance and application for all early childhood professionals. The new Core Knowledge and Competencies and Career Pathway will be revised and included as part of the Ready Set Go !- WV School Readiness Framework.

(a) Key goals

1. Revise and implement West Virginia’s Core Knowledge and Competencies framework.
2. Develop a common, statewide progression of credentials and degrees aligned with West Virginia’s Core Knowledge and Competencies framework.
3. Engage postsecondary institutions and other professional development providers in increasing alignment of professional development opportunities with the state’s Core Knowledge and Competencies framework.

(b) Key activities

Activity (D)(1)-1. Revising and implementing West Virginia’s Core Knowledge and Competencies framework.

With this activity West Virginia will develop and adopt one statewide Workforce Knowledge and Competency Framework that all early childhood programs will understand and acknowledge as core to their mission, even though some programs may have additional competencies that are unique to their specific roles. The workgroup engaged in this activity will include broad representation from partnering programs to (a) facilitate an in-depth review of core competencies specific to all partnering programs and revise and update the *Core Knowledge and Competencies for Early Care and Education Professionals*; (b) publish the revised Core

Knowledge and Competencies online and in print; (c) develop a training module and professional development tool kit for Early Childhood Educators to help implement the framework; (d) provide training for individuals in technical assistance roles across early childhood programs; and (e) develop and publish core competencies for individuals who provide training and technical assistance for Early Childhood Educators.

(a) While West Virginia's *Core Knowledge and Competencies for Early Care and Education Professionals* meets most of the requirements as defined in the RTT-ELC RFP, all areas will be thoroughly reviewed and revised in accordance with the most recent revisions of NAEYC's Standards for Programs. Particular attention will be paid to incorporating universal strategies to promote positive social emotional development and address challenging behavior, and expanding the use of feedback from postsecondary institutions and early childhood experts. The revision will consider the core competencies for WV Department of Education Professional Preparation Standards, WV in-home family education, the WV Birth to Three/Part C early intervention specialists, and those used by the state's QRIS system for child care programs. The workgroup will include representatives of programs serving Children with High Needs (i.e., children who are: low income; have disabilities; English language learners; migrant, homeless, or in foster care) and family members recruited from these programs.

(b) We will publish and rebrand the revised *Core Knowledge and Competencies for Early Childhood Professionals* as part of the Ready Set Go !- WV School Readiness Framework. The document will be posted online and available in print to be distributed across early childhood programs.

(c) We will develop a training module and professional development tool kit for Early Childhood Educators. The tool kit, which will be published online through the Ready, Set, Go! WV website and in print, will help Early Childhood Educators understand how to incorporate the core knowledge and competencies into their individualized professional development plans. The training module will assist technical assistance providers in introducing the revised core knowledge and competencies and will include activities and resources to promote collaboration across the early childhood programs and promote the inclusion of children with disabilities.

(d) We will provide training for individuals in technical assistance roles across early childhood programs regarding how they can assist Early Childhood Educators in understanding

how to incorporate the core knowledge and competencies into their individualized professional development plans.

(e) We will develop and publish core competencies for individuals who provide training and technical assistance for Early Childhood Educators. To address this work, we will expand the membership of and re-energize the current STARS advisory council. The committee will use *A Guide to Effective Consultation with Settings Serving Infants, Toddlers and Their Families: Core Knowledge, Competencies, and Dispositions*, published by the U.S. Department of Health and Human Services Administration for Children and Families (n.d.), and the *Early Childhood Education Professional Development: Training and Technical Assistance Glossary*, published by the National Association for the Education of Young Children and the National Association of Child Care Resource & Referral Agencies (2011), as resources in order to assure that the identified strategies will address the unique needs of programs and individuals and apply to all settings supporting children with high needs. The committee will design technical assistance core knowledge and competencies and publish them on the Ready, Set, Go!-WV School Readiness website. The committee will also design training and implementation supports that will assist participating programs as they develop the core knowledge and competencies of individuals who provide technical assistance, training, and professional development in early childhood settings, including preschool special education classrooms. This work will be coordinated with the trainer orientation provided through the state's training and registry system.

Rationale. Even though West Virginia has a strong history of collaboration among early childhood partners and has in place many strong components of an effective system to support the early childhood workforce, the RTT-ELC grant provides an opportunity to revisit and realign existing strengths and to develop and implement a High Quality Plan to assure that Early Childhood Educators—and the professionals who provide them technical assistance—have the core knowledge and competencies they need to support West Virginia's Children With High Needs and all children. Integrating the revised core knowledge and competencies into the technical assistance structures across early childhood programs will increase the availability of current, evidence-based support to Early Childhood Educators, and in particular, to those in rural areas. West Virginia currently has a trainer credential system through the STARS registry with credentials designated at the Master Trainer, Certified Trainer, Affiliate Trainer, and Specialty Trainer levels. The trainer credentials are issued based on the trainer's educational level, level of

progression on the STARS career pathway, and the number of hours experience in providing training for adults. Trainers at the Master and Certified level assure that trainings are aligned with core knowledge content areas. The development of core competencies for individuals providing training and technical assistance in early childhood would further promote the quality and effectiveness of the available training.

How and where. Meetings focused on stakeholder review and revision of the core competencies will take place in a central West Virginia location accessible to all attendees, as will the training provided to technical assistance providers. GoToMeeting is an available resource that may be used to assure broad participation. These meetings will be facilitated by the career advising position described in (D)(1)-3 with assistance from a content specialist/writer. The core knowledge and competencies training module for Early Childhood Educators will be used by technical assistance providers in six regional Resource and Referral agencies located across the state, eight WV Birth to Three (Part C) regions, and 55 pre-k county collaborative teams.

Activity (D)(1)-2. Developing a common, statewide progression of credentials and degrees aligned with West Virginia’s Workforce Knowledge and Competency Framework

With this activity we will (a) establish a workgroup to review the current credential structure and develop a new, statewide progression of credentials and degrees; (b) finalize the infant/toddler and directors’ credentials; and (c) expand and revise the current career *ladder* into a career *lattice*; and (d) produce tools to aid Early Childhood Educators in planning their career paths. The Early Childhood Advisory Council Professional Development Committee, which includes representatives of all categories of Early Learning and Development Programs, including those serving Children with High Needs, will take the lead on this project.

(a) We will establish a workgroup through the Professional Development Committee of the Early Childhood Advisory Council of WV, in collaboration with the STARS Advisory Committee and West Virginia Department of Education’s Office of Professional Preparation, whose responsibility will be to design a common, statewide progression of degrees and credentials. The workgroup will complete a thorough review of the current credential and certification requirements across the various early childhood programs, including those serving primarily Children with High Needs. Respective agencies will make revisions if necessary to

assure the credential requirements are aligned with the core competencies as defined in the RTT-ELC RFP.

(b) The workgroup will finalize the work currently underway on the infant/toddler and directors' credentials and publish a final report. Work is in progress on both of these credentials; the grant will support work needed to incorporate the revised core knowledge and competencies (described in previous activity).

(c) The workgroup will also expand and revise the current career ladder into a career lattice format that identifies the path for obtaining a credential or certification within the early childhood system and clearly defines the requirements to progress from one degree/credential/certification to another.

(d) We will publish information in print and online through a searchable web application—to be posted on the Early Childhood Advisory Council website and linked to the Ready Set Go !- WV School Readiness web portal and other early childhood websites in order to make the career lattice highly accessible to stakeholders. The career lattice will clearly identify the education, experience, and credential requirements across all early childhood settings and programs including child care, Head Start, early intervention, in-home family education programs, and public preschool.

The final online product will provide guidance to the user, including frequently asked questions, professional development plans, where to find local technical assistance, and links to programs of study that allow progression to other degrees and/or credentials. The online resource will also link potential students to the state's T.E.A.C.H. program for incentives including stipends and salary enhancements. (Appendix (D)(1)-3)

Rationale. The current STARS career pathway represents the credential and degree progression primarily within child care programs (see Appendix (D)(1)-2). With funding from RTT-ELC, West Virginia will develop a comprehensive career lattice and career planning tool that reaches beyond child care to any early childhood setting and/or program. The career lattice tool will be maintained online in order to allow for timely revisions when there are changes in degree or credential requirements and provide a central location where potential students or faculty of postsecondary institutions can find up-to-date, accurate information about degree and credential requirements across all early childhood programs, including those that serve primarily Children with High Needs.

How and where: These meetings will occur in a central location of the state using GoToMeeting options for participation. The meetings will be facilitated by the career advising position described in (D)(1)-3, with assistance from a content specialist/writer.

Activity (D)(1)-3. Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the state's Core Knowledge and Competencies framework.

West Virginia will use RTT-ELC grant funds to support a new *career advising coordinator* position within the WV Higher Education Policy Commission who will take the lead in (a) facilitating the alignment of degree programs and professional development provided by postsecondary institutions with the revised Core Knowledge and Competencies framework; and (b) developing agreements with postsecondary institutions to allow college credit for qualifying professional development.

(a) We will develop and implement a strategic plan that is designed to strengthen relationships with postsecondary institutions in order to increase faculty understanding and adoption of West Virginia's revised Core Knowledge and Competencies in developing aligned degree programs and professional development activities, and to develop needed articulation agreements. The new career advisory coordinator will serve as a liaison with postsecondary institutions and will be responsible for developing the strategic plan, with input from the Early Childhood Advisory Council Professional Development Committee.

(b) We will also develop agreements with postsecondary institutions to increase the availability of college credit for qualifying professional development opportunities.

Rationale: Having a dedicated position in the Higher Education Policy Commission will be critical to promoting the alignment of the revised credentials by institutions of higher education. The career advisory coordinator will participate in the research and revision of the core competencies, thereby gaining in-depth knowledge and understanding of the needs of the early childhood community, including issues related to developing new articulation agreements—which the STARS Advisory Council has already identified as a need. Having this individual located in the Higher Education Policy Commission also offers an opportunity to coordinate with other activities, including outreach to high school and college students.

How and where: It is estimated that at least three stakeholder meetings will be held in central locations with GoToMeeting options for participation. In addition, there will be visits to

postsecondary institutions, if necessary, to discuss articulation plans. This process will be facilitated by the career advising position.

(c) A realistic timeline and (d) parties responsible

The RTT-ELC grant will support an FTE *research writer* position for the first three years of the grant with responsibilities to include assisting with researching and writing the revised Core Knowledge and Competencies, Tool Kit, and training modules. The grant will also support a new FTE *career advising coordinator* position, located within WV Higher Education Policy Commission for the period of the grant. The career advising coordinator will be hired upon receipt of the grant award and will be responsible for facilitating the review and revision of the Core Knowledge and Competencies and career pathways; the development of supporting resources; and initial training of regional Early Learning and Development technical assistance providers. As those activities are completed, the responsibilities of the career advising coordinator will shift to building an infrastructure for ongoing relationships between the early learning and development system and postsecondary institutions.

Supplemental Table (D)(1)-1. Timeline and Parties Responsible

Start Date	(D)(1) Activity	Milestone	Party(ies) responsible	Key personnel
Grant award	1	Research writer hired within 90 days	Contracted through the Higher Education Policy Commission	Dean, Academic Affairs
Grant award	1, 2, 3	Career advising coordinator hired within 90 days	Higher Education Policy Commission	Dean, Academic Affairs
Project Year 1, Quarter 2	1(a)	Initial draft revision – 9/12 Final version – 12/12	Coordinated through WV Early Childhood Advisory Council PD committee which includes representatives from all EC programs, higher education, Part B preschool special education and Part C ICC.	Research/writer and Career advising coordinator, RTT Coordinator
Project Year 1, Quarter 1	1(b)	Revised Core Knowledge and Core Competencies	ECAC PD committee, WV Dept of Education, WVECTCR key personnel, contracted research/writing	Research/writer, PD committee co-chairs, WVDOE webmaster, HEPC Career

Start Date	(D)(1) Activity	Milestone	Party(ies) responsible	Key personnel
		posted online – Print 25,000 copies	position	Advisory position as facilitator
Project Year 2, Quarter 1	1(c)	Training module and tool kit completed	Contracted research/writer position, ECAC PD committee, other stakeholders	Research/writer, PD committee co-chairs, HEPC Career Advisory position as facilitator
Project Year 2, Quarter 1	1(d)	Trainings completed by 6/13	Trainers/TA providers in six R&R regions, eight WVBTT/Part C regions, and 55 county collaborative teams	HEPC Career Advisory position, RTT Coordinator
Project Year 1, Quarter 3	1(e)	T/TA Competencies completed – 10/13 Training resources – 11/13 Posted online – 12/13	ECAC PD committee including STARS advisory, facilitated by STARS Director	PD Committee co- chairs, WVECTCR/STARS Director
Project Year 1, Quarter 3	2(a)	4/13 – EC credential review completed	Coordinate through ECAC PD Committee, with members of the STARS advisory, and added members from WV Dept of Ed.	HEPC Career Advising Coordinator, PD committee co- chairs
Project Year 1, Quarter 2	2(b)	Infant Toddler and Directors Credentials finalized – 4/13	Coordinate through ECAC PD Committee/STARS advisory, facilitated by HEPC Career Advisory position	HEPC Career Advising Coordinator
Project Year 2, Quarter 1	2(c)	Career Lattice design complete– 7/13	ECAC PD Committee, STARS Advisory, and the WVDE Office of Professional Preparation	HEPC Career Advising Coordinator, committee co-chairs
Project Year 2, Quarter 3	2(d)	Career Lattice posted web based in searchable format –10/13	Web developer position contracted through WVDEA, with input from ECAC PD committee	RTT Coordinator, WVDEA
Project	3(a)	IHE Strategic plan	HEPC Career Advisory	HEPC Career

Start Date	(D)(1) Activity	Milestone	Party(ies) responsible	Key personnel
Year 2, Quarter 4		in place by 4/14 – continues throughout grant period	position, postsecondary institutions, ECAC PD committee	Advising Coordinator
Project Year 3, Quarter 2	3(b)	Agreements for PD credit in place by 4/14 – continue throughout grant period	HEPC Career Advisory position, postsecondary institutions, and respective programs	HEPC Career Advising Coordinator

(e) Appropriate financial resources to support successful implementation of the plan

Supplemental Table (D)(1)-2. Project Budget					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	70,000	70,000	70,000	70,000	280,000
2. Fringe Benefits	22,400	22,400	22,400	22,400	89,600
3. Travel	5,000	5,000	5,000	5,000	20,000
4. Equipment	4,000	500	500	500	5,500
5. Supplies	1,000	1,000	1,000	1,000	4,000
6. Contractual	50,000	65,000	50,000	50,000	215,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	152,400	163,900	148,900	148,900	614,100
10. Indirect Costs*	27,432	28,302	26,802	26,802	109,338
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	7,000	80,600	0	0	87,600

Supplemental Table (D)(1)-2. Project Budget					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	186,832	272,802	175,702	175,702	811,038
14. Funds from other sources used to support the State Plan	73,000	73,000	73,000	73,000	292,000
15. Total Statewide Budget (add lines 13-14)	259,832	345,802	248,702	248,702	1,103,038

(f) Supporting evidence

The Workforce Knowledge and Competencies (See Appendix (D)(1)-1 for an excerpt; the full document is too lengthy to be included in this application).

