West Virginia
Universal Pre-K Guidebook
September 2019

West Virginia Early Care and Education
WVDE **WVDHHR**

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Acknowledgement

The WV Universal Pre-K Collaboration Guidebook was developed with the assistance of professionals from across the state. Those include individuals from county pre-k programs, Head Start, Child Care Centers, WVDHHR, Head Start Association, WV Early Childhood Advisory Council, WVDE Office of School Nutrition, WVDE Office of Educator Effectiveness and Licensure, WVDE Office of School Finance, WVDE Office of Special Programs, and the WVDE Office of Early Learning. The WV Universal Pre-K System is nationally recognized thanks to the efforts and passion of early childhood professionals, community members, and state lawmakers. The WV Universal Pre-K program could not be available to pre-k children without the efforts of all those invested in the young children of West Virginia.

Preface

Since the induction of West Virginia Universal Pre-K in 2002, West Virginia has been a national pioneer in developing and maintaining a statewide pre-k program for all four-year-olds and three-year-olds with special needs. Conception of pre-k in the state began as early as 1983 with legislation that provided local school boards the ability to offer preschool. Following this initial legislation, localized efforts were made to support pre-k during the 1980's and 1990's. State lawmakers solidified the state's commitment to pre-k with the passage of an early childhood education programs bill at the conclusion of the 2002 legislative session. From that point forward, W.Va. Code §18-5-44 has mandated that the West Virginia Board of Education, in collaboration with the Secretary of the West Virginia Department of Health and Human Resources, ensure that every eligible child have access to high quality pre-k by the 2012-2013 school year. County boards of education were, at that time, required to develop pre-k programs with existing community programs, including Head Start and licensed child care centers. With state law and research illustrating a positive growth for young children and return on investment, West Virginia continues to strengthen its efforts in early childhood education. In light of research that continues to show how high quality early education experiences, teacher continuity, and other social and health services can support children's optimal development and well-being, West Virginia maintains its commitment to high-quality early childhood education.

Introduction

The *WV Universal Pre-K Collaboration Guidebook* has been developed to illustrate the unique approach of West Virginia Pre-K and assist county collaborative early childhood teams in coordination and enhancement of pre-k programs. It has also been designed to link requirements to practices and guide collaborative program implementation. The West Virginia Universal Pre-K Program collaborative model began at the state level. Therefore, the WV Board of Education, in collaboration with the WV Department of Health and Human Resources, maintain the WV Universal Pre-K Steering Team to support local pre-k programs.

WV Universal Pre-K Steering Team

The WV Pre-K Steering team serves as the state interagency and interdepartmental advisory team for Universal Pre-K. The Universal Pre-K Steering Team is comprised of a state Pre-K Coordinator, special education representative, Department of Health and Human Resources Specialist, and Head Start State Collaboration Director. This collaborative team works to support the implementation of WV Universal Pre-K, county collaborative early childhood teams, and offers technical assistance to county collaborative teams implementing WVBE Policy 2525: West Virginia's Universal Access to an Early Education System. The goal of the WV Universal Pre-K Steering Team is to provide consistent and compatible direction, guidance, and technical assistance to county Pre-K teams implementing WVBE

Policy 2525 in order to support and promote collaborative efforts and maximization of resources as outlined in WVBE Policy 2525.

West Virginia Universal Pre-K Steering Team	
Janet Bock-Hager, Coordinator *jbockhager@k12.wv.us* 304.558.9994 WVDE Office of Early Learning *http://wvde.state.wv.us/oel/*	Ginger Huffman, Coordinator *vhuffman@k12.wv.us* 304.558.9994 WVDE Office of Early Learning *http://wvde.state.wv.us/oel/*
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The WV Universal Pre-K Steering Team conducts several ongoing activities to support county collaborative early childhood teams.

Find My WV Pre-K

Find My WV Pre-K is an online application designed to provide program information for each WV Universal Pre-K classroom by city and county. Find My WV Pre-K includes district core team contact and classroom information. Classroom information includes days and hours of operation, along with services available. To find a WV Universal Pre-K Program near you, visit *Find My WV Pre-K* at *https://webtop.k12.wv.us/0/apps/find-my-pre-k/*.

WV Universal Pre-K System of Support (S.o.S.)

WV Universal Pre-K System of Support (S.o.S.) is an ongoing system designed to support county collaborative early childhood teams in implementation of WV Universal Pre-K. The S.o.S. is comprised of four key events planned throughout each school year to support local teams in pre-k implementation:
- Introductory Workshop for New County Collaborative Early Childhood Core Team Members;
- WV Universal Pre-K Leadership Institute;
- WV Universal Pre-K Leadership Webinar Series; and
- WV Universal Pre-K Leadership Spring Meetings

A System of Support Memorandum is provided annually to share dates of key events. The current memorandum can be accessed at *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/collaborative-team-resources/*. To access the page with the current memorandum link, click on the System of Support (S.o.S) side tab on the left of the page. The System of Support Memorandum is located within the page.

WV Universal Pre-K Program Reviews

The WV Universal Pre-K Program Review is conducted with each county a minimum of once every three years, as required in WVBE Policy 2525, Section §126-28-18. Program Assessment and Continuous Quality Improvement. Pre-K Program Reviews include a desktop review, classroom visits, parent survey, and core team interview. A WV Universal Pre-K Program Review Process document, three-year WV Universal Pre-K Program Review Memo and Schedule, and annual WV Universal Pre-K Program Review Memo and Schedule are available to assist county collaborative early childhood teams with the review process. Additionally, the WV Universal Pre-K Steering Team conducts an annual Pre-K Program Review webinar to provide an overview the review process with counties scheduled for reviews during the current school year. County collaborative early childhood teams are encouraged to utilize results from the WV Universal Pre-K Program Review in the continuous quality improvement process. Go to *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/collaborative-team-resources/* to access the link to the Program Review resources and memoranda.

Statewide Guidance Tools and Data Reports

The WV Universal Pre-K Steering Team collaborates with stakeholders and partners to maintain guidance tools and aggregated data reports to support program implementation. Tools and data reports include:
- WV Universal Pre-K Collaboration Guidebook
- Early Learning Annual Report
- Early Learning Reporting System Resource Guide
- WV Universal Pre-K Continuous Quality Improvement Process Guide
- WV Universal Pre-K Program Review Process

These resources can be accessed by clicking on the *Statewide Guidance Tools and Data Reports* side tab of the Collaborative Team Resources page at *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/collaborative-team-resources/*.

WV Universal Pre-K Steering Team Technical Assistance

The WV Universal Pre-K Steering Team provides individualized county technical assistance upon request. Technical assistance may be necessary to address county core team concerns and can be requested by any member of a county collaborative early childhood core team. The following steps must be taken to complete a technical assistance visit.
1. A technical assistance meeting request must be e-mailed to the WV Universal Pre-K Steering Team. This is completed by sending an e-mail to the state Pre-K Coordinator.
2. The state Pre-K Coordinator will determine potential dates for the technical assistance meeting with the WV Universal Pre-K Steering Team.
3. The state Pre-K Coordinator will contact the county Pre-K Coordinator to schedule the technical assistance meeting details, including date, time, and agenda items.
4. The county Pre-K Coordinator will provide the state Pre-K Coordinator and county collaborative core team members with additional agenda items.
5. The technical assistance meeting will be conducted with members of the county collaborative core team and the WV Universal Pre-K Steering Team.

WV Universal Pre-K Collaboration at-A Glance

The WV Board of Education is responsible for ensuring that laws concerning WV Universal Pre-K are reflected in state policy. WVBE Policy 2525 is aligned with WV Child Care Licensing and federal Head Start regulations to support collaborative processes and program implementation. The WV Universal Pre-K Guidebook is designed as a resource in that process. All facets of WVBE Policy 2525 fit into five key areas. The County Collaborative Early Childhood Core Team must meet regularly to ensure that key decisions are made to meet requirements and to foster a high-quality pre-k program. The county collaborative early childhood full team is designed to provide a comprehensive advisory council from local communities to best serve children and families participating in pre-k. Chapter one of this collaboration guidebook further articulates the roles of the county collaborative early childhood core and full teams. The following graphic illustrates how sections of WVBE Policy 2525 fit into those key areas:

Chapter Two: Universal Pre-K Collaborative System

- Classrooms, Collaboration, and Partnerships
- WV Early Learning Reporting System: Pre-K
- Pre-K School Calendars
- Addendums
- Funding
- Collaborative Contracts & Classroom Budgets
- Inclusive Settings
- Eligibility and Enrollment
- Attendance
- Transportation
- Meal Service
- Personnel
- Pre-K Program Data Reporting

Chapter Three: School Readiness and Transitions

- School Readiness: West Virginia's Formal Definition
- Ready, Set, Go! WV! Comprehensive Framework for School Readiness
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Chapter One: Overview of the County Collaborative Team

Chapter Four: Curriculum, Instruction, and Child Assessment

- West Virginia Pre-K Standards (Ages 3-5)
- Environmental Design
- Curriculum Adoption
- Supplemental Curriculum
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Chapter Five: Program Assessment and Continuous Quality Improvement

- Program Oversight
- Continuous Quality Improvement Process
- Health and Safety
- Staff Training
- School Readiness Profile
- Universal Pre-K Program Review

Chapter One: Overview of the County Collaborative Team

Each county must establish and maintain a county collaborative early childhood team, which includes a core team. The County Collaborative Early Childhood Core Team must meet regularly to ensure that key decisions are made to meet requirements and to foster a high-quality pre-k program. The county collaborative early childhood full team is designed to provide a comprehensive advisory council from local communities to best serve children and families participating in pre-k. WVBE Policy 2525 Section §126-28-4 includes nine key outcomes for county collaborative early childhood core team members to assist in prioritizing their work. Those outcomes, which are found in Section 4.3., relate to all other sections of WVBE Policy 2525.