Documentation of alignment of the WV Workforce Knowledge and Competency Framework with the definition in the RTT-ELC RFP. West Virginia developed Core Knowledge and Competencies for Early Childhood Professionals in 2004 and In-Home Core Knowledge and Competencies were added in 2009. Primary resources for the revised core knowledge and core competencies included: *Preparing Early Childhood Professionals*; *NAEYC's Standards for Programs*; *National Child Care Information Center (NCCIC)*; *Early Childhood Environment Rating Scale-Revised (ITERS-R)*; *West Virginia Early Learning Standards Framework (ELSF)*; *WV Birth to Three/Part C Core Competencies for Early Intervention*; *Kansas and Missouri Core Competencies for Early Care and Education Professionals*; *New Mexico Core Content*; and *The Kent County Professional Development System*.

When the In-Home Family Education Core Knowledge and Core Competencies were added to the Core Knowledge and Competency Framework in 2009, they were adopted by the Training Committee of Partners in Community Outreach, which included representatives from Healthy Families America, Parents as Teachers, Maternal Infant Health Outreach Worker, and

the WV Department of Health and Human Resources/Bureau for Children and Families/Early Care and Education. The In-Home Family Education Core Knowledge and Competencies are aligned with the Prevent Child Abuse America Self-Assessment Tool 2008-2010, Vanderbilt University-Center for Health Services MIHOW Standards of Practice for Sponsoring Agencies and Standards of Practice for Outreach Workers, and Parents as Teachers National Center Quality Standards.

The WV Core Knowledge and Core Competencies include eight core knowledge content areas. Each core competency area has three to eight defined categories. The core competency areas are organized into three tiers that establish a continuum of learning from entry level skills to an advanced level of academic preparation and varied experience.

1. Child Growth and Development (1.1 Characteristics and Needs of Young Children, 1.2 Multiple Influences on Development and Learning, 1.3 Learning Environments that Support Development, 1.4 Prenatal Growth and Development)
2. Health, Safety, and Nutrition (2.1 Indoor and Outdoor Safety, 2.2 Health Promotion, 2.3 Health Appraisal and Management, 2.4 Child Abuse and Neglect/Family Violence, 2.5 Nutritional Needs of Children/Energy Balance)
3. Positive Interactions and Relationships (3.1 Relationships with Individual Children/Relationships with Parents and Children, 3.2 Managing Environmental Design, 3.3 Developmentally Appropriate Guidance, 3.4 Relationships with Others)
4. Curriculum (4.1 Learning Environment, 4.2 Social Development, 4.3 Emotional Development, 4.4 Creative Expression of the Arts, 4.5 Health Practices and Physical Education, 4.6 Language and Literacy Development, 4.7 Mathematical Thinking, 4.8 Scientific Thinking)
5. Child Observation and Assessment (5.1 Principles of Observation and Assessment of Children, 5.2 Documentation Methods, 5.3 Observation and Assessment Findings and Uses, 5.4 Reporting Methods)
6. Family and Community (6.1 Family Characteristics and Influences, 6.2 Respectful and Reciprocal Relationships with Families, 6.3 Family Involvement, 6.4 Community Collaboration)

7. Program Management (7.1 Professional Interactions, 7.2 Leadership, 7.3 Organizational Management, 7.4 Financial Management, 7.5 Human Management, 7.6 Regulations, Policies and Quality Standards, 7.7 Program Philosophy and Evaluation)
8. Professionalism (8.1 Ethical Standards and Professional Guidelines, 8.2 Continuous, Collaborative Learning, 8.3 Reflective Practice, 8.4 Advocacy, 8.5 Collaborative Partnerships)

(g) Performance measures

There were no performance measures required for this focused investment area.

(h) How needs of various Early Learning and Development Programs will be met

As evidenced in the descriptions above, there was broad representation of Early Learning and Development Programs during the initial writing and later revision of West Virginia's *Core Knowledge and Core Competencies for Early Childhood Educators*. The participating programs to this grant application have made the commitment to participate in this next revision of the core competencies and to use the Core Knowledge and Core Competencies to guide professional development and to integrate them into the QRIS. Participating programs include Early Care and Education/Child Care, WV Birth to Three/Part C, Office of School Readiness, Preschool Special Education/Section 619, in-home family education, Head Start State Collaboration and local Head Start and Early Head Start grantees. All goals and activities of the grant include active involvement of these participating programs. Stipends have been targeted to support workgroup participation by parents and programs that would otherwise not have the financial ability to attend.

(i) How Children with High Needs will be served

As indicated in this plan, the various workgroups that will address these revisions will include representation from early childhood professionals who work with children with high needs, including those experiencing developmental delays, challenging behaviors, low income, homelessness, and risks for abuse or neglect. Many of these same partners are actively involved in the state's current initiative to increase the use of universal practices in home based and center based settings to promote positive social emotional development and strategies for supporting young children with challenging behaviors. West Virginia was one of two states selected in 2010

to receive technical assistance from the Technical Assistance Center for Social Emotional Intervention (TACSEI). Revisions of core competencies will expand expectations for knowledge and skills in these areas.

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

RESPONSE

West Virginia does not propose any projects under this focused investment area.

E. Measuring Outcomes and Progress

Note: The total available points for (E)(1) and (E)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (E).

(E)(1) Understanding the status of children’s learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State’s Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

RESPONSE

(a) Key goals

1. *Development* of a statewide comprehensive kindergarten entry assessment system which:
 - a. provides valuable information to educators regarding the status of children at kindergarten entry to inform instruction and guide planning;
 - b. provides valuable information to facilitate family communication; and
 - c. provides valuable information to early childhood stakeholders regarding the status of children at kindergarten entry to inform the birth through age five community, as well as the general population, about children's well-being and development.
2. Design and implementation of a capacity-building system for educator, administrator, and early childhood stakeholder *professional development* to support implementation of the statewide comprehensive kindergarten entry assessment.
3. Full *integration* of the statewide comprehensive kindergarten entry assessment system into all 55 WV school districts.
4. Development of a capacity-building system for *annual reporting* based on data from the statewide comprehensive kindergarten entry assessment to be included in the state's existing educational data reporting system.
5. *Publication and dissemination* of annual data from the statewide comprehensive kindergarten entry assessment reporting system, based on state as well as individual district data.

(b) Key activities

Activity (E)(1)-1 Develop the WV Kindergarten Child Assessment System

The WV Department of Education's (WVDE) Office of School Readiness will use Race to the Top funds to collaborate with the National Institute for Early Education Research to design a kindergarten entry assessment instrument which (a) includes all Essential Domains of School Readiness; (b) is aligned to WV Kindergarten Content Standards and Objectives; (c) is concurrent with the National Research Council's (2008) report on early childhood assessments; (d) utilizes the highest standards of evidence for psychometric purposes; (e) is appropriate for

children from different ethnic, racial, language, developmental levels, and age; and (f) includes holistic assessment in terms of the multiple domains of development to be assessed. Data from the state's comprehensive kindergarten assessment system will be reported to the WV Educational Information System (WVEIS), the state's Longitudinal Data System and early learning data system. This reporting process will allow early learning data to be housed and aggregated to inform stakeholders of children's developmental status as they enter kindergarten. The design of a capacity-building system for kindergarten assessment will ensure the system can be maintained by state funds after the conclusion of this grant.

Rationale. The WV Kindergarten Child Assessment System (K-CAS) will serve as a vital element of the state's early childhood system, as it will (a) provide valuable information to kindergarten educators regarding the status of children at kindergarten entry to inform instruction and guide planning, (b) provide valuable information to facilitate family communication, and (c) provide valuable information to early childhood stakeholders regarding the status of children at kindergarten entry to inform the birth through age five community, as well as the general population, about children's well-being and development. The K-CAS will align directly to the WV Pre-K Child Assessment System, which is integrated statewide in all WV Pre-K Programs, stand-alone 3-year-old Head Start Programs, and home-based Head Start programs. Neither assessment system will be utilized to prevent children from entering kindergarten.

Where and how? This activity will be led by the WVDE Office of School Readiness, and will include collaboration with a highly qualified vendor to include the Kindergarten Early Learning Scale as a primary component of the system. Resources provided by this grant will assist in the development of a kindergarten child assessment system which will meet the statewide needs for WV's early care and education system. The development will include a field study during Project Year 1 to assist with concurrent validity, which will allow the WVDE Office of School Readiness to move forward with training and implementation statewide of the WV K-CAS.

Activity (E)(1)-2. Design and implementation of an educator, administrator, and early childhood stakeholder-based capacity-building professional development system for the WV Kindergarten Child Assessment System.

The WVDE Office of School Readiness will utilize grant funds to create a professional development system inclusive of all elements of the WV K-CAS for kindergarten educators,

administrators, and other early childhood stakeholders. The professional development requires not only training on the Kindergarten Early Learning Scale implementation and reporting, but also on high-quality formative assessment practices.

Rationale. To ensure reliable reporting on the status of children’s development across the Essential Domains of School Readiness at kindergarten entry, educators must be able to utilize the K-CAS with integrity. Professional development to support this effort will be provided via a capacity building model which will span the four years of the grant. Utilizing eight .5 FTE regional trainers, the WVDE Office of School Readiness will design a coordinated technical assistance and professional development system during Project Year 1 and then deliver the system to all 55 school districts in WV during Project Years 2-4. These eight .5 FTE regional trainers will be the same individuals utilized to implement Activity (C)(1)-7 of this proposal.

Where and how? Effective professional development is a component necessary for the successful implementation of the WV K-CAS. Based on the success of the WV Pre-K Child Assessment System, the WV K-CAS professional development design will include online modules as well as face-to-face mentoring opportunities between educators and regional personnel to ensure reliability of implementation. Professional development to support implementation will be designed during Project Year 1. The professional development will be ready for roll out at the beginning of Project Year 2. Following an initial in-depth training and reliability testing on the instrument, educators will continue to receive yearly follow-up and technical assistance regarding implementation of the system.

Activity (E)(1)-3. Full implementation and reporting of the WV K-CAS into all 55 WV school districts.

The WVDE will utilize Race to the Top Early Learning Challenge Funds to (a) ensure all kindergarten teachers are trained on the WV K-CAS by the beginning of the 2014-2015 school year; (b) provide the kindergarten entry assessment system to be utilized with **all** WV children during the first several weeks of kindergarten, beginning in 2014-15; (c) design and implement an online platform (based on the successful reporting system already in place for the WV Pre-K Child Assessment System (see Appendix (E)(1)-1) to ensure annual reporting on the WV K-CAS; and (d) ensure utilization of the Child Accomplishments Summary Report for families of kindergarten children.

Rationale. The project and subsequent integration of the instrument statewide in WV provides the opportunity to conduct a concurrent validity study as well as determine kindergarten teachers' reliability on the instrument (Riley-Ayers, 2011). The WV K-CAS will assess children's status at the beginning of kindergarten for language and literacy development, cognition and general knowledge, social and emotional development, and approaches toward learning. The WV K-CAS will also require educators to report on the physical health and development of children at kindergarten entry. This process is also designed to ensure ongoing assessment of children's developmental progress over time, with a mid-year and end-of-year checkpoint built in for reporting gains in the above areas. An informative, user-friendly data platform is necessary and critical for the successful implementation of the reporting processes required of the WV K-CAS. The Child Accomplishments Summary Report will be a vital part of the system as well, as it will provide families with user-friendly information based on their child's development at kindergarten entry. This report would mimic the Pre-K Child Assessment System's Child Accomplishment Summary (Appendix (E)(1)-2). The K-CAS system will be managed after the grant concludes by utilizing state funds.

Where and how? The design of this activity will begin during Project Year 1, with the employment of one FTE to serve in the WVDE Office of Information Systems. This person will be responsible for building the online platform for data reporting, and will provide technical assistance to educators, administrators, and stakeholders during Project Years 1-4 regarding the data entry and reporting processes. The data system will be maintained after the grant ends by the WVDE Offices of Information Systems and School Readiness. The WVDE Office of School Readiness will also develop a timeline to ensure full state wide implementation of the K-CAS by the beginning of the 2014-2015 school year, including

- Field study for concurrent validity;
- Training and support system for the WV Kindergarten workforce;
- Reporting on the online data entry platform via WVEIS;
- Establishment of data collection timelines for teachers;
- Development of data collection summaries for classrooms, programs and districts; and
- Licensed use of the K-ELS for 2015 and beyond.

Activity (E)(1)-4. Publish and disseminate annual data from K-CAS.

The status of children's development and well-being at kindergarten entry will be captured on a yearly basis. This information will be aggregated and published in an annual state report as well as at the local level for all county school districts. These publications will provide rich information regarding the status of children as they enter kindergarten at both the local and state levels.

Rationale. Annual data from the statewide comprehensive kindergarten entry assessment system will be provided to (a) kindergarten educators regarding the status of children at kindergarten entry to inform instruction and guide planning, (b) families of kindergarten children in a user- and family-friendly method to facilitate family communication, and (c) early childhood stakeholders regarding the status of children at kindergarten entry to inform the birth through age five community, as well as the general population, about children's well-being and development. The reporting mechanism established for the birth through age five community will be incorporated into the work of the existing county early childhood collaborative teams for continuous quality improvement initiatives.