County Collaborative Early Childhood Core Team

The county collaborative core team must include four key members. These include representation from the county school system pre-k program, the county school system preschool special needs program, a licensed community child care program in that county not operated by the county school system, and the Head Start program in that county. A representative from the local department of health and human resources and/or child care resource and referral agency shall be included in the core team when there is no licensed community child care representative. The licensed community child care representative must be elected through a vote conducted by all participating child care center representatives. The voting process should be only be conducted by community child care directors. Additionally, there should be a mechanism for the child care representative to serve as an intermediary for other child care center directors. As an intermediary, the elected child care representative should ensure provisions for sharing information among child care directors and solicit input for the pre-k program.

County Collaborative Early Childhood *Core* Team (Chart 1.1.)
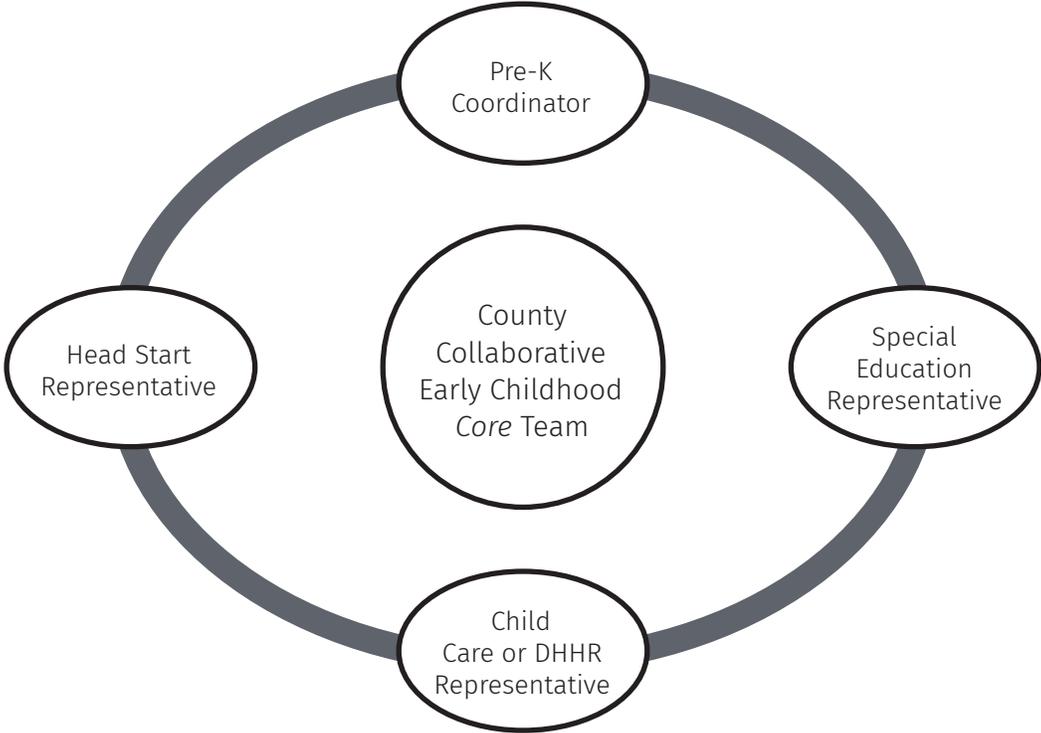
County Collaborative Early Childhood Full Team

The county collaborative early childhood team must also include a full county team with various representatives. Membership should include the parent/guardian of a preschool child, representative(s) from the West Virginia Birth to Three System Regional Administrative Unit, local Department of Health and Human Resources, and/or Child Care Resource and Referral agency; school health representative; classroom teachers; Family Resource Networks; Parent Education Resource Center; Starting Points; faith-based early childhood program providers; and/or other community organizations and persons interested in, knowledgeable of, or who provide support or education to young children and their families. Due to the nature of child care, every licensed child care program in the county must be extended an invitation to participate on the full collaborative team. This coordinated system, as illustrated below, provides county collaborative early childhood teams with comprehensive resources and promotes linkage of services for children and families birth throughout elementary school. The county collaborative early childhood core team shall annually assess the composition of the full county collaborative early childhood team.

County Collaborative Early Childhood *Full* Team (Chart 1.2.)
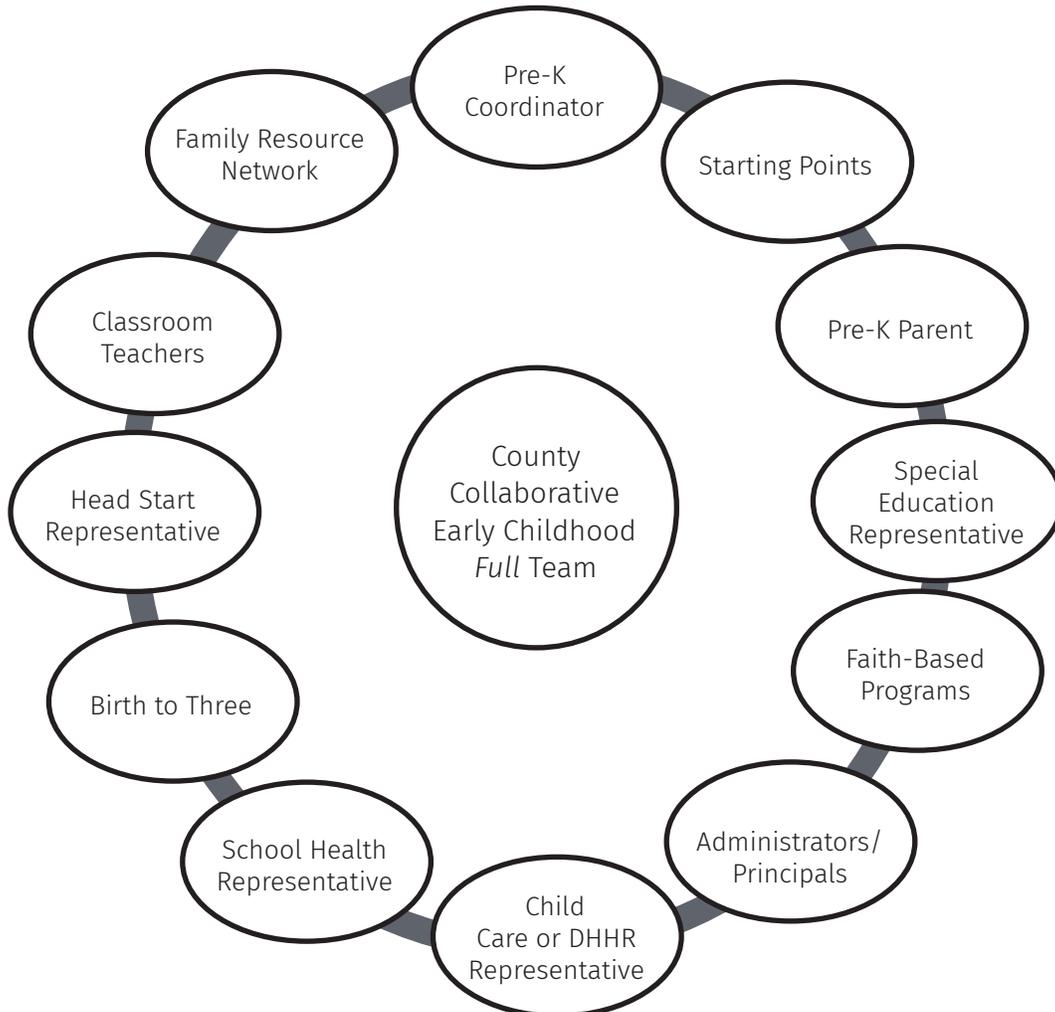
Chapter Two: Universal Pre-K Collaborative System

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- Meal Service
- Personnel
- Pre-K Program Data Reporting

A collaborative setting is defined in WVBE Policy 2525 as, "a classroom of WV Pre-K children operated jointly by a community program and county board of education or by a community program with resource support from the state through the county board of education". It is critical that all early childhood programs work together to provide an array of comprehensive services necessary for the success of young children and their families in West Virginia communities. WV Universal Pre-K was designed to foster a collaborative system of interrelated services to support children and families.

Classrooms, Collaboration, and Partnerships

County programs were initially developed as local education agencies, Head Start programs, licensed child care centers, and additional community programs were required to develop annual county pre-k plans with the vision of serving every eligible pre-k child by the 2012-2013 school year. State code and West Virginia Board of Education (WVBE) Policy 2525 continues to charge local education agencies to facilitate joint development of universal program structure that provides pre-k to every eligible child in a manner that illustrates shared responsibility, mutual oversight, and capitalization of resources. Partnerships within each program must be maintained to ensure that requirements and goals are met for individual programs, as well as the overall county pre-k program.

Each county collaborative early childhood team is comprised of participants who have entered into individual partnerships. Individual partnerships impact the larger community and provide resources for children and families. Therefore, positive partnerships and programs among individual partnerships create holistic, integrated countywide early childhood programs with maximum child, family, and community benefits and outcomes. A collaborative contract must be completed and signed annually by the local education agency (LEA) and each collaborative partner to illustrate agreement of terms for pre-k program implementation. The collaborative contract between agencies must address how the collaborative partner will assure compliance with all applicable regulations and standards. Further, a budget and cost allocation worksheet must be completed for each collaborative pre-k classroom as part of the collaborative contract to illustrate specific costs and allocations of contracts.

WV Early Learning Reporting System: Pre-K

The Early Learning Reporting System: Pre-K, or ELRS: Pre-K, is the online platform where all WV Universal Pre-K program and child assessment data is maintained. Each county pre-k program is required to include classroom information and child assessment data children enrolled in the program. Program data includes school and classroom data, annual WV Universal Pre-K Health and Safety Checklist results, and county collaborative early childhood core team member information. Child assessment data include child assessment checkpoints and child outcome summary (COS) for special education reporting requirements. Through data input, the ELRS: Pre-K provides output reports for individual child support and instruction, classroom, school, and program continuous quality improvement planning. More information can be found in the Early Learning Reporting System Resource Guide, which can be accessed at *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/collaborative-team-resources/* or on the West Virginia Early Learning Reporting System website at *https://webtop.k12.wv.us/0/apps/elrs/*.

Pre-K School Calendar

Pre-k school calendar requirements differ from county K-12 school calendars; however, careful consideration must be given to the K-12 county calendar when the pre-k school calendar is developed annually. Coordinating the K-12 county school calendar with the pre-k school calendar will assist in

meeting requirements of the county, collaborative partners, and simplify calendars for families who have children in multiple grades. County K-12 school calendars include requirements for out-of-calendar days, non-instructional days, and legal school holidays based on state code. Additionally, program operation requirements for partners must be met when planning the pre-k school calendar. The county collaborative early childhood core team must meet annually to develop the pre-k school calendar. The following requirements and considerations will guide annual pre-k school calendar development.

Requirements:
- All WV Universal Pre-K classrooms must provide fifteen hundred minutes of instruction per week **AND** forty-eight thousand minutes of instruction annually.
- Preschool Special Needs classrooms must meet pre-k school calendar requirements.
- Each pre-k classroom must operate no fewer than four days per week to meet the pre-k school calendar requirements.
- The county collaborative early childhood core team must annually develop the pre-k school calendar.
- Employment terms for regular, full-time employees must be met.
- Pre-k school calendars must include provisions for out-of-calendar days, non-instructional days, and legal school holidays.
- When canceled instructional days prevent pre-k classrooms from meeting minimal annual requirements, those days must be rescheduled using either available non-instructional days (other than the seven holidays or the Election Day) or out-of-calendar days (except for Saturdays or Sundays).
- Pre-k school calendars must meet applicable federal regulations for collaborative classrooms.
- Pre-k school calendars must be addressed in collaborative contracts.
- Pre-k school calendars must be approved by county boards of education annually.
- Collaborative partners must have pre-k calendars approved by governing boards in most instances.
- If there are any pre-k classrooms or schools in the county that operate on a different schedule, all calendars must be approved by the county board of education and applicable collaborative program governing board.

Considerations:
- County k-12 calendars, which are approved by each county board of education, provide an instructional term to assist county collaborative early childhood core teams in establishing the pre-k school calendar.
- Coordinating pre-k school calendars for all classrooms with county k-12 calendars can assist in simplifying calendars for families who have children in multiple grades.
- Establishing a timeline for completion of pre-k school calendar will ensure that all partners meet requirements and county and agency board approvals are completed.
- Non-instructional days utilized for pre-k can include employment days utilized for staff development, classroom preparation, home visits, planning, extended transition activities, conferences, consultation with other services providers, and collaborative meetings. These non-instructional days should be included in the pre-k school calendar.
- Pre-k school calendars should be provided to families. Any changes to the school calendar should be provided as soon as possible.

Addendums

There are occasions when changes to the program must occur. All changes of substance to approved universal WV Pre-K program structure must be submitted as an addendum to the WVDE with signatures of all the required county collaborative early childhood core team members for review and approval 30 days prior to the implementation of the changes. Changes of substance refer to program changes including, but not limited to classroom locations, operation, curriculum, staffing, and resources. This addendum process not only ensures core team decision making and collaboration, but also assists in maintaining updated program information in the Early Learning Reporting System: Pre-K, or ELRS: Pre-K. The addendum process includes the following steps:

1. Create an addendum to illustrate the program changes. This includes opening, closing, or moving a classroom. An addendum must also be submitted when there is a change in collaborative partners for any classroom.
2. The addendum provided by the team must include the following:
    a. Name and address of the site.
    b. Name of classroom.
    c. Changes to current program structure.
    d. Rationale/description for the addendum.
    e. Overview of the results Impact the addendum will have on the community.
    f. Community partners included in the addendum.
3. The addendum, once signed by all core team members, must be submitted to the WV Universal Pre-K Steering Team by sending an electronic copy via e-mail to the WV Universal Pre-K Coordinator in the Office of Early Learning.
4. Once the addendum is reviewed by the WV Universal Pre-K Steering Team, the WV Universal Pre-K Coordinator will send an electronic addendum verification to the county collaborative early childhood core team.
5. The WV Universal Pre-K Coordinator will make classroom changes from the addendum in the Early Learning Reporting System (ELRS: Pre-K) by adding or removing a classroom.
6. The County Pre-K Coordinator will edit or add any additional classroom information in the ELRS: Pre-K.

A county collaborative early childhood core team may submit an addendum in any format as long as all required information is included. There is not an official addendum form; however, Appendix A contains the WV Universal Pre-K Addendum Template to assist county collaborative early childhood core teams in completing the process. An electronic version of the WV Universal Pre-K Addendum Template can be accessed at *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/ universal-pre-k-collaborative-system/addendums/*.

Funding

Because collaborative partners in a countywide pre-k program may have different funding sources and program costs, county collaborative team efforts to coordinate pre-k financing can be complex. The first step in creating collaborative contracts and budgets is for collaborating programs to determine the total cost for each collaborative classroom to have the resources needed to meet quality standards, state regulations and policies, and federal requirements. Several steps are necessary to efficiently determine classroom and program costs. Applicable programmatic regulations and policies, including WVBE Policy 2525, Head Start Performance Standards and regulations, and WV Child Care Center Licensing, must be used to determine the total cost of each classroom. Next, partners must analyze the resources available to cover the costs. The following is a summary of funding resources

for pre-k partnerships. The funding section also includes guidance for completing the Classroom Budget and Classroom Cost Allocation Worksheet, which are also later discussed in the Collaborative Contracts section.

Child Care Funding

There are two primary funding sources for licensed child care centers. Parent tuition is the main funding source for many child care centers. Some child care centers across the state elect to participate in the child subsidy program, Child Care and Development Fund (CCDF). Overall, providers are limited in available income by what they can charge privately paying families and the state-established reimbursement rates for children receiving subsidies. Income is dependent on enrollment. A decrease in enrollment can significantly impact centers' ability to operate. In many cases neither the tuition that families pay nor the reimbursement rates through CCDF subsidy payments provide centers with adequate income to meet high quality standards. Additional supports and resources are necessary to attain, in particular, the costs of employing and retaining highly qualified staff and to manage the group size and staff/child ratios that generally enable quality early education experiences.

Parent Tuition

Families are responsible for paying costs of child care. Parent tuition is the primary income for child care centers. A center's income is often limited by tuition paid by parents/guardians. Each center has varying policies on parent tuition.

Child Care and Development Funding (CCDF)

Federal CCDF funds are made available to states to assist low-income families in obtaining and paying for child care so they can work or attend education/training. Parents eligible for CCDF subsidy must select a child care center from approved providers in their community. Reimbursement rates are set by a state formula. Subsidy reimbursement rates for child care centers often fall short of tuition costs to families.

Head Start Funding

The Office of Head Start provides federal grants directly to local agencies to implement Head Start programs. Each Head Start program must provide comprehensive child development services to children of low-income and disadvantaged families. This federal funding must be utilized to support school readiness for three- and four-year old children as specified in each program grant award, which includes funded minimum enrollment requirements. Currently, there are 21 Head Start agencies, which provide services in 53 of 55 counties in West Virginia.

School Aid Funding

County school systems generate school aid funding based on second month enrollment information, which is currently determined annually on October 1st. School aid funding is the primary source of revenue for school systems to cover all costs of operations. These funds should be invested into the pre-k program to provide quality early education services and to support the county pre-k program.

Finance Considerations

All children enrolled in WV Universal Pre-K, including those enrolled in collaborative classrooms, are enrolled in WVEIS. Therefore, school aid funding is generated for each eligible child enrolled by October 1st of each school year. Funding generated through community classrooms should be invested

into those programs providing quality early education services and local infrastructure to support WV Pre-K classrooms. In pre-k collaborative child care programs, WV Pre-K is an enhancement to the regular program during the designated WV Pre-K hours. Since WV Pre-K is part of a free public education, parents/guardians shall only be charged for those hours outside the WV Pre-K designated time. In addition to the resources provided through school aid funding, community programs participating as partners should continue using federal and state funding available for these services such as Head Start and Child care Development Fund monies supporting eligible children. These funding sources should be included in developing Classroom Budget and Cost Allocation Worksheets, as part of the collaborative contract process.

Each year, the Office of School Finance provides an estimated allowance of school aid funding for early childhood programs through the *Public School Support Program: Total Estimate Allowance for Early Childhood Programs*. This annual summary includes pre-k enrollment professional and support staff allowances, and estimated funding per pupil and totals. It is important to note that the summary is only an estimate and county spending may be impacted by the overall budget. The current *Public School Support Program: Total Estimate Allowance for Early Childhood Programs* summary can be accessed at *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/universal-pre-k-collaborative-system/funding-collaborative-contracts-and-classroom-budgets/*.

Collaborative Contracts and Classroom Budgets

Pre-K collaborative contracts are legally binding documents that delineate roles, responsibilities, and resources of each partner. As previously mentioned, ***a collaborative contract must be completed and signed annually prior to the first day of school by the LEA and each collaborative partner to illustrate agreement of terms for pre-k program implementation***. Additionally, a Classroom Budget and Cost Allocation Worksheets must be completed for each collaborative classroom.

WV Universal Pre-K Collaborative Contracts

As partners develop an annual collaborative contract, there must be expectations that each partner will utilize available resources to meet or exceed pre-k program requirements. This contract process is not meant to supplant existing resources or place an undue burden on either partner. It is designed to accurately reflect programming, resources, and costs related to the WV Pre-K classrooms included in the contract. Contracts may cover more than one classroom operated by the same community partner; however, budgets must also be developed for each classroom included in collaborative contracts. Head Start programs are required to have a memorandum of understanding to support coordination with publicly funded pre-k programs. The memorandum of understanding, or MOU, may serve as the collaborative contract. While collaborative contracts or MOUs can vary based on the needs of each partner, there are key items that must be addressed. A collaborative contract checklist is provided in Appendix B or accessed on the website at *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/universal-pre-k-collaborative-system/funding-collaborative-contracts-and-classroom-budgets/*. The collaborative contract checklist is available to assist partners in developing and updating the annual collaborative contract. The Collaborative Contract Checklist is not an exhaustive list and partners may choose to add items based on local program design. Additionally, a sample collaborative contract is provided in Appendix C. The sample collaborative contract may also be accessed at *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/universal-pre-k-collaborative-system/funding-collaborative-contracts-and-classroom-budgets/*.