Where and how? An annual state and local district report based on state data will be available by the conclusion of the grant and available annually thereafter. These reports will be published based on the kindergarten entry assessment system data and will include information to inform the above entities of the status of young children at kindergarten entry. To assist with this process, the WVDE Office of Research will utilize funds from this grant to employ 1 FTE to assist with publication and dissemination of annual state and district data. This process will begin when the first set of data demonstrating children's development at kindergarten entry becomes available, which is at the conclusion of Project Year 2, as the tools are tested for validity. Data will be published and disseminated via the WVDE Office of School Readiness and the Ready, Set, Go! WV websites, as well as in printed form for individual school districts.

(c) A realistic timeline and (d) parties responsible**Supplemental Table (E)(1)-1. Timeline and Responsible Parties**

Date	Activity #	Milestone	Party(ies) responsible	Key personnel
Project, Year 1	1	Development of the WV Kindergarten Child Assessment System	WVDE Office of School Readiness (OSR)	WVDE OSR Asst. Director, WVDE OSR School Readiness/ Assessment Coordinator, Contractor
Project, Year 1	1	Field Study of Kindergarten Early Learning Scale for Concurrent Validity	WVDE OSR	WVDE OSR School Readiness/ Assessment Coordinator
Project, Year 1	2	Employ eight .5 FTE Regional Coordinators to assist with development and phased implementation of kindergarten assessment professional development	WVDE OSR	WVDE OSR Asst. Director, WVDE OSR School Readiness/ Assessment Coordinator
Project, Years 2-4	2	Implementation of professional development for WV Kindergarten Child Assessment System across all 55 WV school districts	WVDE OSR	WVDE OSR School Readiness/ Assessment Coordinator, Eight .5 Regional Coordinators
Project, Year 1	3	Employ one FTE Programming Coordinator to develop and implement Reporting System for WV Kindergarten Child Assessment System	WVDE Office of Information Systems	WVDE Office of Information Systems Exec. Dir.
Project, Years 2-4	3	Phased implementation and reporting process of the WV Kindergarten Child Assessment	WVDE OSR WVDE Office of Information Systems	WVDE OSR School Readiness/ Assessment Coordinator, Eight .5

		System into all 55 school districts		Regional Coordinators, Programming Coordinator
Project, Year 1	4	Employ one FTE Research Coordinator to develop process for publication and dissemination of annual state and district data for 55 school districts	WVDE Office of Research	WVDE Office of Research Exec. Dir.
Project, Years 2-3	4	Initial publication and dissemination of reports based on kindergarten entry assessment system	WVDE Office of Research WVDE OSR	Research Coordinator, WVDE OSR Assessment/School Readiness Coordinator
Project, Year 4	4	Publication and dissemination of reports based on kindergarten entry assessment system for all 55 school districts and full state data	WVDE Office of Research WVDE OSR	Research Coordinator, WVDE OSR Asst. Dir.

(e) Appropriate financial resources to support successful implementation of the plan

Financial activities to support implementation of (E)(1) are outlined as follows:

The WVDE will be responsible for employing 1 FTE as a researcher for the WV K-CAS, 1 FTE as a programmer to design the K-CAS reporting platform and reports, 1 FTE for administrative assistance with the K-CAS research study, professional development, and reporting platform, and 8 .5 FTEs to provide Technical Assistance and training for building capacity for the K-CAS. The WVDE will utilize contractual services for Project Years 1-4 of the grant to collaborate with highly qualified vendor (K-CAS design, implementation, and psychometrics). The WVDE will also provide stipends for teacher trainings as well as funds for annual reporting.

Supplemental Table (E)(1)-1 Project Budget					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	660,000	960,000	960,000	960,000	3,540,000
2. Fringe Benefits	211,200	211,200	211,200	211,200	844,800
3. Travel	190,000	340,000	340,000	340,000	1,210,000
4. Equipment	44,000	11,000	11,000	11,000	77,000
5. Supplies	20,000	40,000	40,000	40,000	140,000
6. Contractual	125,000	125,000	125,000	125,000	500,000
7. Training Stipends	0				0
8. Other	0	0	0	100,000	100,000
9. Total Direct Costs (add lines 1-8)	1,250,200	1,687,200	1,687,200	1,787,200	6,411,800
10. Indirect Costs*	91,265	123,166	123,166	130,466	468,061
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	1,341,465	1,810,366	1,810,366	1,917,666	6,879,861
14. Funds from other sources used to support the State Plan	109,750	109,750	109,750	109,750	439,000
15. Total Statewide Budget (add lines 13-14)	1,451,215	1,920,116	1,920,116	2,027,416	7,318,861

(f) Supporting evidence.

The WV Kindergarten Child Assessment System will build on the success of the WV Pre-K Child Assessment System, a formative assessment system built in collaboration with National Institute of Early Education Research for all WV Pre-K children which informs instruction, guides family communication, and provides outcome data for children throughout the pre-k school year (see Appendix (E)(1)-2). An additional strength of the state's high quality plan for kindergarten comprehensive assessment is that all kindergarten educators have access to a comprehensive transition report based on the development of each child who attended a WV Pre-K program (approximately 58-60% of the state's four-year-olds). This transition report includes information based on the holistic development of young children across all Essential Domains of School Readiness, and provides kindergarten educators with a snapshot of the developmental progress of children over the course of the pre-k year, as well as the status of their development at the end of pre-k (see Appendix (E)(1)-3).

(g) Performance measures

There are no performance measures required for this section.

(h) How the State will address the needs of the different types of Early Learning and Development Programs

The needs of the state's various types of Early Learning and Development Programs are addressed by this project through multiple methods. All kindergarten children, including those who previously attended any of the state's Early Learning and Development Programs, will be assessed at kindergarten entry using the WV Kindergarten Child Assessment System. Data from the K-CAS will be disaggregated and reported to look at specific areas of children's performance and shared with the state's Early Learning and Development Programs. This data will be provided to the state's Early Learning and Development Programs to serve as a tool to inform plans for continuous quality program improvements. To eliminate the possibility of stereotyping, the reporting process will be completed within the context of ensuring Early Learning and Development Programs use the data to support young children's learning and development, rather than focusing on any one (or more) particular sub-group's scores on the K-CAS.

(i) How the State will meet the needs of Children with High Needs

The WV K-CAS will ensure that all children, including those with high needs, are assessed utilizing developmentally appropriate methods which align to the Essential Domains of School Readiness as outlined by the National Research Council. As a primary component of the WV K-CAS, the Kindergarten Early Learning Scale will be evaluated for content validity, providing particular attention to Children with High Needs as well as special populations of Children with High Needs. Alignments between assessment instruments, the WV Pre-K Early Learning Standards, and the WV Kindergarten and Grade One Next Generation Content Standards and Objectives (See Appendix (C)(1)-6) ensures a strong linkage between assessment and daily classroom instruction and practices for all children. Collaboration between experts at a highly qualified vendor and the WVDE will ensure that the WV K-CAS is inclusive of the needs of all children, including those who live in poverty, have disabilities or developmental delays, are English language learners, as well as children who are migrant, homeless, or in foster care.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

RESPONSE

West Virginia does not propose any projects under this focused investment area.

VII. COMPETITION PRIORITIES

Note about the Absolute Priority: The absolute priority describes items that a State must address in its application in order to receive a grant. Applicants do not write a separate response to this priority. Rather, they address this priority throughout their responses to the selection criteria. Applications must meet the absolute priority to be considered for funding. A State meets the absolute priority if a majority of reviewers determines that the State has met the absolute priority

Priority 1: Absolute Priority – Promoting School Readiness for Children with High Needs.

To meet this priority, the State’s application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State’s application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those specific reform areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

Note about Competitive Preference Priorities: Competitive preference priorities can earn the applicant extra or “competitive preference” points.

Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (10 points)

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State’s licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

RESPONSE

For reasons explained elsewhere in this proposal, West Virginia's State Plan does not strive to include all Early Learning and Development Programs in its QRIS.

Priority 3: Competitive Preference Priority – Understanding the Status of Children's Learning and Development at Kindergarten Entry. (10 points)

To meet this priority, the State must, in its application--

(a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or

(b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

For Competitive Preference Priority 3, a State will earn all ten (10) competitive preference priority points if a majority of reviewers determines that the State has met the competitive preference priority. A State earns zero points if a majority of reviewers determines that the applicant has not met the competitive preference priority.

Applicants do not write a separate response to this priority. Rather, applicants address Competitive Preference Priority 3 either in Table (A)(1)-12 or by writing to selection criterion (E)(1).

Under option (a) below, an applicant does not earn competitive preference points if the reviewers determine that the State has not implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1); under option (b) below, an applicant does not earn competitive preference points if the State earns a score of less than 70 percent of the maximum points available for selection criterion (E)(1).

Specify which option the State is taking:

(a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.

(b) Applicant has written to selection criterion (E)(1).

Note about Invitational Priorities: Invitational priorities signal areas the Departments are particularly interested in; however addressing these priorities will not earn applicants any additional points.

Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.

The Departments are particularly interested in applications that describe the State’s High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

(a) Enhancing the State’s current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;

(b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;

(c) Promoting health and family engagement, including in the early grades;

(d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and

(e) Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

RESPONSE

West Virginia does not propose any projects under this Invitational Priority.

Priority 5: Invitational Priority – Encouraging Private-Sector Support

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

RESPONSE

West Virginia does not propose any projects under this Invitational Priority.

VIII. BUDGET

AWARD INFORMATION

Budget Requirements: To support States in planning their budgets, the Departments have developed the following budget caps for each State. The Secretaries will not consider for funding an application from a State that proposes a budget that exceeds the applicable cap set for that State. The Departments developed the following categories by ranking every State according to its share of the national population of children ages birth through five years old from Low-Income families and identifying the natural breaks in the rank order. Then, based on population, budget caps were developed for each category²⁷.

Category 1--Up to \$100 million--California, Florida, New York, Texas.

Category 2--Up to \$70 million--Arizona, Georgia, Illinois, Michigan, North Carolina, Ohio, Pennsylvania.

Category 3--Up to \$60 million--Alabama, Colorado, Indiana, Kentucky, Louisiana, Missouri, New Jersey, Oklahoma, Puerto Rico, South Carolina, Tennessee, Virginia, Washington, Wisconsin.

Category 4--Up to \$50 million--Alaska, Arkansas, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, New Hampshire, New Mexico, Nevada, North Dakota, Oregon, Rhode Island, South Dakota, Utah, Vermont, West Virginia, Wyoming.

In addition to considering other relevant factors (see 34 CFR 75.217(d)(3)), the selection of grantees may consider the need to ensure that early learning and development systems are developed in States with large, high-poverty, rural communities (including States with high percentages of high-poverty populations in rural areas and States with high absolute numbers of high-poverty individuals in rural areas). Awards may be granted to high-quality applications out of rank order to meet this need.

Grant Period: The grant period for this award is December 31, 2011 through December 31, 2015.

²⁷ Source: U.S. Department of Commerce, Census Bureau, 2009. American Community Survey (ACS) 1-year Public Use Microdata Sample (PUMS) data.

BUDGET INSTRUCTIONS

(Evidence for selection criterion (A)(4)(b))

In the following budget section, the State is responding to selection criterion (A)(4)(b). The State should use its budgets and budget narratives to provide a detailed description of how it plans to use Federal RTT-ELC grant funds and funds from other sources (Federal, State, private, and local) to support projects under the State Plan. States' budget tables and narratives, when taken together, should also address the specific elements of selection criterion (A)(4)(b), including by describing how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan and do so in a manner that

- (1) Is adequate to support the activities described in the State Plan;
- (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and
- (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan

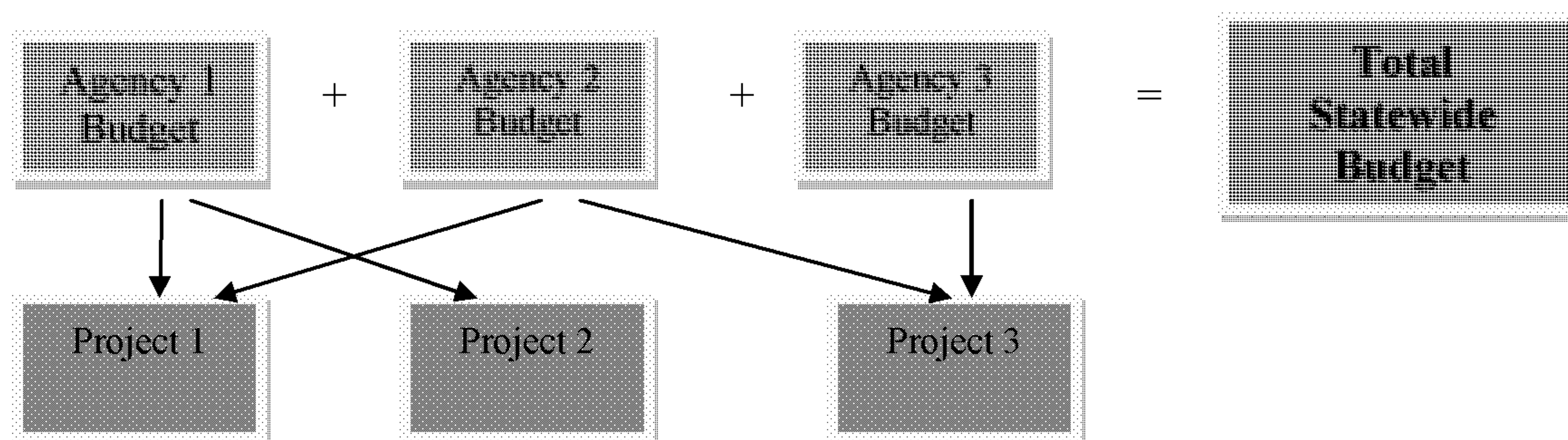
The budget narratives should be of sufficient scope and detail for the Departments to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See www.whitehouse.gov/omb/circulars).