Collaborative Classroom Budget and Cost Allocation Worksheet

As part of the collaborative contract proc*ess, a Collaborative Classroom Budget and Cost Allocation Worksheet* must be completed for each collaborative classroom by each LEA and collaborating community partners. The worksheet is designed to illustrate costs and resources provided by each partner and connect funding to the collaborative contract. The *Collaborative Classroom Budget and Cost Allocation Worksheet* is an estimate of the total cost of each collaborative classroom and is a tool to assist in annual fiscal reporting, which is a requirement of each county pre-k program. The worksheet is an excel form, which is available on the Office of Early Learning website at *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/universal-pre-k-collaborative-system/funding-collaborative-contracts-and-classroom-budgets/*, along with worksheet instructions. The *Collaborative Classroom Budget and Cost Allocation Worksheet and Instructions* are also included in Appendix D.

Inclusive Settings

The universal pre-k program structure must provide fully inclusive classrooms with appropriate supports for children ages three through five with identified special needs. Children's placement decisions are made according the Individualized Education Program (IEP) committee. Children with identified special needs must be placed in the least restrictive environment, according to their individualized needs. Further, placement in separate settings designed for students with disabilities should only be used when the child's IEP cannot be implemented in the least restrictive environment.

According the WVBE Policy 2419: Regulations for the Education of Students with Exceptionalities, section 5.J. Least Restrictive Environment Consideration and Placement Decisions, "Removal from the general education environment occurs only when the nature or severity of the exceptionality is such that education in general classes and other settings with general education students cannot be achieved satisfactorily even with the use of supplementary aids and services." This requirement is known as the least restrictive environment (LRE). An appropriate LRE is one that enables the student to receive IEP services and make reasonable gains toward goals identified in an IEP.

Enrollment of children with disabilities must include pre-k caseload consideration. WVBE Policy 2419 defines maximum pre-k caseloads of children with IEPs for universal pre-k teachers, as well as for preschool special needs teachers. According to WVBE Policy 2419, All WV Pre-K classrooms, including special education, should to the extent possible, reflect the natural proportions of students with disabilities to those without disabilities within the school or community, but with no more than ten students with disabilities in each classroom. This includes children with speech and language IEPs in the classroom. Universal Pre-K classrooms are limited to no more than twenty students, as specified in WVBE Policy 2525. WVBE Policy 2419 defines the maximum number of students with IEPs per Universal Pre-K and special education classrooms. The teacher-child ratios within WVBE policies 2419 and 2525 are maximum requirements. This means a county collaborative early childhood team may enroll a smaller number of students in a classroom.

Eligibility and Enrollment: Pre-K Application and Enrollment Process and Requirements

Each county collaborative early childhood core team must establish a universal application and enrollment process that includes provisions for classroom placement. The universal application must be used for all enrolling children. This process must include steps to collect applications, maintain selection criteria, and monitor placement. This process must be transparent and available to the public. The county collaborative core team must ensure that every eligible child has been offered placement in the program.

All children enrolling in WV Universal Pre-K must be age four prior to July 1 of the school year in which the children enter the program, except as required by federal law or regulation in accordance with the Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446 and WVBE Policy 2419: Regulations for the Education of Students with Exceptionalities for children three through five years of age with disabilities. The universal application must include questions to determine eligibility, services, and family need. Questions on the application must assist in determining:
  - Birthdate;
  - Family characteristics;
  - Residency;
  - Out-of-county transfers
  - children in foster care;
  - families and children with English as a second language;
  - family categorically defined as homeless under the McKinney Vento Act;
  - Income identification for Head Start services; and
  - Child Care needs.

Information from the application must be utilized as part of a county wide universal enrollment process. The universal enrollment process must include provisions for collection and review of universal applications. The county collaborative early childhood team must have a selection criteria and placement process to enroll children in classrooms based on information collected. The universal application and enrollment process must be centralized to ensure all eligible children have been offered placement based on the county's established placement process. The placement process, when transparent and available to the public, will assist program staff in articulating the steps that the core team utilizes to enroll eligible children in all universal pre-k classrooms.

Live Birth Certificate and Enrollment

WV state law requires that a copy of the pupil's original birth record certified by the state registrar of vital statistics be presented for all children entering public school for the first time. *W.Va. §18-2-5c. Birth certificate required upon admission to public school; required notice to local law-enforcement agency of missing children,* states the following*:*

> (a)   No pupil shall be admitted for the first time to any public school in this State unless the person enrolling the pupil presents a copy of the pupil's original birth record certified by the state registrar of vital statistics confirming the pupil's identity, age, and state file number of the original birth record. If a certified copy of the pupil's birth record cannot be obtained, the person so enrolling the pupil shall submit an affidavit explaining the inability to produce a certified copy of the record: Provided, that if any person submitting such affidavit is in the U.S. military service and is in transit due to military orders, a three week extension shall be granted to such person for providing the birth records.

> (b)   Upon the failure of any person enrolling a pupil to furnish a certified copy of the pupil's birth record in conformance with subsection (a) above, the principal of the school in which the pupil is being enrolled or his designee shall immediately notify the local law-enforcement agency. The notice to the local law-enforcement agency shall include copies of the submitted proof of the pupil's identity and age and the affidavit explaining the inability to produce a certified copy of the birth record.

A superintendent's interpretation is available to further assist county collaborative early childhood teams in maintaining birth certificate requirements for enrollment. The superintendent's

interpretation can be accessed at *https://wvde.state.wv.us/oel/docs/Interpretation%20on%20Birth%20 Certificate%20Requirement.pdf*.

Enrollment and Health Requirements

The application and enrollment process must also include provisions for obtaining enrollment health requirements, as well as a mechanism for follow-up, obtaining missing information, or rescreening, when necessary. The county process for obtaining health requirements for enrollment must include collection of the following:

- Age-appropriate Immunization record;
- HealthCheck Screening, or other comprehensive health screening comparable to the HealthCheck protocol by a licensed health care provider; and
- Oral Health Examination by a dentist.

A memorandum titled, School Health and Wellness Checkpoints and Immunization Requirements, includes current health information of new enterers. The memo is provided to simplify the information identified in WVBE Policy 2423. It can be accessed at *https://wvde.us/wp-content/ uploads/2017/12/08.-School-Health-and-Wellness-Checkpoints-and-Immunization-Requirements- memo.pdf*.

Age-Appropriate Immunization Record

All children entering the pre-k program must have an age-appropriate immunization record based on the required immunization schedule set forth by Center for Disease Control (CDC). Children who are not fully immunized may be provisionally enrolled; however, a full immunization plan must be in place and monitored for completion of all required immunization. Children who do not have full immunizations may not enter a WV Universal Pre-K classroom until they are up-to-date on all required vaccinations and awaiting the next scheduled dose(s). These children must have at least the first dose of each required vaccinations. If the child is able to receive the next dose(s) according to the CDC Immunization schedule then they must complete these doses to provide an "age appropriate immunization record" to be provisionally enrolled. An immunization plan for completion of vaccinations must also be in place. WVBE Policy 2525 and WVBE Policy 2423: Health Promotion and Disease Prevention, specifically address immunization requirements for enrollment. Additional information related to immunization requirements can be found on the WV DHHR immunizations requirement website at *http://www.dhhr.wv.gov/oeps/immunization/requirements/Pages/default.aspx*.

Immunization data must be entered into the West Virginia Statewide Immunization Information System, or WVSIIS. WVSIIS is a confidential, computerized information system where shot records are maintained. State law requires all medical providers report all immunizations to patients under the age of 18 in WVSIIS within two weeks from the date administered.

HealthCheck Screening

All children entering a WV Universal Pre-K program are required to have on file within 45 days of enrollment/entry or prior to the first day of school attendance a record of a HealthCheck screening, or other comprehensive health screening comparable to the HealthCheck protocol. HealthCheck screening forms must be signed and dated by the child's licensed health care provider and completed within the past twelve months from enrollment/entry. HealthCheck is West Virginia's Early and Periodic Screening, Diagnosis, and Treatment Program (E.P.S.D.T.). The HealthCheck Program promotes regular preventive medical care and the diagnosis and treatment of any health problem found during a screening.

West Virginia Code §18-5-17 requires screening for potential problems in the areas of vision, hearing, speech and language. WVBE Policy 2525 has required a HealthCheck or comparable comprehensive physical examination for enrollment into Pre-K since 2007 to meet this statute. Limited largescale school screenings were removed from this policy in 2007 to align with federal Head Start requirements for children to receive an annual well child visit from their medical home and to prevent duplication of screening services.

In an effort to facilitate this process, counties should work with local medical providers and healthcare agencies while utilizing the services of WVDHHR-Regional HealthCheck Specialist (Program Specialists - *http://www.dhhr.wv.gov/HealthCheck/Pages/Program_Specialists.aspx*) to ensure all children are receiving an annual well child checkup (comprehensive screening) by their medical home indicated by documentation on the HealthCheck or comparable comprehensive physical form. The completed physical form is acceptable for the initial screening requirements in W. Va. Code §18-5-17. Once a new enterer has been screened through a HealthCheck/comprehensive physical, they will not need further screenings to continue Pre-K or advance into Kindergarten within the public school system. After a new enterer meets the enrollment criteria, all future screening will be based on school, teacher, parent, or medical provider referrals related to individual student needs, rather than largescale screenings. Once entering into the educational system, any potential educational and medical deficit(s) are assessed and identified on a daily basis within the classroom and school setting. School systems must manage care with the medical community to ensure coordinated care with proper diagnosis and treatment.

The use of the HealthCheck assists in efforts to utilize the time of teachers and Professional Support Personnel (school nurses, audiologist, speech and language pathologist, etc.) to provide more direct services to the student population with identified needs and specialized health care while allowing individualized assessments and follow-ups for student referrals. These key professional support personnel should ensure teachers and early education personnel are aware of any missing HealthCheck screening components after follow-up with the medical home has proven unsuccessful.

HealthCheck Screening data should be entered into the "WVEIS on the Web-Health tab" then "Screening". The HealthCheck and school screens may be entered into this same area. The "oral health screening" is NOT for the required dental exam but an oral screening completed by the medical provider. Please do not enter dental examination data in this area.

Oral Health Examination

WVBE Policy 2423 requires a dental examination as part of the enrollment health requirements for all new enterers. This requirement is echoed in WVBE Policy 2525. These practices are in place to support development of the whole child to foster learning. Separate from the oral screen completed by a medical provider (described in the above section), a dental examination should be completed within one year prior to the data of enrollment. If a child has not completed a dental exam prior to enrollment, the exam should be conducted within 45 days after enrollment of the first day of school. The examination should be conducted by the child's dentist if one has been established. Parents can work with school staff if assistance is needed to establish a dental home. If any family is unable to find a dental home, children may be able to enroll in the Oral Disease Prevention Program, or ODPP, at the school.

Dental Examination data will be entered into the WV Statewide Immunization Information System (WVSIIS) under the Dental Module in the future. At this time, counties are asked to maintain the paper record and keep track of completion via spreadsheet or checklist. Each public school will be populated with directory data to allow access to school specific reports on missing data. The Dental Module should be piloted during spring 2017, and opening is targeted for fall 2017.

WVEIS Enrollment for Pre-K/Full Time Equivalent (FTE)

Each county must establish a process to ensure that enrollment information is maintained in the West Virginia Education Information System, or WVEIS, including provisions for maintaining changes in enrollment throughout the year. Full time equivalent (FTE) describes the maximum number of funding generated per pupil based on each county's school aid formula. Full time equivalent is defined as a minimum of 1500 minutes per week and 48,000 minutes per year. Children enrolled less than the FTE are considered part time. When children are enrolled and registered in WVEIS, the FTE must be included to accurately determine the FTE value. A memorandum titled, Enrolling/Scheduling Early Childhood Students, details guidance for enrolling children in WVEIS. This memorandum can be accessed at *http://wveis.k12.wv.us/wveis2004/support.htm*. From the WVEIS Student Support Page, click on the link titled, *Early Childhood Students FTE and Pre-K Enrollment*. It includes provisions for children who are enrolled in pre-k less than the minimum required time of fifteen hundred minutes per week and forty-eight thousand minutes in each school year.

WVEIS Menu STU.380

All children enrolled in Universal Pre-K or receiving special education itinerant services outside of the classroom must be entered in STU.380 in addition to being enrolled and scheduled in WVEIS. Once enrolled and scheduled in WVEIS, children's names will be pulled from STU.301 into STU.380 by the home school. County Coordinators or their designee must then enter required information into STU.380. Step-by-step instructions on enrolling children is STU.380 is available in the Early Learning Reporting System Resource Guide, which can be accessed at *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/collaborative-team-resources/*. Instructions can also be accessed at *https://webtop.k12.wv.us/0/apps/elrs/help/stu380* under the help tab of the ELRS application.

Attendance

Families of pre-k children often believe that missing school during these years won't make much of a difference; however, every day of learning counts. Establishing good attendance habits in pre-k is a predictor of positive attendance in later grades. Additionally, it is much more difficult for educators and parents to track developmental and academic growth when children are frequently absent.

Even though pre-k enrollment is voluntary, once a child is enrolled state code addressing attendance must be followed. To support development of positive attendance habits, each county pre-k program must establish and maintain attendance procedures. These attendance procedures must be implemented across all pre-k classrooms and include information for families on the benefits of regular attendance. County attendance procedures must include provisions for working with families when children are chronically absent or tardy. Attendance procedures must include a process for administrators, teachers, and parents to pursue disenrollment of a child if they concur that requiring further attendance for that school year is not in the best interest of the child. Once a child is dis-enrolled, re-enrollment is not guaranteed. Parents should be encouraged to contact their child's teacher each day of absence. When a parent does not contact the school, school personnel should attempt contact with the family. Contact with the family is required when child is absent and bus

transportation is provided to ensure that all children are accounted for each day. This contact with families of children who ride a school bus must be done within a reasonable time of scheduled arrival. Procedures must also include provisions for children with documented chronic medical conditions as defined in WVBE Policy 2110: Attendance.

Attendance records must be maintained in WVEIS for all pre-k classrooms, including collaborative classrooms located off-site of public school buildings. Therefore, the county must establish a process for classroom teachers to either enter attendance in WVEIS or provide attendance information to a designee for entry. The process for entering attendance information into WVEIS should include mechanisms for utilizing attendance documentation for follow-up when a child is absent. These procedures should be aligned with countywide pre-k attendance procedures.

Transportation

Although transportation is not required for pre-k programs unless it is a related service for children with disabilities in accordance with state and federal requirements, many county pre-k programs have opted to offer transportation. There are requirements that must be in place for pre-k programs whenever transportation is provided.

- Bus drivers who transport young children must be trained in supervision of young children.
- Bus drivers must inspect the bus at all final drop off points to assure that no children are left on the bus. These inspections must be charted and maintained by the driver's supervisor.
- A designated person from each pre-k site must follow-up with the family of any child who typically rides the bus is absent. This follow-up ensures that all children are accounted for on a daily basis.
- Pre-k children must sit in a segregated area of the bus.
- Staff must assist children on and off buses at the pre-k site.
- A parent/guardian or designated person must meet the bus for pick up and drop off.

Pre-k programs who offer transportation must provide information on requirements to families and personnel, including transportation staff. Information can be included in countywide procedures, parent handbooks, staff trainings. A workshop guidance tool titled, *Transporting Young Learners* was designed to assist county collaborative early childhood teams in providing training for bus drivers who transport young children. *Transporting Young Learners* can be accessed at *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/universal-pre-k-collaborative-system/transportation/*. Many programs have adapted *Transporting Young Learners* to include information specific to their own procedures.

Meals Service

Meals must be addressed by county collaborative early childhood teams from two perspectives: meal service and meal environments. This section specifically addresses meal service, which includes meal requirements related to food service as part of regulations of the United States Department of Agriculture, school breakfast, school lunch, afterschool snack, collaborative contracts, and special dietary needs. Meal environments are addressed in Chapter Four: Curriculum, Instruction, and Child Assessment. The meal environments section addresses meal times as part of the instructional day.

Breakfast and lunch must be provided for children enrolled in WV Universal Pre-K classrooms. Additionally, all meals must be served in accordance with the School Breakfast and Lunch Program. Meals served in offsite community programs may include lunch and snack, rather than breakfast and

lunch if a classroom's regular operation times occur when breakfast is not required. Collaborative pre-k classrooms have the option of following the meal pattern and serving size requirements for either the Child and Adult Care Food Program (CACFP) or National School Lunch Program/School Breakfast Program; however, all snacks must meet CACFP meal pattern and serving size requirements. WV Pre-K programs that are required to serve breakfast and lunch may choose to serve a snack during the WV Pre-K day. This decision should be based on the needs of the child and the number of hours the child is enrolled in the program. Collaborative WV Pre-K programs that participate in the Child and Adult Care Food Program may claim this snack for federal reimbursement if it meets the requirements of the program. Snacks are not reimbursable through the National School Lunch or Breakfast Program.

Effective October 1, 2017, the U.S. Department of Agriculture (USDA) published the final rule, "Child and Adult Care Food Program: Meal Pattern Revisions Related to Healthy, Hunger-Free Kids Act of 2010" (81 FR 24348) to update the School Meals Programs' meal pattern requirements for pre-k populations. This final rule results in changes to meals served to pre-k enrolled children in public school buildings under the school lunch and breakfast programs. The updated CACFP Nutrition Standards, Regulations, and resources can be accessed at https://www.fns.usda.gov/cacfp/meals-and-snacks. Meal pattern changes impacting pre-k programs include the following:
- Flavored milk is prohibited.
- Grain-based desserts/sweet grains cannot be counted towards the grain/bread component requirement.
- Yogurt must contain no more than 23 grams of sugar per six ounces.
- Meat/meat alternate may replace a grain bread at breakfast up to three times per week.

These changes directly impact WV Universal Pre-K classrooms. A clarification memorandum addressing CACFP requirements and pre-k enrolled children is provided to assist county collaborative early childhood teams in implementing these changes. The memorandum titled, Clarification regarding the Child and Adult Care Food Program (CACFP) Requirements and Pre-K Enrolled Children, can be accessed at *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/universal-pre-k-collaborative-system/meals-service/*.

Special Dietary Needs and Exemptions
County meal service guidelines must include provisions for special dietary needs in accordance with federal requirements. These requirements are defined by the WVDE Office of Child Nutrition in WVBE Policy 4320: Child Nutrition Programs. Dietary exceptions are based on USDA regulations that require schools to make food substitutions for children with disabilities or are unable to consume foods due to special dietary needs. A special dietary needs statement signed by a physician or recognized medical authority must be on file at the school for any child with a special dietary need or exception. All special dietary needs statements must be updated each year. Substitutions are to be made based on recommended alternative foods noted in the special dietary needs statement provided by physicians. School administrators should work with county nutrition specialists to ensure special dietary needs and exemptions are in place to protect children.

Meal Service Contracts
All meal service requirements must be captured in collaborative contracts to ensure that the terms of the agreement are clear and meet applicable state and federal guidelines. The WVDE Office of School Nutrition has a memorandum in place to clarify meal service guidelines. The memorandum, which is titled, *Serving Meals to Children in County Pre-K Programs* is located at *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/universal-pre-k-collaborative-system/meals-service/*.