We expect the State to provide a detailed budget by category for each Participating State Agency that rolls up into the total statewide budget. We further expect that the budgets of each Participating State Agency reflect the work associated with fully implementing the High-Quality Plans described under the selection criteria and Competitive Preference Priority 2 and describe each Participating State Agency's budgetary role²⁸ in carrying out the State Plan.

For purposes of the budget, we expect that the State will link its proposed High-Quality Plans to "projects" that the State believes are necessary in order to implement its plans. The State might choose to design some projects that address only one criterion's High-Quality Plan, while other projects might address several similarly-focused criteria as one group. For example, the State might choose to have one "management project" focused on criterion (A)(3), organizing and aligning the early learning and development system to achieve success. It might have another "workforce project" that addresses criteria (D)(1) and (D)(2) under the Great Early Childhood Education Workforce section.

²⁸ Participating State Agency's budgetary roles should be consistent with the scope of work outlined in the Participating State Agency's MOU or other binding agreement.

Some projects may be done entirely by one Participating State Agency, while others may be done by multiple agencies in collaboration with one another. The State, together with its Participating State Agencies, will define the projects required to implement the State Plan and will determine which Participating State Agencies will be involved in each project, as shown below.



To support the budgeting process, we strongly suggest that applicants use the RTT-ELC budget spreadsheets prepared by the Departments to build their budgets. These spreadsheets must be submitted together with, but in a file separate from, the application.²⁹ These spreadsheets have formulas built into them that are intended to help States produce the budget tables required within this section.

The following information must be included in the State’s budget:

- I. **Budget Summaries:** In this section, the State provides overall budget summary information by budget category, Participating State Agency, and project.
 - a. **Budget Summary by Budget Category.** This is the cover sheet for the budget. (See Budget Table I-1.) States should complete this table as the final step in their budgeting process, and include this table as the first page of the State’s budget. (Note: Each row in this table is calculated by adding together the corresponding rows in each of the Participating State Agency Budget by Category tables. If the State uses the budget spreadsheets provided, these “roll-up” calculations are done automatically.)
 - b. **Budget Summary by Participating State Agency.** This summary lists the total annual budget for each Participating State Agency. (See Budget Table I-2.) States should complete this table after completing Budget Table II-1 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these “roll-up” calculations are done automatically for the State.

²⁹ See Application Submission Procedures, section XV. Please note that the RTT-ELC budget spreadsheets will not be used by the reviewers to judge or score the State’s application. However, these spreadsheets do produce tables that States may use in completing the budget tables that the State submits as part of its application. In addition, the budget spreadsheets will be used by the Departments for budget reviews.

- c. Budget Summary by Project. This summary lists the total annual budget for each of the projects. (See Budget Table I-3.) States should complete this table after completing Budget Table II-2 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these “roll-up” calculations are done automatically for the State.
 - d. Budget Summary Narrative. This budget narrative accompanies the three Budget Summary Tables and provides the rationale for the budget. The narrative should include, for example, an overview of each Participating State Agency’s budgetary responsibilities and descriptions of each project that the State has included in its budget.
- II. Budgets for Each Participating State Agency. In this section, the State describes each Participating State Agency’s budgetary responsibilities.³⁰ The State should replicate this section for each Participating State Agency and for each Participating State Agency complete the following:
- a. Participating State Agency By Budget Category. This is the budget for each Participating State Agency by budget category for each year for which funding is requested. (See Budget Table II-1.)
 - b. Participating State Agency By Project. This table lists the Participating State Agency’s proposed budget for each project in which it is involved. (See Budget Table II-2.)
 - c. Participating State Agency Budget Narrative. This budget narrative describes the Participating State Agency’s budget category line items and addresses how the Participating State Agency’s budget will support the implementation of each project in which it is involved.

The State should replicate Budget Part II for each Participating State Agency as follows:

- For Participating State Agency 1: Budget by Category, Budget by Project, Narrative
- For Participating State Agency 2: Budget by Category, Budget by Project, Narrative

³⁰ Participating State Agency’s budgetary roles should be consistent with the scope of work outlined in the Participating State Agency’s MOU or other binding agreement.

BUDGET PART I: SUMMARYBudget Part I -Tables

Budget Table I-1: Budget Summary by Budget Category--The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category					
(Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	2,461,896	2,767,936	2,678,240	2,678,240	10,586,312
2. Fringe Benefits	779,440	779,440	779,440	779,440	3,117,760
3. Travel	362,000	512,000	512,000	512,000	1,898,000
4. Equipment	326,700	158,900	174,100	189,300	849,000
5. Supplies	169,750	189,750	189,750	189,750	739,000
6. Contractual	6,325,000	1,780,000	1,727,500	1,727,500	11,560,000
7. Training Stipends	0	0	37,500	37,500	75,000
8. Other	129,900	131,400	131,400	231,400	624,100
9. Total Direct Costs (add lines 1-8)	10,554,686	6,319,426	6,229,930	6,345,130	29,449,172
10. Indirect Costs*	2,915,115	1,174,432	1,144,400	1,157,521	6,391,468
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	2,757,000	2,976,600	2,862,000	2,993,000	11,588,600
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	16,326,801	10,570,458	10,336,330	10,595,651	47,829,240

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category					
(Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
14. Funds from other sources used to support the State Plan	2,060,813	2,394,813	2,845,813	3,245,813	10,547,252
15. Total Statewide Budget (add lines 13-14)	18,387,614	12,965,271	13,182,143	13,841,464	58,376,492
<p>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all grant years.</p> <p>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p>Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p>Line 13: This is the total funding requested under this grant.</p>					

Budget Table I-2: Budget Summary by Participating State Agency--The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.

OVERALL STATEWIDE BUDGET					
Budget Table I-2: Budget Summary by Participating State Agency					
(Evidence for selection criterion (A)(4)(b))					
Agency Name	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
WVDE	6,537,317	6,852,375	6,852,375	6,909,675	27,151,741
WVDHHR	11,277,745	5,535,674	5,769,046	6,371,068	28,953,533
WVECAC	392,720	401,520	385,020	385,020	1,564,280
HEPC	179,832	175,702	175,702	175,702	706,938
Total Statewide Budget	18,387,614	12,965,271	13,182,143	13,841,464	58,376,492

Budget Table I-3: Budget Summary by Project--*The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.*

OVERALL STATEWIDE BUDGET					
Budget Table I-3: Budget Summary by Project					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
(A)(3)	392,720	385,020	385,020	385,020	1,547,780
(B)(1)	155,555	150,715	150,715	150,715	607,699
(B)(2)	783,750	1,083,750	1,383,750	1,683,750	4,935,000
(B)(3)	8,161,611	1,880,049	1,778,021	1,799,042	13,618,723
(B)(4)	450,000	650,000	850,000	1,050,000	3,000,000
(B)(5)	345,750	345,750	345,750	345,750	1,383,000
(C)(1)	1,687,306	1,562,422	1,562,422	1,512,422	6,324,572
(C)(3)	4,699,874	4,641,648	4,557,648	4,638,648	18,537,818
(D)(1)	259,832	345,802	248,702	248,702	1,103,038
(E)(1)	1,451,215	1,920,116	1,920,116	2,027,416	7,318,861
Total Statewide Budget	18,387,614	12,965,271	13,182,143	13,841,464	58,376,492

Budget Part I -Narrative

Describe, in the text box below, the overall structure of the State’s budget for implementing the State Plan, including

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
 - *The designation of the selection criterion or competitive preference priority the project addresses;*
 - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

RESPONSE**Participating State Agencies’ budgetary responsibilities**

Participating State Agency 1, the West Virginia Department of Education (WVDE) with a total budgetary responsibility of \$ 27,151,741, is involved in three projects:

- Project (C)(1) Early Learning and Development Standards for \$ 5,303,227;
- Project (C)(3) Health, Behavioral, and Development Standards for \$ 14,529,653; and
- Project (E)(1) Kindergarten Entry Assessment for \$ 7,318,861.

Participating State Agency 2, the West Virginia Department of Health and Human Resources with a total budgetary responsibility of \$28,953,533, is involved in eight projects:

- Project (B)(1) Development of a QRIS for \$ 607,699;
- Project (B)(2) Increasing QRIS Participation for \$4,935,000;
- Project (B)(3) QRIS Monitoring and Rating for \$ 13,618,723;
- Project (B)(4) Supporting Tier Progression for \$ 3,000,000;
- Project (B)(5) QRIS Validation for \$ 1,383,000;
- Project (C)(1) Early Learning and Development Standards for \$ 1,021,346;
- Project (C)(3) Health, Behavioral, and Development Standards for \$ 4,008,166; and
- Project (D)(1) Workforce Competency and Credentialing for \$ 379,600.

Participating State Agency 3, the West Virginia Early Childhood Advisory Council with a total budgetary responsibility of \$ 1,564,280, is involved in two projects:

- Project (A)(3) Statewide Coordination for \$ 1,547,780; and
- Project (D)(1) Workforce Competency and Credentialing for \$ 16,500.

Participating State Agency 4, the Higher Education Policy Commission with a total budgetary responsibility of \$ 706,938, is involved in one project:

- Project (D)(1) Workforce Competency and Credentialing for that full amount.

Description of Projects

West Virginia has organized its projects and project names by the Selection Criteria in the RTT-ELC RFP. A complete overview of the projects, including funding streams (in addition to grant funds) that will support the work, activities, responsible parties, services and products to be created, results, and ultimate impacts can be found in Supplemental Table (A)(2)-1, found in the State Plan overview section on page 52. Here we will describe only the services and products to be provided by each project:

- *Project (A)(3) Statewide Coordination will produce*
 - Sound financial and reporting practices (RTC-ELC funded);
 - Ongoing collaboration of agencies and stakeholders to implement the State Plan (RTC-ELC funded); and
 - Organizational structures for decision making and dispute resolution (RTC-ELC funded).
- *Project (B)(1) Development of a QRIS will produce the following to enhance other state-funded activities to transition from a tiered reimbursement system to a tiered quality rating and improvement system:*
 - Program Standards for a Comprehensive Assessment System (RTC-ELC funded);
 - Program Standards for effective data practices (RTC-ELC funded); and
 - Awareness presentations about both sets of standards (RTC-ELC funded).
- *Project (B)(2) Increasing QRIS Participation will produce*
 - A multi-faceted public awareness campaign (RTC-ELC funded);
 - Additional tiered reimbursement for higher tiers (state-funded);

- *Project (B)(3) QRIS Monitoring and Rating* will produce
 - A valid and reliable system for rating and monitoring programs with appropriate frequency (state-funded);
 - Quality ratings and licensing information available onsite and online via a searchable website application (RTC-ELC funded); and
 - Data management and reporting services (RTC-ELC funded).
- *Project (B)(4) Supporting Tier Progression* will produce
 - Incentive funds for tier progression (RTC-ELC funded);
 - Scholarship incentives (state-funded); and
- *Project (B)(5) QRIS Validation* will produce
 - Progress reports (RTC-ELC funded); and
 - Final report about the validity of the QRIS tiers in differentiating program quality, and of programs in higher tiers producing better outcomes for children (RTC-ELC funded).
- *Project (C)(1) Early Learning and Development Standards* will produce
 - Print copies of the WV Infant/Toddler Early Learning and Development Standards for all Early Childhood Educators to have a copy (RTC-ELC funded);
 - Print copies of the WV Pre-K Early Learning and Development Standards for all Early Childhood Educators to have a copy (RTC-ELC funded);
 - Training modules for Early Childhood Educators based on the above (RTC-ELC funded);
 - Regional professional development and technical assistance (RTC-ELC funded);
 - Updated Workforce Knowledge and Competency Framework (RTC-ELC funded); and
 - Read, Set, Go! WV Family Handbook (RTC-ELC funded).
- *Project (C)(3) Health, Behavioral, and Development Standards* will produce
 - Revised, more comprehensive policy (RTC-ELC funded);

- Technical assistance, training, and sustained professional development for early childhood professionals regarding
 - early childhood health and wellness,
 - programs to promote good nutrition and physical fitness, and
 - social/emotional health (RTC-ELC funded);
- New playgrounds in disadvantaged areas (RTC-ELC funded); and
- Training to assure that health care screenings, referrals, and follow-up are arranged for and tracked for birth to three group (RTC-ELC funded).
- *Project (D)(1) Workforce Competency and Credentialing* will produce
 - Revised Core Knowledge and Competencies published online and in print and associated training modules and tool kit (RTC-ELC funded);
 - New, statewide progression of credentials and degrees and career lattice (RTC-ELC funded);
 - New infant/toddler and directors' credentials (RTC-ELC funded);
 - Online career planning tools for Early Childhood Educators (RTC-ELC funded);
 - Courses and professional development better aligned with Core Knowledge and Competencies (RTC-ELC funded); and
 - New agreements with postsecondary institutions to allow college credit for qualifying professional development (RTC-ELC funded).
- *Project (E)(1) Kindergarten Entry Assessment* will produce
 - Field-tested and validated Kindergarten Early Learning Assessment (RTC-ELC funded);
 - Professional development for implementation of WV Kindergarten Child Assessment System across all 55 WV school districts (RTC-ELC funded); and
 - Reports based on kindergarten entry assessment system for all 55 school districts and full state data.

The budget summaries and narratives for the Participating State Agencies in the next section provide more detail about how the State will contribute to each of these projects.



BUDGET PART II: PARTICIPATING STATE AGENCY

The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

BUDGET PART II - TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--*The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.*

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

BUDGET PART II - NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
 - *An explanation of the Participating State Agency's roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

1) Personnel

Provide:

- The title and role of each position to be compensated under this grant.
- The salary for each position.
- The amount of time, such as hours or percentage of time, to be expended by each position.
- Any additional basis for cost estimates or computations.

Explain:

- The importance of each position to the success of specific. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

2) Fringe Benefits

Provide:

- The fringe benefit percentages for all personnel.
- The basis for cost estimates or computations.

3) Travel

Provide:

- An estimate of the number of trips.
- An estimate of transportation and/or subsistence costs for each trip.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the travel, how it relates to project goals, and how it will contribute to project success.

4) Equipment

Provide:

- The type of equipment to be purchased.
- The estimated unit cost for each item to be purchased.
- The definition of equipment used by the State.
- Any additional basis for cost estimates or computations.