The memorandum addresses key points for county collaborative early childhood teams. Children enrolled in collaborative pre-k programs are considered enrolled in public schools. Therefore, breakfast and lunch should be claimed by the county as part of the School Breakfast and Lunch Program. According to the memorandum, when collaborating child care centers provide those meals outside of a school setting, they are actually "catering" a meal. Meal contracts between the LEA and collaborative partners must outline meal service arrangements and the process for claiming meals for federal reimbursement. The following should be addressed when developing a meal contract among pre-k partnerships:

- · Meal pattern requirements;
- · Accurate point-of-service records;
- · Rates per meal and reimbursement;
- · Billing and collection policies; and
- · Guidance and information for pre-k parents who elect to send meals from home.

Development of a meal contract must be a coordinated effort of the county Nutrition Director, Pre-K Coordinator, and collaborative program administrator to ensure that all necessary elements are implemented. When a meal contract is not necessary, meal service and environmental requirements must be included in the pre-k collaborative contract.

Personnel
Each WV Universal Pre-K classroom employs a minimum of two paid staff, a classroom teacher and an Early Childhood Classroom Assistant Teacher (ECCAT). Both teacher and ECCAT must possess the required credential, including staff in classrooms where staff are employed by collaborative partners. WVBE Policy 2525 provides basic requirements for teacher and ECCAT credentials; however, the primary policy addressing all facets of credentialing are located in WVBE Policy 5202: Minimum Requirements for the Licensure of Professional/ Paraprofessional Personnel and Advanced Salary Classifications. WVBE Policy 5202 can be accessed on the state board policies page at: *https://wvde.us/state-board-of-education/policies/*. Additionally, information and forms from the Office of Educator Effectiveness and Licensure can be accessed at *https://wvde.us/certification-and-professional-preparation/certification/*. The following charts and guidance are provided to provide further information on required credentials for teachers and ECCATs:

Teacher Certification or Authorization- At-A-Glance (Chart 2.1.)

Personnel Type	Lead Teacher: Employed by Local Education Agency (LEA)	Lead Teacher: Employed by Collaborative Community Program
Certification or Authorization Requirement	Current WV Professional Teaching Certificate in one of the approved certification endorsements.	1. Current WV Professional Teaching Certificate in one of the approved certification endorsements (see Approved Professional Teaching Certificate Endorsement for Pre-K). ***OR*** 2. Current Authorization for Community Programs.
Approved Course Codes and Certification/ Authorization Endorsements for WV Universal Pre-K	<u>Approved Professional Teaching Certificate Endorsement Codes for Universal Pre-K</u> 3603 Early Education (Pre-K-K) 3606 Preschool Education (B-Pre-K) 4120 Preschool Handicapped (Pre-K) 4121 Preschool Handicapped- Restricted (Pre-K) 4122 Preschool Special Needs (Pre-K) 4123 Developmentally Delayed (Pre-K)	1. A Lead Teacher employed by a collaborative community program who holds a current WV Professional Teaching Certificate must also have an approved certification endorsement (see Approved Professional Teaching Certificate Endorsements for Universal Pre-K). 2. If the Lead Teacher is employed in a collaborative community program, the teacher must hold a Community Programs Authorization. <u>Approved Community Program Authorization Code</u> 8000 Community Programs (PK-PK)

Initial Certification/ Authorization Requirements	1. Initial Teacher Certification (in-state applicants) (Two Pages)
	   a. Applicant Information Page.
	   b. Form 20T— In-State Institutional Recommendation
	
	 2. Form 7-Applicant Consent/Release of Background Results- 7—Applicant Consent/Release of Background Results
		1. Form 50 (two pages) with signature of community program director.
		   a. Applicant Information
		   b. Form 50- Community Program Authorization
		 2. Form 7-Applicant Consent/Release of Background Results- 7—Applicant Consent/Release of Background Results
		 3. Form 4B- Receive the recommendation of the director of the community program under contract with the county board of education.
		 4. Official seal-bearing transcripts that reflect a Bachelor's degree with minimum GPA of 2.5. Bachelor's degree in child development, early childhood, or occupational development with an emphasis in child development/early childhood is required. If the degree is out of field, a waiver request letter and waiver request form must be submitted.
		 5. Specialized Training – Verification of coursework and/or professional development, approved by the WVDE, in the areas of preschool special education, child development, preschool curriculum, early language and literacy, assessment of young children, and family and community involvement (proof of completion of all six courses are required for permanent authorization).
		 6. Verification of at least one year of early education teaching experience.

Personnel Type	Lead Teacher: Employed by Local Education Agency (LEA)	Lead Teacher: Employed by Collaborative Community Program

Requirements for Renewal (If temporary)	1. Renewal of Professional Teaching/ Student Support Certificate
	  a. Application Information Page
	  b. Form 4-Professional Certificate Renewal, Conversion, or Permanent.
	  c. Required documentation based on selected renewal options on form 4.
		1. Form 50 (two pages) with signature of community program director.
		  a. Applicant Information
		  b. Form 50- Community Program Authorization
		2. Official seal-bearing transcripts that reflect a minimum of six semester hours of required coursework **OR**
		WVDE e-Learning certificates that meet the required coursework (minimum of 2).

Teacher Certification or Authorization- Overview

Teachers in WV Universal Pre-K who are employed by the LEA must hold a minimum of a Bachelor's Degree from an accredited higher education program and hold certification in preschool education, early education, or preschool special needs. Teachers who are employed by community collaborative partners must hold a Bachelor's Degree in child development, early childhood, or occupational development with an emphasis in child development/early childhood. Teachers employed by community partners must hold either certification in preschool education, early education, preschool special needs, or a permanent or temporary Community Lead Teacher Authorization as described in WVBE Policy 5202. A permanent Community Lead Teacher Authorization does not require renewal, whereas a temporary Community Lead Teacher Authorization must be renewed annually. Individuals who hold a temporary authorization must complete coursework in order to renew. It is important to note that the temporary authorization includes two descriptions based on requirement for initial and renewal applications. An initial temporary authorization is provided to individuals who meet requirements noted below and have not previously held a temporary Community Lead Teacher Authorization. The following guidance illustrates requirements for permanent and temporary authorizations, based on requirements of WVBE Policy 5202.

Permanent Community Lead Teacher Authorization

To be eligible for a Permanent Community Lead Teacher Authorization, an individual must meet all of the following requirements:
- Be employed as a Lead Teacher by a universal pre-k collaborative community program;
- Hold a minimum of a bachelor's degree in child development, early childhood, or occupational development with an emphasis in child development/early childhood;
- Have a minimum overall grade point average of 2.5 for all college/university coursework attempted;
- Have proof of completed coursework approved by the WVDE in all of the following areas:
    - Preschool Special Education,
    - Child Development,
    - Preschool Curriculum,
    - Early Language and Literacy,
    - Assessment of Young Children, and
    - Family and Community Involvement;
- Have at least one year of early education teaching experience; and
- Accepted state and federal background check.

To obtain a permanent Community Program Authorization, an individual who is employed as a Lead Teacher by a universal pre-k collaborative program must:
- Complete the Community Program Authorization form (Form 50);
- Complete a fingerprinting/background check in the state of WV to be eligible for any license, certificate, authorization, or permit. Background checks performed for other agencies, states, or conducted outside of the required WV process will NOT be accepted. A Form 7-Applicant Consent/Release of Background Results- 7—Applicant Consent/Release of Background Results (notarized) must also be included with the application submitted to the WVDE Office of Education Effectiveness and Licensure (First time applicants only);
- Obtain the signature of the collaborating community program director on the Community Program Authorization form (Form 50);
- For first time applicants, a Form 4B- Character Reference must be completed and submitted with the completed Community Program Authorization form (Form 50);
- Provide official transcript(s) from a recognized college/university to illustrate degree requirements are met and verification of coursework is approved by the WVDE in all required areas;
- Submit completed forms and required supporting documentation to verify information included in the application; and
- Submit completed applications and required online processing fees.

Initial Temporary Community Lead Teacher Authorization

Lead Teachers who are not eligible to apply for permanent Community Lead Teacher Authorization must be eligible for a Temporary Community Lead Teacher Authorization. To be eligible for an initial Temporary Community Lead Teacher Authorization, an individual must meet all of the following requirements:
- Be employed as a Lead Teacher by a universal pre-k collaborative community program;
- Hold a minimum of a Bachelor's Degree in child development, early childhood, or occupational development with an emphasis in child development/early childhood;
- Have a minimum overall grade point average of 2.5 for all college/university coursework attempted;
- Have at least one year of early education teaching experience; and
- Agree to annually complete six semester hours (two courses) of unduplicated coursework in required areas until a permanent Community Program Authorization is obtained. Required coursework must be approved by the WVDE in the areas of:
    - Preschool Special Education,
    - Child Development,
    - Preschool Curriculum,
    - Early language, and Literacy,
    - Assessment of Young Children, and
    - Family and Community Involvement.

To obtain an initial Temporary Community Program Authorization, an individual who is employed as a Lead Teacher by a universal pre-k collaborative program must:
- Complete the Community Program Authorization form (Form 50);
- Complete a fingerprinting/background check process in the state of WV to be eligible for any license, certificate, authorization, or permit. Background checks performed for other agencies, states, or conducted outside of the required WV process will NOT be accepted. A Form

7-Applicant Consent/Release of Background Results- Applicant Consent/Release of Background Results (notarized) must also be included with the application submitted to the WVDE (First time applicants only);

- Obtain the signature of the collaborating community program director on Community Program Authorization form (Form 50);
- Complete Form 4B- Character Reference must be completed and submitted with the completed Community Program Authorization form (Form 50) (first time applicants only);
- Submit completed Community Program Authorization form (Form 50), Form 4B, and Form 7-Applicant Consent/Release of Background Results and required supporting documentation to verify information included in the application;
- Provide official transcript(s) from an accredited college/university to illustrate degree requirements are met and to allow for review of coursework that may apply toward a permanent authorization; and
- Submit completed applications and required processing fees.