Explain:

- The justification of the need for the items of equipment to be purchased.

5) Supplies

Provide:

- An estimate of materials and supplies needed, by nature of expense or general category (*e.g.*, instructional materials, office supplies).
- The basis for cost estimates or computations.

6) Contractual

Provide:

- The products to be acquired and/or the professional services to be provided.
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose and relation to the State Plan or specific project.

Note: Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

7) Training Stipends

Note:

- The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework that results in a credential or degree, not workshops or short-term training supported by this program.
- Salary stipends paid to teachers and other early learning personnel for participating in short-term professional development should be reported in Personnel (line 1).

Provide:

- Descriptions of training stipends to be provided, consistent with the “note” above.
- The cost estimates and basis for these estimates.

Explain:

- The purpose of the training.

8) Other

Provide:

- Other items by major type or category.
- The cost per item (printing = \$500, postage = \$750).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the expenditures.

9) Total Direct Costs

Provide:

- The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10) Indirect Costs

Provide:

- Identify and apply the indirect cost rate. (See the section that follows, Budget: Indirect Cost Information.)

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Provide:

- The specific activities to be done by localities, Early Learning Intermediary Organizations, Participating Programs, or other partners.
- The estimated cost of each activity.

- The approximate number of localities, Early Learning Intermediary Organizations, Participating Programs, or other partners involved in each activity.
- The total cost of each activity (across all localities, Early Learning Intermediary Organizations, Participating Programs and other partners).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of each activity and its relation to the State Plan or specific project.

Note: States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

12) Funds set aside for participation in grantee technical assistance

Provide:

- The amount per year set aside for this Participating State Agency.

Note: The State must set aside \$400,000 from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

13) Total Funds Requested

Provide:

- The sum of expenditures in lines 9-12, for each year of the budget.

13) Other Funds Allocated to the State Plan

Provide:

- A description of the sources of other funds the State is using to support the projects in the State Plan.
- A description of how the quality set-asides in CCDF will be used for activities and services described in the State Plan, if applicable.
- Any financial contributions being made by private entities such as foundations.

Explain:

- Each funding source, the activities being funded and their relation to the State Plan or specific project, and any requirements placed on the use of funds or timing of the activity.

14) Total Budget

Provide:

- The sum of expenditures in lines 13 and 14, for each year of the budget

RESPONSE**Budget Part II – Participating State Agency 1—West Virginia Department of Education**

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

Participating State Agency-Level Budget Table II-1 West Virginia Department of Education (Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	1,933,000	2,233,000	2,233,000	2,233,000	8,632,000
2. Fringe Benefits	618,560	618,560	618,560	618,560	2,474,240
3. Travel	315,000	465,000	465,000	465,000	1,710,000
4. Equipment	112,000	19,500	19,500	19,500	170,500
5. Supplies	135,750	155,750	155,750	155,750	603,000
6. Contractual	162,500	162,500	162,500	162,500	650,000
7. Training Stipends	0	0	0	0	0
8. Other	100,000	100,000	100,000	200,000	500,000
9. Total Direct Costs (add lines 1- 8)	3,376,810	3,754,310	3,754,310	3,854,310	14,739,740
10. Indirect Costs*	246,507	274,065	274,065	281,365	1,076,001
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	2,500,000	2,500,000	2,500,000	2,500,000	10,000,000
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	6,123,317	6,528,375	6,528,375	6,635,675	25,815,741

14. Funds from other sources used to support the State Plan	414,000	324,000	324,000	274,000	1,336,000
15. Total Statewide Budget (add lines 13-14)	6,537,317	6,852,375	6,852,375	6,909,675	27,151,741

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

Participating State Agency-Level Budget Table II-2					
West Virginia Department of Education					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
(A)(3)	0	0	0	0	0
(B)(1)	0	0	0	0	0
(B)(2)	0	0	0	0	0
(B)(3)	0	0	0	0	0
(B)(4)	0	0	0	0	0
(B)(5)	0	0	0	0	0
(C)(1)	1,428,340	1,308,296	1,308,296	1,258,296	5,303,227
(C)(3)	3,657,763	3,623,963	3,623,963	3,623,963	14,529,653
(D)(1)	0	0	0	0	0
(E)(1)	1,451,215	1,920,116	1,920,116	2,027,416	7,318,861
Total Statewide Budget	6,537,317	6,852,375	6,852,375	6,909,675	27,151,741
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</p> <p><u>Column (e):</u> Show the total expenditure, across all grant years, for the Project.</p> <p>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</p>					

Participating State Agency 1—West Virginia Department of Education

Under Project (C)(1) Early Learning and Development Standards, the WVDE Office of School Readiness will print and disseminate the WV Pre-K Early Learning Standards and the Ready, Set, Go! WV Framework for Comprehensive School Readiness in a user-friendly form, including a version for families; and expand the scope and reach of the Pre-K Early Learning Professional Development System. Eight regional coordinators will divide their time between this project and Project (E)(1) below.

Under Project (C)(3) Health, Behavioral, and Development Standards, the WVDE Office of Healthy Schools will develop a network of regional early childhood wellness specialists, who will help promote nutrition and physical activity training and tools; and support the improvement of playgrounds in underserved areas.

Under Project (E)(1) Kindergarten Entry Assessment, the WVDE Office of School Readiness will develop, pilot, and implement a new kindergarten readiness assessment, and develop and publish (online and in print) the first state and county status reports on kindergarten readiness. All kindergarten teachers and administrators across the state will receive professional development in how to administer the assessment and use the results, and will receive technical assistance from eight regional coordinators.

How the Participating State Agency plans to organize its operations

The Office of School Readiness will be responsible for activities assigned to the West Virginia Department of Education under Projects (C)(1) and (E)(1); the Office of Healthy Schools will take the lead in WVDE activities under Project (C)(3).

An explanation of the Participating State Agency's roles and responsibilities

The WVDE will work in partnership with the West Virginia Department of Health and Human Resources (WVDHHR) to implement the first two projects—(C)(1) and (C)(3)—and will be responsible for all of the activities under Project (E)(1).

An explanation of how the proposed project annual budget was derived

The annual budgets were derived through detailed planning, research into costs of particular resources, and experience-based cost estimates.

A detailed explanation of each budget category line item, including the information below.

1) Personnel

Please see table on next page.

Department of Education Personnel

Type of staff	Project	Role	FTEs	Cost/ FTE	YR 1	YR 2	YR 3	YR4	Importance of Task
Information technology programmer	(C)(1)	• Development of Ready, Set, Go! WV website and online resource	1	100,000	100,000	100,000	100,000	100,000	• This website will provide links to QRIS ratings, Early Learning and Development Standards, and information for parents.
Communications coordinator	(C)(1)	• Branding and design of Ready, Set, Go! WV resources	.5	50,000	25,000	25,000	25,000	25,000	• The Ready, Set, Go! WV framework has roles for communities, schools, and families to help all children be ready for school. A strong media and branding campaign will raise awareness of those roles.
Ready, Set, Go! WV regional coordinators	(C)(1)	• Providing technical assistance and professional development as part of the Ready, Set, Go! WV campaign	4 (eight .5 FTEs)	100,000	400,000	400,000	400,000	400,000	• Community pre-k providers, schools, and LEA staff will learn how to apply the recently updated Pre-K Early Learning and Development Standards, which

Type of staff	Project	Role	FTEs	Cost/ FTE	YR 1	YR 2	YR 3	YR4	Importance of Task
									align with K-3 Common Core Standards
Training stipends for Early Childhood Educators	(C)(1)	• Ready, Set, Go! WV Comprehensive School Readiness Framework professional development	120 a year	150	18,000	18,000	18,000	18,000	• Provides compensation for attendance at Early Childhood Educator training
Coordinator	(C)(3)	• Coordination of the Early Childhood Wellness initiatives	1	100,000	100,000	100,000	100,000	100,000	• Efforts of coordinators located across the state will be managed
Secretary II	(C)(3)	• Administrative Support for Early Childhood Wellness initiative	0.5	60,000	30,000	30,000	30,000	30,000	• Mailings and other tasks will be accomplished
Regional specialists	(C)(3)	• Coordination of Early Childhood Health initiative	8	75,000	600,000	600,000	600,000	600,000	• Technical assistance and professional development will be offered regarding early childhood health and wellness, and programs to promote good nutrition and physical fitness.

Type of staff	Project	Role	FTEs	Cost/ FTE	YR 1	YR 2	YR 3	YR4	Importance of Task
Researcher	(E)(1)	<ul style="list-style-type: none"> Designing study on the status of children at K entry and school readiness reports 	1	100,000	100,000	100,000	100,000	100,000	<ul style="list-style-type: none"> Publication and dissemination of annual state and district data for 55 school districts
Information technology programmer	(E)(1)	<ul style="list-style-type: none"> Designing kindergarten assessment platform, reporting, and reports 	1	100,000	100,000	100,000	100,000	100,000	<ul style="list-style-type: none"> Phased implementation and reporting process of the WV Kindergarten Child Assessment System into all 55 school districts
Kindergarten assessment regional coordinators	(E)(1)	<ul style="list-style-type: none"> TA and training for building state capacity for assessment 	8 x.5 = 4	100,000	400,000	400,000	400,000	400,000	<ul style="list-style-type: none"> Implementation of professional development for WV Kindergarten Child Assessment System across all 55 WV school districts
Administrative assistant	(E)(1)	<ul style="list-style-type: none"> Assisting with assessment study, training, and reports 	1	60,000	60,000	60,000	60,000	60,000	<ul style="list-style-type: none"> Provide assistance to others in the project.
Training stipends for kindergarten teachers	(E)(1)	<ul style="list-style-type: none"> Early Learning Scale implementation and data use professional development 	400 per year	750 (5 days x \$150 a day	0	300000	300000	300000	<ul style="list-style-type: none"> Provides compensation for attendance at Early Learning Scale

Type of staff	Project	Role	FTEs	Cost/ FTE each trainee)	YR 1	YR 2	YR 3	YR4	Importance of Task training
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2) Fringe Benefits

- The fringe benefit percentage for WVDE is 32%.

3) Travel

Project	Number of trips/year	Average Cost per Trip	Purpose of travel, how it relates to project goals and success
(C)(1)	320	\$125	Meeting and logistics for implementation of Ready Set Go!WV (eight .5 FTE regional coordinators). (These are the same eight individuals working a .5 FTE position under Project (E)(1)).
(C)(3)	360	\$125	Regional wellness specialists and early childhood wellness coordinator will travel in their multicounty regions to provide professional development and technical assistance. (9 persons x 40 trips each per year).
(E)(1)	320	\$125	Meeting and logistics for implementation of WV Kindergarten Child Assessment System (eight .5 FTE regional coordinators). (These are the same eight individuals working a .5 FTE position under Project (C)(1)).
(E)(1)	200	\$750	Project Year 1 field study training institute travel for teachers and administrators to test implementation of WV Kindergarten Child Assessment System. (200 people for 4 days x \$400 for lodging and \$350 for meals and mileage per person = \$150,000)
(E)(1)	400	\$750	Project Years 2-4 implementation training institute travel for teachers and administrators to ensure implementation of WV Kindergarten Child Assessment System. (400 people for 4 days per year x \$400 for lodging and \$350 for meals and mileage per person =\$300,000/year x 3 years)

4) Equipment

Project	Type of Equipment	Unit Cost	Number needed	Justification of the need for the items of equipment to be purchased
(C)(1)	Computers, software, and licensing	4,000	4	Four FTE new regional coordinators will need technology to support their work. (This is equipment for half of the same eight individuals working a .5 FTE position under Project (E)(1)).
(C)(1)	Annual software and equipment upgrades	500	4 x 3 yrs	This budget will cover keeping technology and applications up-to-date during years 2-4.
(C)(3)	Computers,	4,000	9	Eight new regional wellness specialists and the

	software, and licensing			wellness coordinator will need technology to support their work.
(C)(3)	Annual software and equipment upgrades	500	9 x 3 yrs	This budget will cover keeping technology and applications up-to-date during Project Years 2-4.
(E)(1)	Computers, software, and licensing	4,000	7	A researcher, assessment programmer, 4 FTE regional coordinators, and an administrative assistant will need technology to support their work. (This is equipment for half of the same eight individuals working a .5 FTE position under Project (C)(1)).
(E)(1)	Annual software and equipment upgrades	500	7 x 3 yrs	This budget will cover keeping technology and applications up-to-date during Project Years 2-4.

5) Supplies

Project	Nature of Expense	Number needed	Annual Cost Estimate	Basis of Cost Estimation
(C)(1)	Curriculum and administrative resources	1,000 (book 1) 500 (book 2)	16,250	<i>Developmentally Appropriate Practices</i> (book 1, \$45.00 x 250 x 4 years) and <i>Getting it Right From the Start</i> (book 2, \$40.00 x 125 x 4 years)
(C)(1)	Printing, consumables	10,000	10,000	Printing of <i>WV Pre-K Early Learning Standards</i> (\$4.00 ea. X 2,500 per year x 4 years= \$40,000)
(C)(1)	Printing, consumables	50,000	12,500	Printing of <i>Ready, Set, Go! WV Handbook</i> (12,500 per year x 4 years = \$50,000)
(C)(1)	Training supplies	3,200	20,000	Ready, Set, Go! WV meeting supplies (800 packets x \$25/packet x 4 years= \$80,000)
(C)(1)	Printing	12,000	48,000	Printing of <i>Ready, Set, Go! WV</i> marketing materials
(C)(3)	Printing, consumables, meeting packets	9	1,000	Printing, consumables for regional specialists and wellness coordinator
(E)(1)	Printing consumables, meeting packets,	200	100	Project Year 1 Field Study implementation supplies for educators and training materials (200 participants x \$100 supplies each = \$20,000)

	classroom consumables			
(E)(1)	Printing consumables, meeting packets, classroom consumables	400	100 x 3 years	Project Years 2-4 implementation training supplies for educators and training materials (400 participants x \$100 supplies each year x 3 years = \$40,000)

6) Contractual

West Virginia has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Project	Professional Services to be provided	Year 1	Year 2	Year 3	Year 4	Purpose
(C)(1)	Design and pilot of Pre-K Early Learning and Development Standards PD system	37,500	37,500	37,500	37,500	To provide high quality professional development to Early Childhood Educators that will help them integrate the new standards into their work with children and families
(E)(1)	Psychometric services	125,000	125,000	125,000	125,000	To determine validity of Early Learning Scale and analyze child outcome data.

7) Training Stipends

- (C)(1) Only short-term training stipends will be paid, which are included in Line 1 (Personnel) narrative above, as per instructions.
- (E)(1) Only short-term training stipends will be paid, which are included in Line 1 (Personnel) narrative above, as per instructions.

8) Other

Project	Item	Cost				Purpose
		Year 1	Year 2	Year 3	Year 4	
(C)(1)	Media buys	100,000	100,000	100,000	100,000	To promote Ready, Set, Go! WV in communities, schools, and families

(E)(1)	Printing, postage	0	0	0	75,000	Dissemination of first annual state report on school readiness
(E)(1)	Printing, postage	0	0	0	25,000	Dissemination of first annual county reports on school readiness

9) Total Direct Costs

- The sum of all expenditures funded by the grant will be \$ 14,739,740.

10) Indirect Costs

- The indirect cost rate for the WVDE is 7.3%, for a total indirect cost expense of \$1,076,001.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

There are no funds distributed for Projects (C)(1) and (E)(1).

Project (C)(3) provides funding for physical health and development/outdoor learning environment equipment and installations applied for by Early Learning Intermediary Organizations, selected on the basis of need. Awards will range from \$10,000-\$500,000, depending on the size of the applying organization and the scope of work submitted. For example, ABC Childcare might receive \$10K, but Cabell County Schools might receive \$500K for several sites. Each year, 10-20 Early Learning Intermediary Organizations will be funded, with a total of 40-80 Early Learning Intermediary Organizations being funded over the course of the 4-year grant period. Total cost of this activity will be \$2.5 million a year.

12) Funds set aside for participation in grantee technical assistance

West Virginia has set aside \$400,000 as required. The funds have been allocated to the lead organization, the West Virginia Early Childhood Advisory Council, which will take care of travel and other cost reimbursement for staff from Participating Agencies who participate in required activities.

13) Total Funds Requested

West Virginia requests a total of \$27,151,741 for the West Virginia Department of Education.

13) Other Funds Allocated to the State Plan

Please see the table below for a full description of other funds allocated annually to the State Plan from other sources, and how these funds will be used.

Project	Funding Source	Use of Funds	Year 1	Year 2	Year 3	Year 4
(C)(1)	WVDE (State)	.25 FTE WVDE OSR Assistant Director for Ready, Set, Go! WV Implementation	28,000	28,000	28,000	28,000
(C)(1)	WVDE (State)	.5 FTE WVDE OSR Coordinator for Ready, Set, Go! WV Implementation	54,500	54,500	54,500	54,500
(C)(1)	WVDE (State)	.5 Early Childhood Curriculum Coordinator for WV Early Learning Standards Professional Development System Development and Implementation	54,500	54,500	54,500	54,500
(C)(1)	Carnegie Science Center (non-profit)	WV Early Learning Standards Professional Development System Math/Science Kits	50,000	50,000	50,000	
(C)(1)	Benedum Foundation (non-profit)	WV Early Learning Standards Professional Development System Module Creation	90,000			
Project (C)(1) Total			277,000	187,000	187,000	137,000
(C)(3)	WVDE (State)	.25 FTE WVDE OSR Coordinator for Playground Safety/Outdoor Environment Grant Application Process	27,250	27,250	27,250	27,250
(E)(1)	WVDE (State)	.25 FTE WVDE OSR Assistant Director for Kindergarten Entry Assessment Reporting Oversight	28,000	28,000	28,000	28,000
(E)(1)	WVDE (State)	.5 FTE WVDE OSR Coordinator for Kindergarten Entry Assessment System Implementation	54,500	54,500	54,500	54,500
(E)(1)	WVDE (State)	.25 FTE WVDE OSR	27,250	27,250	27,250	27,250

	Coordinator for Program Assessment and Continuous Quality Improvement				
Project (E)(1) Total		109,750	109,750	109,750	109,750

15) Total Budget

Provide:

- The sum of expenditures in lines 13 and 14, for Project Year 1 is \$6,537,317.
- The sum of expenditures in lines 13 and 14, for Project Year 2 is \$6,852,375.
- The sum of expenditures in lines 13 and 14, for Project Year 3 is \$6,852,375.
- The sum of expenditures in lines 13 and 14, for Project Year 4 is \$6,909,675.
- The grand total is \$27,151,741.

RESPONSE**Budget Part II – Participating State Agency 2—West Virginia Department of Health and Human Resources****Participating State Agency 2: West Virginia Department of Health and Human Resources**

Budget part II -Tables

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

Participating State Agency-Level Budget Table II-1					
Participating State Agency 2: West Virginia Department of Health and Human Resources					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	343,896	349,936	260,240	260,240	1,214,312
2. Fringe Benefits	101,680	101,680	101,680	101,680	406,720
3. Travel	30,000	30,000	30,000	30,000	120,000
4. Equipment	202,700	137,900	153,100	168,300	662,000
5. Supplies	32,000	32,000	32,000	32,000	128,000
6. Contractual	6,112,500	1,552,500	1,515,000	1,515,000	10,695,000
7. Training Stipends	0	0	37,500	37,500	75,000
8. Other	27,500	29,000	29,000	29,000	114,500
9. Total Direct Costs (add lines 1-8)	6,850,276	2,233,016	2,158,520	2,173,720	13,415,532
10. Indirect Costs*	2,623,656	855,245	826,713	832,535	5,138,149
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	257,000	476,600	362,000	493,000	1,588,600
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9- 12)	9,730,932	3,564,861	3,347,233	3,499,255	20,142,281
14. Funds from other sources used to support the State Plan	1,546,813	1,970,813	2,421,813	2,871,813	8,811,252

15. Total Statewide Budget (add lines 13-14)	11,277,745	5,535,674	5,769,046	6,371,068	28,953,533
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Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

Participating State Agency-Level Budget Table II-2					
Participating State Agency 2: West Virginia Department of Health and Human Resources					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
(A)(3)	0	0	0	0	0
(B)(1)	155,555	150,715	150,715	150,715	607,699
(B)(2)	783,750	1,083,750	1,383,750	1,683,750	4,935,000
(B)(3)	8,161,611	1,880,049	1,778,021	1,799,042	13,618,723
(B)(4)	450,000	650,000	850,000	1,050,000	3,000,000
(B)(5)	345,750	345,750	345,750	345,750	1,383,000
(C)(1)	258,967	254,126	254,126	254,126	1,021,346
(C)(3)	1,042,112	1,017,685	933,685	1,014,685	4,008,166
(D)(1)	80,000	153,600	73,000	73,000	379,600
(E)(1)	0	0	0	0	0
Total Statewide Budget	11,277,745	5,535,674	5,769,046	6,371,068	28,953,533

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

How the Participating State Agency plans to organize its operations

Project (A)(3) Statewide Coordination

The West Virginia Early Childhood Advisory Council, housed in the Department of Education and the Arts, will provide the administrative support for the grant. Two new staff members will be responsible for organizing meetings of various workgroups involved in the other projects, facilitating the role of the Council in the new work, and for reporting.

Projects (B)(1) through (B)(5). High Quality, Accountable Programs

The WVDHHR Division of Early Care and Education will implement these five projects. West Virginia will be transitioning from a Tiered Reimbursement System with three tiers to a four-star QRIS. While the state has a number of existing components to support the QRIS, it lacks the necessary monitoring, technical assistance and consumer education to be considered a functional QRIS. The first year will be used to build those components and strengthen existing components. The estimated cost for Project Year 1 is \$8,095,769, in addition to funds already in the program. Major accomplishments will include developing RFPs and contracting with (a) an information technology vendor to develop the new management information system, (b) an independent, third-party evaluator to validate the QRIS system, and (c) an agency to provide a comprehensive consumer awareness campaign. In addition, new incentives and scholarships will begin to be phased in, and program standards will be rewritten.

By Project Year 2, the focus will move from implementation, transition, and start-up to a full launch of the QRIS system. Costs for Project Year 2 are estimated at \$3,595,533. In Project Year 3, growing the system continues, with increasing levels of incentives and supports to meet growing demand at a cost of \$4,014,587. In the fourth year of the RTT-ELC funding, the state will continue to make progress by increasing the numbers of families and children served in high quality programs. Other accomplishments will include posting of QRIS ratings for use by the public and a report on the validation of the QRIS rating system. The estimated cost for Project Year 4 is \$4,531,307.

Project (C)(1) Early Learning and Development Standards

WVDHHR Early Care and Education staff will publish the recently developed Infant and Toddler Early Learning and Development Standard in Project Year 1 and will disseminate them throughout the grant period. Staff will also develop the WV Infant and Toddler Professional Development System during the first 2 Project Years of the grant and will pilot the system and scale it up during the last two years of the grant. Lastly, staff will round out the development of the infant and toddler Comprehensive Assessment System in Project Years 1 and 2, pilot the implementation of the system and scale it up in Project Years 3 and 4. These activities will be entirely funded by the RTT-ELC grant at a total cost of \$1,021,346.

Project (C)(3) Health, Behavioral, and Developmental Standards

WVDHHR Office of Maternal, Child, and Family Health staff will begin this project in Project Year 1 by revising WV Birth to Three/IDEA Part C state policy to include developmental and behavior screening and follow up, and promotion of physical, social, and emotional development across all levels of the standards; and in Project Years 2 through 4 will provide technical assistance and training relative to the standards, primarily by expanding existing programs. The total cost for these activities is \$4,008,166 (39% in RTT-ELC funding).

Project (D)(1) Workforce Competency and Standards

In a progression of activities across the 4 years, WVDHHR Birth to Three (IDEA Part C) staff, working with the WV Early Childhood Advisory Council (WVECAC) Professional Development Committee and the Higher Education Policy Commission will review and update the Core Knowledge and Competencies for Early Care and Education Professionals, finalize the new infant/toddler and directors' credentials, develop associated training materials and tool kits, and develop new tools for career planning. The total cost for these activities that will be covered in the WVDHHR budget is \$379,600 (23% in RTT-ELC funding).

An explanation of the Participating State Agency's roles and responsibilities

The West Virginia Department of Health and Human Services (WVDHHR), Bureau for Children and Families, Division of Early Care and Education will take the lead for all projects associated with the formation and operation of the State's new tiered quality rating and improvement system (QRIS), that is Projects (B)(1) through (B)(5), and will partner with the West Virginia Department of Education (WVDE) to implement activities under Project (C)(1) Early Learning and Development Standards, and for Project (D)(1) Workforce Competency and

Credentialing, the Higher Education Policy Commission will also participate. The WVDHHR Bureau for Public Health, Office of Maternal, Child, and Family Health will partner with the WVDE to implement Project (C)(3) Health, Behavioral, and Developmental Standards.

An explanation of how the proposed project annual budget was derived

The annual budget for the QRIS was based on research conducted by the Center for Business and Economic Research at Marshall University (Kent, Price, Curry, & Sowards, 2011). Other budget items were based on costs accrued in the implementation of previous projects with scopes of work of similar scale.

A detailed explanation of each budget category line item, including the information below.

1) Personnel

Please see table on next page.

Department of Health and Human Resources Personnel

Type of staff	Project	Role	FTEs	Cost/ FTE	YR 1	YR 2	YR 3	YR4	Importance of Task
Coordinator, Office of Early Care and Education	(B)(1)	<ul style="list-style-type: none"> Finalizing and disseminating Program Standards for Comprehensive Assessment Systems and effective data use Developing and providing training in use of the standards 	1	50,000	50,000	50,000	50,000	50,000	<ul style="list-style-type: none"> Standards form the basis of all other work Staff across the system need training in the content of the standards.
Short-term training for 8 new infant and toddler specialists, who will take modules 1 and 2 in Project Year 1 and modules 3 and 4 in Project Year 2. Additional funding in years 3 & 4 covers staff turn-over.	(B)(3)	<ul style="list-style-type: none"> Training leads to Program for Infant and Toddler Caregivers (PITC) certificates- 	8	8,080	32,320	32,320	8,080	8,080	<ul style="list-style-type: none"> Training of trainers will prepare staff to then train infant/toddler Early Childhood Educators.

Type of staff	Project	Role	FTEs	Cost/ FTE	YR 1	YR 2	YR 3	YR4	Importance of Task
Short-term training for 2 anchor evaluators (Project Year 1) and 2 additional evaluators each year (Project Years 2-4)	(B)(3)	<ul style="list-style-type: none"> • Training leads to Environment Rating Scale (ERS) certificates 	N/A	16,320 ** 14,780 ***	31,100	16,320	16,320	16,320	<ul style="list-style-type: none"> • Training will help maintain reliability of ERS scores
Coordinator, Office of Early Care and Education	(C)(1)	<ul style="list-style-type: none"> • Development of awareness and guidance for Infant/Toddler Comprehensive Assessment System • Coordination for Infant/Toddler Early Learning Standards PD System 	1	75,000	75,000	75,000	75,000	75,000	<ul style="list-style-type: none"> • Will bring about increased awareness and use of the State’s Early Learning and Development Standards among educators, families, administrators, and stakeholders
Coordinator, Office of Maternal, Child, and Family Health	(C)(3)	<ul style="list-style-type: none"> • Coordination of Early Childhood Health Check Initiative 	1	50,000	50,000	50,000	50,000	50,000	<ul style="list-style-type: none"> • Will provide direct technical assistance and coordination of well-child screening for children age birth to five enrolled in child care centers and preschools.