Renewal of a Temporary Community Program Authorization

A Temporary Community Program Authorization expires each year on June 30th. Temporary authorizations must be renewed to meet policy requirements. In order to renew, applicants must provide documentation to illustrate completion of six semester hours (two courses) of unduplicated coursework in the required areas. To renew a temporary Community Program Authorization, an individual who is employed as a Lead Teacher by a universal pre-k collaborative program must:

- Complete the Community Program Authorization form (Form 50) and any other information required by the WVDE Office of Educator Effectiveness and Licensure;
- Obtain the signature of the collaborating community program director on Community Program Authorization form (Form 50);
- Submit official college/university transcripts or equivalent professional development documentation to verify completion of six semester hours (two courses) of unduplicated coursework approved by the WVDE in the areas of:
    - o Preschool Special Education,
    - o Child Development,
    - o Preschool Curriculum,
    - o Early language, and Literacy,
    - o Assessment of Young Children, and
    - o Family and Community Involvement;
- Submit completed Community Program Authorization form (Form 50) and required supporting documentation to verify information included in the application to the WVDE; and
- Submit completed applications and required processing fees.

Waiver of WVBE Policy 5202 for Community Programs

WVBE Policy 5202 indicates that the State Superintendent has the authority to waive licensure requirements in a situation where the applicant's knowledge, preparation, and/or experience are adequate to justify such a waiver. There are two cases in which a waiver may be issued for a temporary Community Program Authorization.

1. Degree waiver: When no fully certified teacher or individual with a minimum of a Bachelor's Degree in child development or early childhood is available, a person employed by a community program who holds a minimum of a Bachelor's Degree and a minimum of 2.5 grade point average may request a waiver to obtain a temporary Community Programs Authorization.

2. Waiver for Coursework: In instances of hardship, an individual can request a waiver if the circumstance has prevented completion of required coursework for renewal of a temporary Community Programs Authorization. A waiver issued when coursework has not been completed will allow an applicant to renew a temporary Community Program Authorization for one year, expiring on June 30th.

It is imperative to note that only one waiver request can be granted for the lifetime of the credential. Therefore, if a degree waiver is issued to an individual with an initial temporary Community Program Authorization, no other waiver requests will be accepted related to that credential. Requests for a waiver should be submitted with Community Program Authorization form (Form 50). A *Waiver of WVBE Policy 5202 Request Form for Community Programs* and a waiver letter describing reasons for the request must be completed by the community program director who employs the Lead Teacher for which the waiver is requested. The waiver letter must be addressed to the State Superintendent of Schools and submitted through the WVDE Office of Educator Effectiveness and Licensure. The *Waiver of WVBE Policy 5202 Request Form for Community Programs* can be accessed on the WVBE policies page at *https://wvde.us/state-board-of-education/policies/*. The Waiver Request for Community Programs form can be accessed on the Waivers Request Forms section of the webpage.

Early Childhood Classroom Assistant Teacher Authorization (ECCAT)– At-A-Glance (Chart 2.2.)

Personnel Type	Early Childhood Classroom Assistant Teacher (ECCAT): Employed by Local Education Agency (LEA)	Early Childhood Classroom Assistant Teacher (ECCAT): Employed by Collaborative Community Program
Certification or Authorization Requirement	Early Childhood Classroom Assistant Teacher Authorization with State Competency Exam- SCE.	Early Childhood Classroom Assistant Teacher Authorization (no State Competency Exam (SCE) required).
Approved Course Codes and Certification/ Authorization Endorsements for WV Universal	EC01- Early Childhood Classroom Assistant Teacher (SCE)(PK-0K)	EC02- Early Childhood Classroom Assistant Teacher (PK-0K)

Initial Certification/ Authorization Requirements	1. Form 41 (three pages)
	  a. Applicant Information with signature of superintendent.
	  b. Form 41 page 2 - Early Childhood Classroom Assistant Teacher Authorization
	  c. Form 41 page 3 - Early Childhood Classroom Assistant Teacher Authorization.
	
	2. Form 7-Applicant Consent/Release of Background Results- State and Federal Background Check.
	
	3. Evidence of successful completion of The State Competency Exam.
	  •
	4. Official seal bearing transcripts
	  OR
	Any WVDE e-Learning completion certificates that meet ECCAT requirements (Only if the applicant would like to have courses count toward permanent authorization).
		1. Form 41 (three pages)
		  a. Applicant Information with signature of superintendent.
		  b. Form 41 page 2 - Early Childhood Classroom Assistant Teacher Authorization
		  c. Form 41 page 3 - Early Childhood Classroom Assistant Teacher Authorization.
		
		2. Form 7-Applicant Consent/Release of Background Results- State and Federal Background Check
		
		3. Official seal bearing transcripts
		OR
		Any WVDE e-Learning completion certificates that meet ECCAT requirements (Only if the applicant would like to have courses count toward permanent authorization).

Personnel Type	Early Childhood Classroom Assistant Teacher (ECCAT): Employed by Local Education Agency (LEA)	Early Childhood Classroom Assistant Teacher (ECCAT): Employed by Collaborative Community Program

Requirements for Renewal (If temporary)	1. Form 41 (three pages)
	  a. Applicant Information with signature of superintendent.
	  b. Form 41 page 2 - Early Childhood Classroom Assistant Teacher Authorization
	  c. Form 41 page 3 - Early Childhood Classroom Assistant Teacher Authorization.
	
	2. Evidence of completing three semester hours of required coursework or equivalent (one of the following):
	  a. WVDE e-Learning certificate(s)
	  b. Official seal-bearing transcripts
	  c. ACDS certificate (semester completion certificate)
	  d. CDA certificate (signature of the CDA advisor)
		1. Form 41 (three pages)
		  a. Applicant Information with signature of superintendent.
		  b. Form 41 page 2 - Early Childhood Classroom Assistant Teacher Authorization
		  c. Form 41 page 3 - Early Childhood Classroom Assistant Teacher Authorization.
		2. Evidence of completing three semester hours of required coursework or equivalent (one of the following):
		  a. WVDE e-Learning certificate(s)
		  b. Official seal-bearing transcripts
		  c. ACDS certificate (semester completion certificate)
		  d. CDA certificate (signature of the CDA advisor)

Early Childhood Classroom Assistant Teacher Authorization (ECCAT) - Overview

The Early Childhood Classroom Assistant Teacher Authorization, or ECCAT Authorization, is required for all Early Childhood Classroom Assistant Teachers working in pre-k and kindergarten. There are four types of ECCAT Authorizations:

- Permanent ECCAT Authorization (SCE)(PK-OK)
- Temporary ECCAT Authorization (SCE)(PK-OK)
- Permanent ECCAT Authorization (PK-OK)
- Temporary ECCAT Authorization (PK-OK)

The key difference between the types of ECCAT Authorizations listed above is the indication of SCE, or completion of the state competency examination. When SCE is listed in the certification and endorsements section of the authorization, this indicates that the individual who holds the authorization completed the state competency examination, which is administered by the county school system. All applicants must hold a high school diploma or equivalent to be eligible to obtain an ECCAT authorization. Further, individuals employed by a county school system must pass the state competency examination. A permanent ECCAT authorization does not require renewal, whereas a temporary ECCAT authorization must be renewed annually until a permanent authorization is obtained. Individuals who hold a temporary authorization must complete required coursework in order to renew. It is important to note that there are two types of temporary authorizations, initial and renewal. An initial temporary authorization is provided to individuals who meet requirements noted below and have not previously held a temporary ECCAT authorization. Renewals must be completed annually. This guidance is based on requirements of WVBE Policy 5202. The following guidance illustrates requirements for permanent and temporary authorizations:

Permanent ECCAT Authorization

Any individual who has completed required coursework may obtain a permanent ECCAT Authorization. To obtain a permanent ECCAT authorization, an individual must meet all of the following requirements, as specified in WVBE Policy 5202:

- Complete Form 41 - Early Childhood Classroom Assistant Teacher Authorization and other information required by the Office of Educator Effectiveness and Licensure;
- First time applicants must complete a fingerprinting/background check process in the state of WV to be eligible for any license, certificate, authorization, or permit. Background checks performed for other agencies, states, or conducted outside of the required WV process will NOT be accepted. A Form 7-Applicant Consent/Release of Background Results (notarized) must also be included with the application submitted to the WVDE;
- Obtain the appropriate signature on Form 41 - Early Childhood Classroom Assistant Teacher Authorization and complete Form 4B-Character Reference to accompany Form 41;
  - o If the applicant is employed by the county school system, the signature of the county superintendent is required.
  - o If the applicant is employed by a collaborative community partner, the signature of the collaborating community program director is required. Completion of Form 4B-Character Reference to accompany Form 41 is also required when the applicant is employed by a collaborating community program.
  - o If the applicant is not employed with a county school system or collaborative community partner, Form 4B-Character Reference must be completed and submitted with Form 41 - Early Childhood Classroom Assistant Teacher Authorization.
- Provide documentation of high school diploma, or equivalent;
- Provide verification of completion of the state competency examination (SCE), if applicable;
- Provide documentation of completion of educational requirements (Three options are listed below).
  - o Verification of completed coursework approved by the WVDE in all of the following areas:
    - » Early Childhood Special Education,
    - » Child Development, and
    - » Early Childhood Language and Literacy,

   Or
  - o Verification of completion of the Apprenticeship for Child Development Specialists (ACDS) program reflected through an official seal-bearing certificate issued by the United States Department of Labor,

   Or
  - o Current official Child Development Associate (CDA) completion certificate issued by the National Credentialing Agency, and
- Submit completed applications and required processing fees.