Type of staff	Project	Role	FTEs	Cost/ FTE	YR 1	YR 2	YR 3	YR4	Importance of Task
Coordinator, Office of Maternal, Child, and Family Health	(C)(3)	• Coordination of Help Me Grow Initiative	1	50,000	50,000	50,000	50,000	50,000	• Will enable the coordinated screening and tracking system to be available for all children birth through age 5 years who are enrolled in in-home family education programs
Data Entry Position for Help Me Grow Initiative	(C)(3)	• Inputting additional Family ASQ:3 Surveys	1	23,000	23,000	23,000	23,000	23,000	• Will enable the coordinated screening and tracking system to be available for all children birth through age 5 years who are enrolled in in-home family education programs
*Includes 3 (3-5 day) courses over 3 trips									
**Includes 1 (8-10 day) course in 1 trip									

2) Fringe Benefits

- The fringe benefit percentage for WVDHHR is 41%.

3) Travel

Project	Number of trips/year	Average Cost per Trip	Purpose of travel, how it relates to project goals and success
(B)(1)	10	\$1,000	To meet with stakeholders to develop Program Standards for Comprehensive Assessment Systems and effective data practices and to provide training in their use.
(C)(1)	10	\$1,000	To meet with stakeholders to develop Infant/Toddler Comprehensive Assessment System, and to travel to Child Care Resource and Referrals (CCR&R) agencies across the State to provide technical assistance in its use.
(C)(3)	10	\$1,000	To support five trips for the Health Check coordinator and five trips for the Help Me Grow coordinator, to allow them to meet with stakeholders and staff in CCR&R agencies across the state.

4) Equipment

Project	Type of Equipment	Unit Cost	Number needed	Justification of the need for the items of equipment to be purchased
(B)(1)	Tablet PC, accessory kit, licensing, and software (Project Year 1)	4,000	1	To equip a new staff position, which will involve travel, presentations, and meetings—for which tablet PCs are well suited.
(B)(1)	Software and equipment upgrades (annual, years 2-4)	500	3	Software and equipment will need to be upgraded during the grant period.
(B)(3)	Tablet PC, accessory kit,	2,500	8	Equipment for evaluators doing ratings—Two each year, as anchors and then evaluators are hired and trained.
(B)(3)	ERS and other software and licensing	3,800	8	Software needed for conducting Environment Rating Scales appropriate to various environments, and other Microsoft Office and Adobe software— Two each year, as anchors and then evaluators are hired and

				trained.
(C)(1)	Tablet PC, accessory kit, licensing, and software (Project Year 1)	4,000	1	To equip a new staff position, which will involve travel, presentations, and meetings—for which tablet PCs are well suited.
(C)(1)	Software and equipment upgrades (annual, years 2-4)	500	3	Software and equipment will need to be upgraded during the grant period.
(C)(3)	Tablet PC, accessory kit, licensing, and software (Project Year 1)	4,000	3	To equip new staff positions.
(C)(3)	Software and equipment upgrades (annual, years 2-4)	500	3 x 3	Software and equipment will need to be upgraded during the grant period.

5) Supplies

Project	Nature of Expense	Number needed	Annual Cost Estimate	Basis of Cost Estimation
(B)(1)	Office supplies	4	500	Meeting materials, other supplies for four staff
(C)(1)	Curriculum materials	4	20,000	Infant & Toddler Professional Development System resources, including curriculum materials, and printing
(C)(1)	Printing	2,500	10,000	Copies of the Infant/Toddler Standards
(C)(3)	Office supplies and Printed materials	3 x 4	1,500	Supplies and meeting materials needed for three coordinators for all four years
(C)(3)	Health Check/Bright Futures/Wellness/Help Me Grow, and	Variable	27,500	Materials prices

	TACSEI training supplies			
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6) Contractual

West Virginia has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Project	Professional Services to be provided	Year 1	Year 2	Year 3	Year 4	Purpose
(B)(2)	Design and implementation of a multifaceted public awareness campaign	\$250,000	\$250,000	\$250,000	\$250,000	To create awareness among the general public, providers, and stakeholders about the importance of high quality child care, how to obtain it, and how to access ratings for local child care providers
(B)(3)	Design and development of new QRIS and Licensing web-based management information system, and phased in new features and improvements	\$5.5 million	\$1 million	\$1 million	\$1 million	This system will support operation of a valid and reliable system for rating and monitoring programs with appropriate frequency; make quality ratings and licensing information available to the public via a searchable website; and provide management and reporting services.
(B)(5)	QRIS system validation and evaluation	\$662,147	\$662,147	\$662,147	\$662,147	This estimate is based on 5% of the total cost (including the state-funded activities) of developing and operating the QRIS system (\$52,971,795 before adding the evaluation costs) divided evenly across the four years of the grant.
(C)(1)	Design of the Infant/Toddler PD system	\$37,500	\$37,500			This estimate is based on a .5 FTE consultant who will work with the ECAC Professional Development Committee to Design the new PD system.

(C)(3)	Design and implementation of a public awareness campaign (Project Year 1);and contracted in-home education training (years 2-4)	\$75,000	\$15,000	\$15,000	\$15,000	To promote the benefits and use of ASQ:3 tracking system, targeted to families, health care providers, and early childhood programs; and to prepare new cadres of in-home educators.
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7) Training Stipends

- Only short-term training stipends will be paid, which are included in Line 1 (Personnel) of the narrative above, as per instructions (see (B)(3) personnel lines).

8) Other

Project	Item	Cost				Purpose
		Year 1	Year 2	Year 3	Year 4	
(C)(3)	Postage		1,500	1,500	1,500	Mailing of ASQ:3 survey to families.

9) Total Direct Costs

The sum of all expenditures funded by the grant will be \$13,415,532.

10) Indirect Costs

- The indirect cost rate for the WVDHHR is 38.3%, for a total indirect cost expense of \$5,138,149.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Project (B)(4) includes (a) a program to help child care providers move from one tier to the next higher tier and (b) a program to help underwrite the expense of gaining national accreditation for a total cost of \$1,588,600. Based on a cost study commissioned by the WV

Legislature (Kent, Price, Curry, & Sowards, 2011), incentives will be provided according to the following schedule for various types of child care providers:

Supplemental Table (B)(4)-1. Incentive Funds for Tier Progression

Tier Level	Home	Facility	Small Center	Medium Center	Large Center
One	\$250	\$500	\$1,500	\$1,750	\$2,000
Two	\$325	\$650	\$1,650	\$1,900	\$2,250
Three	\$400	\$800	\$1,800	\$2,150	\$2,350
Four	\$500	\$1,000	\$2,000	\$2,250	\$2,500

West Virginia will also use RTT-ELC grant funds to help programs with the cost of national accreditation, which is a requirement for Tier 4 in our new QRIS (and for the top tier of our current tiered reimbursement system). For the initial (and renewal applications), we will cover half of all costs, which vary depending on the size of the facility and type of accreditation sought, as shown in the following tables.

Supplemental Table (B)(4)-2. NAFCC Fee Schedule

	Member	Non-Member
Self-Study Enrollment Fee	\$300	\$425
Accreditation Application Fee	\$500	\$700
Annual Renewal Fee	\$150	\$225
Accreditation Package	\$900	\$1,275
<i>Source: National Association for Family Child Care 2011</i>		

Supplemental Table (B)(4)-3. NAEYC Fee Schedule

	Level 1 (10 to 60 children)	Level 2 (61 to 120 children)	Level 3 (121 to 240 children)	Level 4 (241 to 360 children)	Each additional 120 children
Step 1 Enrollment in Self Study	\$425	\$525	\$650	\$775	Add \$100
Step 2 Application / Self- Assessment	\$200	\$275	\$350	\$425	Add \$75
Steps 3 & 4 Candidacy / Site Visit (paid at candidacy)	\$650	\$775	\$950	1,150	
<i>Source: National Association for the Education of Young Children 2011</i>					

Project (C)(3) provides funding (\$201,000) for expansion of the Technical Assistance Center for Social Emotional Intervention (TACSEI) Pyramid Model, to provide training and materials for early childhood settings, for two cycles of training, one beginning in 2013 and another in 2015.

Project (D)(1) includes organizing planning groups that will include stakeholders recruited from localities and intermediary organizations for a total cost of \$87,600. Most of the meetings will take place in the second project year and include the following:

- For activity (D)(1)-1, it is anticipated that there will be 10 meetings, with child care and stipend support for families and others who do not have financial support to cover travel expenses.
- For activity (D)(1)-2, the grant will fund a contract for web application development of the online career lattice. It is anticipated that at least 8 stakeholder meetings will be needed for review of credentials and identification of gaps. RTT-ELC funds will be used for hospitality costs and to support child care and stipend support for families and others who do not have financial support to cover travel costs.
- For activities (D)(1)-3, the grant will fund meeting costs and travel as needed for current members of the Early Childhood Advisory Council Professional Development committee and additional representatives of postsecondary institutions for three strategic planning meetings during the third and fourth quarters of Project Year 2.

12) Funds set aside for participation in grantee technical assistance

West Virginia has set aside \$400,000 as required. The funds have been allocated to the lead organization, which will take care of travel and other cost reimbursement for staff from Participating Agencies who participate in required activities.

13) Total Funds Requested

West Virginia requests a total of \$20,142,281 to be distributed to WVDHHR.

14) Other Funds Allocated to the State Plan

Project	Funding Source	Use of Funds	Year 1	Year 2	Year 3	Year 4
(B)(1)	CCDF Quality Set Aside	QRIS coordinator	38,000	38,000	38,000	38,000
(B)(2)	CCDF Quality Set Aside	QRIS coordinator	38,000	38,000	38,000	38,000
(B)(2)	State	Added tiered reimbursements	400,000	700,000	1,000,000	1,300,000
(B)(3)	State	Two ERS evaluation anchors	131,813	131,813	131,813	131,813
(B)(3)	CCDF Quality Set Aside	QRIS coordinator	38,000	38,000	38,000	38,000
(B)(4)	State	Scholarships	200,000	350,000	500,000	650,000
(C)(3)	Maternal, Infant, and Early Childhood Home Visiting Funds	One FTE coordinator, and .5 FTE Home Visiting program director, and contracted development of the Home Visiting Data System	178,000	78,000	78,000	78,000
(C)(3)	Medicaid	9 Health Check specialists to train physicians and promote Help Me Grow	450,000	450,000	450,000	450,000
(C)(3)	Birth to Three	.5 FTE Comprehensive System Personnel Development (CSPD) coordinator; and for a	0	75,000	75,000	75,000

		contracted project facilitator				
(D)(1)	Part C special revenue	Supporting key early childhood state administrative staff to participate in review and revision of EC core competencies, EC credentials, development of training, and revision of individual program policy as needed	26,000	26,000	26,000	26,000
(D)(1)	IDEA/619		14,000	14,000	14,000	14,000
(D)(1)	CCDF		25,000	25,000	25,000	25,000
(D)(1)	Title V Maternal, Infant and Early Childhood Home Visitation		8,000	8,000	8,000	8,000

15) Total Budget

Provide:

- The sum of expenditures in lines 13 and 14, for Year 1 is \$10,931,995.
- The sum of expenditures in lines 13 and 14, for Year 2 is \$5,189,924.
- The sum of expenditures in lines 13 and 14, for Year 3 is \$5,423,296.
- The sum of expenditures in lines 13 and 14, for Year 4 is \$6,025,318.
- The grand total is \$27,570,533.

RESPONSE**Budget Part II – Participating State Agency 3—West Virginia Early Childhood Advisory Council**

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

Participating State Agency-Level Budget Table II-1					
Participating State Agency 3—WV Early Childhood Advisory Council					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	115,000	115,000	115,000	115,000	460,000
2. Fringe Benefits	36,800	36,800	36,800	36,800	147,200
3. Travel	12,000	12,000	12,000	12,000	48,000
4. Equipment	8,000	1,000	1,000	1,000	11,000
5. Supplies	1,000	1,000	1,000	1,000	4,000
6. Contractual	0	15,000	0	0	15,000
7. Training Stipends	0	0	0	0	0
8. Other	2,400	2,400	2,400	2,400	9,600
9. Total Direct Costs (add lines 1-8)	175,200	183,200	168,200	168,200	694,800
10. Indirect Costs*	17,520	18,320	16,820	16,820	69,480
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	0
13. Total Grant Funds Requested (add lines 9-12)	292,720	301,520	285,020	285,020	1,164,280
14. Funds from other sources used to support the State Plan	100,000	100,000	100,000	100,000	400,000
15. Total Statewide Budget (add lines 13-14)	392,720	401,520	385,020	385,020	1,564,280

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

Participating State Agency-Level Budget Table II-2					
Participating State Agency 3—WV Early Childhood Advisory Council					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
(A)(3)	392,720	385,020	385,020	385,020	1,547,780
(B)(1)	0	0	0	0	0
(B)(2)	0	0	0	0	0
(B)(3)	0	0	0	0	0
(B)(4)	0	0	0	0	0
(B)(5)	0	0	0	0	0
(C)(1)	0	0	0	0	0
(C)(3)	0	0	0	0	0
(D)(1)	0	16,500	0	0	16,500
(E)(1)	0	0	0	0	0
Total Statewide Budget	6,615,312	6,848,285	6,848,285	6,905,585	27,217,469

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

How the Participating State Agency plans to organize its operations

The West Virginia Early Childhood Advisory Council (WVECAC) is involved in two projects under this application:

- Project (A)(3) will provide sound financial and reporting practices for the RTT-ELC grant; facilitate the ongoing collaboration of agencies and stakeholders to implement the State Plan; and provide organizational structures for decision making and dispute resolution.
- Project (D)(1) will see the development of new career planning tools, to be hosted on the WVECAC website.

An explanation of the Participating State Agency's roles and responsibilities

As the lead agency for the RTT-ELC grant, the WVECAC will manage Project (A)(3). HEPC and WVDHHR will provide the content for the website planned in Project (D)(1), with WVECAC providing the host website, developing the RFP, and contracting with an information technology firm.

An explanation of how the proposed project annual budget was derived

The annual budgets were derived through detailed planning and experience-based cost estimates.

A detailed explanation of each budget category line item, including the information below.

1) Personnel

Please see table on next page.

West Virginia Early Childhood Advisory Council Personnel

Type of staff	Project	Role	FTEs	Cost/ FTE	YR 1	YR 2	YR 3	YR4	Importance of Task
Project coordinator	(A)(3)	Coordinate all RTT-ELC Lead Agency activities and be responsible for all required reporting	1	75,000	75,000	75,000	75,000	75,000	<ul style="list-style-type: none"> Essential facilitation, coordination, and reporting functions
Administrative and accounting assistant	(A)(3)	Provide assistance to the project coordinator and to ECAC committees involved in RTT-ELC activities; perform basic accounting recordkeeping	1	40,000	40,000	40,000	40,000	40,000	<ul style="list-style-type: none"> Assist in essential facilitation, coordination, accounting, and reporting functions

2) Fringe Benefits

- The fringe benefit percentage for WVECAC is 32%.

3) Travel

Project	Number of trips/year	Average Cost per Trip	Purpose of travel, how it relates to project goals and success
(A)(3)	3	1,200	Out-of-state trips for technical assistance, national meetings relevant to the State Plan
(A)(3)	12	700	In-state travel mileage, and overnight reimbursement to attend meetings related to the ongoing work of the State Plan, attend ECAC meetings, site visits to participating programs, etc.

4) Equipment

Project	Type of Equipment	Unit Cost	Number needed	Justification of the need for the items of equipment to be purchased
(A)(3)	Computers, software, and licensing	4,000	2	RTT-ELC project coordinator and administrative/accounting assistant will need technology to support their work.
(A)(3)	Annual software and equipment upgrades	500	2 x 3 yrs	This budget will cover keeping technology and applications up-to-date during years 2-4.

5) Supplies

Project	Nature of Expense	Number needed	Annual Cost Estimate	Basis of Cost Estimation
(A)(3)	Paper, printing, notebooks, ink, other consumables	Various	1,000	Experience of WVECAC in supplying staff.

6) Contractual

West Virginia has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Project	Professional Services to be provided	Year 1	Year 2	Year 3	Year 4	Purpose
(D)(1)	Design and programming of website application		15,000			To develop online Early Childhood Educator decision making tool.

7) Training Stipends

There are no training stipends planned for WVECAC projects and activities.

8) Other

Project	Item	Cost				Purpose
		Year 1	Year 2	Year 3	Year 4	
(A)(3)	Conference calls, postage, meeting expenses	2,400	2,400	2,400	2,400	As Lead Agency, WVECAC will organize various meetings of ECAC committees involved in activities, especially those related to Projects (C)(1), (C)(3), and (D)(1).

9) Total Direct Costs

The sum of all expenditures funded by the grant will be \$694,800.

10) Indirect Costs

The indirect cost rate for the WVECAC is 10%, for a total indirect cost expense of \$69,480.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

There are no funds distributed related to WVECAC activities.

12) Funds set aside for participation in grantee technical assistance

West Virginia has set aside \$400,000 as required. The funds have been allocated to WVECAC as the Lead Agency, which will be responsible for travel and other cost reimbursement for staff from Participating State Agencies who participate in required activities.

13) Total Funds Requested

West Virginia requests a total of \$1,164,280.

14) Other Funds Allocated to the State Plan

Project	Funding Source	Use of Funds	Year 1	Year 2	Year 3	Year 4
(A)(3)	Federal ECAC funding	To maintain the WVECAC executive manager and other staff and activities, which will overlap with the RTT-ELC projects	100,000	100,000		
(A)(3)	State	To maintain the WVECAC executive manager and other staff and activities, which will overlap with the RTT-ELC projects			100,000	100,000

15) Total Budget

- The sum of expenditures in lines 13 and 14, for Year 1 is \$392,720.
- The sum of expenditures in lines 13 and 14, for Year 2 is \$401,520.
- The sum of expenditures in lines 13 and 14, for Year 3 is \$385,020.
- The sum of expenditures in lines 13 and 14, for Year 4 is \$385,020.
- The grand total is \$1,564,280.

RESPONSE**Budget Part II – Participating State Agency—West Virginia Higher Education Policy Commission**

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

Participating State Agency-Level Budget Table II-1					
Participating State Agency 4—WV Higher Education Policy Commission					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	70,000	70,000	70,000	70,000	280,000
2. Fringe Benefits	22,400	22,400	22,400	22,400	89,600
3. Travel	5,000	5,000	5,000	5,000	20,000
4. Equipment	4,000	500	500	500	5,500
5. Supplies	1,000	1,000	1,000	1,000	4,000
6. Contractual	50,000	50,000	50,000	50,000	200,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	152,400	148,900	148,900	148,900	599,100
10. Indirect Costs*	27,432	26,802	26,802	26,802	107,838
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	179,832	175,702	175,702	175,702	706,938
14. Funds from other sources used to support the State Plan	0	0	0	0	0

15. Total Statewide Budget (add lines 13-14)	179,832	175,702	175,702	175,702	706,938
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Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency’s proposed budget totals for each project for each year of the grant.

Participating State Agency-Level Budget Table II-2					
Participating State Agency 4—WV Higher Education Policy Commission					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
(A)(3)	0	0	0	0	0
(B)(1)	0	0	0	0	0
(B)(2)	0	0	0	0	0
(B)(3)	0	0	0	0	0
(B)(4)	0	0	0	0	0
(B)(5)	0	0	0	0	0
(C)(1)	0	0	0	0	0
(C)(3)	0	0	0	0	0
(D)(1)	179,832	175,702	175,702	175,702	706,938
(E)(1)	0	0	0	0	0
Total Statewide Budget	179,832	175,702	175,702	175,702	706,938

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

How the Participating State Agency plans to organize its operations

The West Virginia Higher Education Policy Commission (HEPC) will play a key role in Project (D)(1) Workforce Competency and Credentialing by facilitating workgroups involved in revising the Core Knowledge and Competencies and credentials and developing a career lattice based on them, and by strengthening ties between Early Learning and Development Programs and postsecondary education.

An explanation of the Participating State Agency's roles and responsibilities

HEPC will hire a career advising coordinator, who will facilitate work of the WVECAC PD Committee to develop a career lattice, and will lead efforts to align postsecondary degree programs and professional development with an updated Core Knowledge and Competencies framework, and to develop new agreements with postsecondary institutions to offer credit for qualifying professional development. A contracted research writer will work with a WVECAC work group that will review and revise the Core Knowledge and Competencies, and then develop associated training and tools.

An explanation of how the proposed project annual budget was derived

The annual budgets were derived through detailed planning and experience-based cost estimates.

A detailed explanation of each budget category line item, including the information below.

1) Personnel

Please see table on next page.

West Virginia Early Childhood Advisory Council Personnel

Type of staff	Project	Role	FTEs	Cost/ FTE	YR 1	YR 2	YR 3	YR4	Importance of Task
Career advising coordinator	(D)(1)	Facilitate work of the WVECAC PD Committee to develop a career lattice; lead efforts to align postsecondary degree programs and professional development with an updated Core Knowledge and Competencies framework; and develop new agreements with postsecondary institutions to offer credit for qualifying professional development	1	70,000	70,000	70,000	70,000	70,000	<ul style="list-style-type: none"> • These activities will lead to a common, statewide progression of credentials and degrees aligned with the Core Knowledge and Competencies and engaged postsecondary institutions

2) Fringe Benefits

- The fringe benefit percentage for HEPC is 32%.

3) Travel

Project	Number of trips/year	Average Cost per Trip	Purpose of travel, how it relates to project goals and success
(D)(1)	20	250	Travel to postsecondary institutions across the state to provide technical assistance and develop new agreements.

4) Equipment

Project	Type of Equipment	Unit Cost	Number needed	Justification of the need for the items of equipment to be purchased
(D)(1)	Computers, software, and licensing	4,000	1	Career advising coordinator will need technology to support their work.
(D)(1)	Annual software and equipment upgrades	500	1 x 3 yrs	This budget will cover keeping technology and applications up-to-date during years 2-4.

5) Supplies

Project	Nature of Expense	Number needed	Annual Cost Estimate	Basis of Cost Estimation
(D)(1)	Paper, printing, notebooks, ink, other consumables	Variable	1,000	Experience in previous projects.

6) Contractual

West Virginia has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Project	Professional Services to be provided	Year 1	Year 2	Year 3	Year 4	Purpose
(D)(1)	Writing, developing	50,000	50,000	50,000	50,000	To develop new Core Knowledge and

	training					Competencies and associated training and tools.
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7) Training Stipends

There are no training stipends planned for HEPC projects and activities.

8) Other

There are no other costs.

9) Total Direct Costs

The sum of all expenditures funded by the grant will be \$599,100.

10) Indirect Costs

The indirect cost rate for HEPC is 18%, for a total indirect cost expense of \$ \$107,838.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

There are no funds distributed related to HEPC activities.

12) Funds set aside for participation in grantee technical assistance

West Virginia has set aside \$400,000 as required. The funds have been allocated to WVECAC as the Lead Agency, which will be responsible for travel and other cost reimbursement for staff from Participating Agencies who participate in required activities.

13) Total Funds Requested

West Virginia requests a total of \$706,938 for HEPC.

14) Other Funds Allocated to the State Plan

There are no other funds allocated to this part of the State Plan.

15) Total Budget

- The sum of expenditures in lines 13 and 14, for Year 1 is \$179,832.
- The sum of expenditures in lines 13 and 14, for Year 1 is \$175,702.
- The sum of expenditures in lines 13 and 14, for Year 1 is \$175,702.
- The sum of expenditures in lines 13 and 14, for Year 1 is \$175,702.
- The grand total is \$706,938.

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES
NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 7/ 1 / 2007 To: 6 / 30/ 2012

Approving Federal agency: X ED HHS Other
(Please specify agency): _____

NOTE: This Indirect Cost Rate Agreement pertains to the West Virginia Department of Education only.

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES
NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 7 / 1 / 2011 To: until amended

Approving Federal agency: ED X HHS Other
(Please specify agency): _____

NOTE: This Indirect Cost Rate Agreement pertains to the West Virginia Department of Health and Human Resources only.

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES <input type="radio"/> NO <input checked="" type="checkbox"/></p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):</p> <p>From: ___/___/___ To: ___/___/___</p> <p>Approving Federal agency: ___ ED ___ HHS ___ Other (Please specify agency): _____</p> <p>NOTE: This Indirect Cost Rate Agreement pertains to the Early Childhood Advisory Council of West Virginia Only.</p>
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Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES
NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 7 / 1 / 2010 To: until amended

Approving Federal agency: ED X HHS Other
(Please specify agency): _____

NOTE: This Indirect Cost Rate Agreement pertains to the West Virginia Higher Education Policy Commission only.

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?
YES <input type="radio"/>
NO <input type="radio"/>
If yes to question 1, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: ___ / ___ / ___ To: ___ / ___ / ___
Approving Federal agency: ___ ED ___ HHS ___ Other
(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

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XVI. APPLICATION CHECKLIST

Please use the following checklist to ensure that your application is complete:

Formatting Recommendations (page 11)

- Are all the pages 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides?
- Are all pages numbered?
- Is the line spacing for the narratives set to 1.5 spacing, and the font to 12 point Times New Roman?

Application Assurances and Certifications (page 20)

- Is all of the requested information included on the Race to the Top-Early Learning Challenge Application Assurances and Certifications page?
- SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed and dated the Application Assurances and Certifications?
- SIGNATURE REQUIRED** – Has an authorized representative from the Lead Agency signed the Application Assurances and Certifications?
SIGNATURE REQUIRED -- Has an authorized representative from each Participating State Agency signed the Application Assurances and Certifications? (Note: all Participating State Agencies must sign the application. See definition of Participating State Agency, page 17)

State Attorney General Certification (page 22)

- SIGNATURE REQUIRED** – Has the State Attorney General or his/her authorized representative signed the Certifications?

Accountability, Transparency, Reporting, and Other Assurances and Certifications (page 23)

- SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed the other Assurances and Certifications?

Eligibility Requirements (page 24)

- Has the State Provided a list of the Participating State Agencies?
- Has the State completed an MOU with each Participating State Agency?
- Does each MOU include the necessary assurances?
- SIGNATURE REQUIRED** – Has every Participating State Agency signed an MOU that includes a preliminary Scope of Work, using Exhibit I or an equivalent model?

- SIGNATURE REQUIRED** – Has the Lead Agency counter-signed every MOU and preliminary Scope of Work?
- Has the State certified that it has an operational State advisory council that meets the necessary requirements?
- Has the State certified that it is participating in the home visiting program, consistent with the requirement on page 25?

Selection Criteria

Core Areas (page 26)

(A) Successful State Systems and (B) High-Quality, Accountable Programs

- Has the State responded to each of the selection criteria in Core Areas (A) and (B)?

Focused Investment Areas

(C) Promoting Early Learning and Development Outcomes for Children (page 56)

- Has the State responded to at least two of the selection criteria in section (C)?

(D) A Great Early Childhood Education Workforce (page 64)

- Has the State responded to at least one of the selection criteria in (D)?

(E) Measuring Outcomes and Progress (page 68)

- Has the State responded to at least one of the selection criteria in (E)?

OPTIONAL: Competition Priorities (page 71)

- Competitive Preference Priority 2: Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System, if the State has chosen to respond.
- Competitive Preference Priority 3: Understanding the Status of Children's Learning and Development at Kindergarten Entry, if the State has chosen to respond.
 - If yes, has the State provided the necessary information in Table (A)(1)-12 or written to (E)(1)?
- Invitational Priority 4: Sustaining Program Effects in the Early Elementary Grades
- Invitational Priority 5: Encouraging Private-Sector Support

Budget (page 75)

- Has the State completed the following elements of the Budget?
 - Budget Part I: Summary Tables and Narratives
 - Budget Part II: Participating State Agency Budget Tables and Narratives, for each Participating State Agency

- Indirect Costs form
- Has the State created its budget spreadsheets?

Appendix (page 117)

- Has the State created a table of contents for its appendix?
- Has the State included all required documents per the instructions in the application?
- OPTIONAL: Has the State included supporting information the State believes will be helpful to peer reviewers?

Application Requirements (page 92)

- Has the State fulfilled all of the application requirements?

Application Submission Procedures (page 111)

- Has the State complied with the submission format requirements, including the application deadline for submission?
- Has the State submitted a single .PDF file of the entire application that was created in a format that is searchable? Note that a .PDF created from a scanned document will not be searchable.
- Has the State submitted originals of all the required Signature pages?
- Has the State submitted its budget spreadsheets?