Initial Temporary ECCAT Authorization

Only individuals employed in a Universal Pre-K or kindergarten classroom are eligible to obtain an initial Temporary ECCAT Authorization. This temporary authorization is granted when assistant teachers have not completed educational requirements to obtain a permanent ECCAT Authorization. The initial Temporary ECCAT Authorization is valid for one school year and may be renewed twice in accordance with WVBE Policy 5202, Section 12. Any ECCAT employed in a WV Pre-K classroom collaborating with Head Start must complete required coursework of the Early Childhood Classroom

Assistant Teacher authorization pathway within two years upon hire in accordance with Head Start regulations. To obtain an initial Temporary ECCAT Authorization, an individual must meet all of the following requirements:

- Complete Form 41 - Early Childhood Classroom Assistant Teacher Authorization and other information required by the Office of Educator Effectiveness and Licensure;
- First time applicants must complete a fingerprinting/background check process in the state of WV to be eligible for any license, certificate, authorization, or permit. Background checks performed for other agencies, states, or conducted outside of the required WV process will NOT be accepted. A Form 7-Applicant Consent/Release of Background Results (notarized) must also be included with the application submitted to the WVDE;
- Obtain the appropriate signature on Form 41 - Early Childhood Classroom Assistant Teacher Authorization and complete Form 4B-Character Reference to accompany Form 41;
  - o If the applicant is employed by the county school system, the signature of the county superintendent is required.
  - o If the applicant is employed by a collaborative community partner, the signature of the collaborating community program director is required. Completion of Form 4B-Character Reference to accompany Form 41 is also required when the applicant is employed by a collaborating community program.
  - o If the applicant is not employed with a county school system or collaborative community partner, Form 4B-Character Reference must be completed and submitted with Form 41 - Early Childhood Classroom Assistant Teacher Authorization.
- Provide documentation of high school diploma, or equivalent;
- Provide verification of completion of the state competency examination (SCE), if applicable;
- Select an authorization pathway on Form 41 - Early Childhood Classroom Assistant Teacher Authorization (Three options are listed below).
  - o Verification of completed coursework approved by the WVDE in all of the following areas:
    - » Early Childhood Special Education,
    - » Child Development, and
    - » Early Childhood Language and Literacy,

  Or
  - o Verification of completion of the Apprenticeship for Child Development Specialists (ACDS) program reflected through an official seal-bearing certificate issued by the United States Department of Labor,

  Or
  - o Current official Child Development Associate (CDA) completion certificate issued by the National Credentialing Agency;
- Submit completed applications and required processing fees; and
- Begin coursework or program based on selected authorization pathway. Documentation of coursework completion or program progress is necessary for annual renewal until all requirements are met for the issuance of the Early Childhood Classroom Assistant Teacher Permanent Authorization.

Renewal of a Temporary ECCAT Authorization

As mentioned in the initial Temporary ECCAT Authorization sections, the Temporary ECCAT Authorization is valid for one school year and may be renewed twice in accordance with WVBE Policy 5202, Section 12. A temporary ECCAT Authorization expires each year on June 30th. To

renew, applicants must provide documentation of coursework completion or program progress in the applicant's selected authorization pathway. There is no waiver for individuals who have not completed coursework or program progress in their selected authorization pathway. Therefore, documentation must be provided until a permanent ECCAT Authorization is obtained to meet credentialing requirements of WVBE policy 5202. To renew a Temporary ECCAT Authorization, an individual must meet all of the following requirements:

- Complete Form 41 - Early Childhood Classroom Assistant Teacher Authorization and other information required by the Office of Educator Effectiveness and Licensure;
- Obtain the appropriate signature on Form 41 - Early Childhood Classroom Assistant Teacher Authorization.
    o If the applicant is employed by the county school system, the signature of the county superintendent is required.
    o If the applicant is employed by a collaborative community partner, the signature of the collaborating community program director is required.
- Provide documentation of coursework completion or program progress based on selected authorization pathway from the initial Temporary ECCAT Authorization;
    o Verification of completed coursework approved by the WVDE in one or more of the following areas:
        » Early Childhood Special Education,
        » Child Development, and
        » Early Childhood Language and Literacy,

    Or
    o Provide copies of semester certificates of completed coursework to verify progress in the Apprenticeship for Child Development Specialists (ACDS) Program,

    Or
    o Obtain CDA Advisor signature, ID#, and date of completion on page three of Form 41 - Early Childhood Classroom Assistant Teacher Authorization to illustrate completion of requirements of the program and progress toward completion in the Child Development Associate (CDA) program; and
- Submit completed applications and required processing fees.

WV Pre-K Program Data Reporting

Each county is required to annually submit WV Pre-K program data to the WVDE Office of Early Learning. WV Pre-K program data reporting includes program data verification, comprehensive WV Pre-K Fiscal Reports, and annual verification of collaborative contracts and budgets. The WVDE Office of Early Learning compiles all collected program information and provides a summary report to the Secretary of WVDHHR, WV Board of Education, and State Superintendent of Schools annually. Further, all program data is made available to the public. A *WV Universal Pre-K Reminders and Timelines Memorandum* is provided to Pre-K Coordinators annually to assist in WV Pre-K Program Data Reporting. The current memorandum can be accessed at *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/universal-pre-k-collaborative-system/wv-pre-k-program-data-reporting/*.

County Program Data Verification

Each year by October 15th, program data verification must be completed by each county Pre-K Coordinator on the ELRS: Pre-K at *https://wvde.state.wv.us/apps/elrs/*. To verify classroom data, each county Pre-K Coordinator must review all classroom information for accuracy, make edits as necessary, list the curriculum type adopted, and add information on county collaborative core team

members. Once all reviews and additions have been completed, the Pre-K Coordinator will click the submit button on the district verification page, which is located under the "district" dropdown menu of the ELRS: Pre-K. Further instructions are available in the Program Data Verification Guidance and Definitions of the Early Learning Reporting System Resource Guide,

Comprehensive Fiscal Report

Each county Pre-K Coordinator must submit a comprehensive universal pre-k fiscal report no later than October 15th annually. The report should reflect funding and resource contributions from all sources for the previous school year. The fiscal report is completed online and the web address for submission of the comprehensive fiscal report is provided by the Office of Early Learning at least 60 days prior to the due date. The fiscal report includes questions to determine total funding and resources utilized to implement each county pre-k program **only as it relates to services for WV Pre-k eligible children who were actively enrolled in a WV Pre-k program during the previous school year**. Information from all public school pre-k classrooms, including preschool special needs classrooms, and any contracted collaborative program's dedicated resources, must be included. Contributions from collaborative partners must also be included. This can be reported based on costs and resources included in *Collaborative Classroom Budget and Cost Allocation Worksheets* from the previous year, as well as information from Finance Directors, Title I Directors, Special Education Directors, and collaborative partners. The report includes the following categories as contributors to the total cost of the pre-k program:

- School Aid Funding;
- Preschool Special Needs-Federal IDEA Funds;
- Title I;
- Head Start collaborative classrooms;
- School Building Authority;
- TANF/Child Care;
- Private; and
- Other (Must Specify)

Annual Verification of WV Universal Pre-K Collaborative Contracts and Collaborative Classroom Budget and Cost Allocation Worksheet

As addressed in the Collaborative Contracts and Classroom Budgets section of this chapter, contracts and budgets must be in place *prior to the first day of attendance for pre-k children* in each collaborative classroom. County Pre-K Coordinators must annually submit a letter verifying that collaborative contracts and Collaborative Classroom Budget and Cost Allocation Worksheets with all partners are on file. A copy of the annual verification letter should be provided to each partner. This letter must be submitted to the Pre-K Coordinator in the WVDE Office of Early Learning. The letter must contain the following information:

- Date of verification letter completion;
- Statement verifying that collaborative contracts are in place with each partner;
- Statement verifying that classroom budgets have been completed for each collaborative classroom; and
- Names of all partners must be included in the letter.

Chapter Three: School Readiness and Transitions

- School Readiness: West Virginia's Formal Definition
- Ready, Set, Go! WV! Comprehensive Framework for School Readiness
- Transitions and Family Engagement
- Transitions Into and Out of WV Universal Pre-K

After several decades of study, school readiness has shifted from a child-focused definition based on only development of children to a definition that includes societal foundations and supports for each community's youngest citizens. With a more holistic approach to school readiness, there are key factors that have become uniform in supporting children as they enter school. Those key factors include the necessity for social policies and access to appropriate information addressing school readiness. School readiness and transitions are interwoven and require supports for young children and their families, communities, and schools.

School Readiness: West Virginia's Formal Definition

In West Virginia, school readiness refers to the process of assuring children have access to the best available resources prior to entering first grade. Available resources support children and their families and focus on maximizing children's holistic development from birth. West Virginia's definition of school readiness is captured in WVBE Policy 2525, and also addressed in WVBE Policy 2510: Assuring Quality of Education: Regulations for Education Programs. Acknowledging that each child's development is significantly impacted by previous experiences, school readiness also entails the capacity of schools and programs to welcome families and be prepared to serve all children effectively within the developmental domains:
- health and physical development;
- social and emotional development;
- language and communication;
- cognition and general knowledge; and
- individual approaches to learning.

To support school readiness efforts and assure the use of developmentally effective methods for children prior to entering first grade, the Ready, Set, Go! West Virginia Comprehensive Framework for School Readiness is utilized in West Virginia. This comprehensive framework includes an approach that focuses on how the state and local communities, schools, and programs can offer support and resources for families and children prior to and during their transition into school. Programs serving children in Early Learning Readiness grades (WV Pre-K and Kindergarten) also provide opportunities for children to build solid foundations and positive dispositions to learning.

Ready, Set, Go! West Virginia Comprehensive Framework for School Readiness

The Ready, Set, Go! WV Comprehensive Framework for School Readiness was designed to support young children and their families with transitions prior to and after school entry. The Ready, Set, Go! WV Comprehensive Framework for School Readiness can be accessed at *https://wvde.us/early-and-elementary-learning/ready-set-go-wv-school-readiness/*.

The Ready, Set, Go! WV Comprehensive Framework for School Readiness contains the WV Early Childhood Transitions Toolkit. This toolkit, which can be accessed on the Ready, Set, Go! WV School Readiness website, is provided to assist early childhood professionals, including county collaborative early childhood teams and classroom teachers, in supporting children and families as they transition into and out of a variety of settings. Successful transitions should not be left to chance; rather, successful transitions should be thoughtfully planned to ensure that the experience of going to school is a positive one. There are many choices that programs, schools, educators, and families can make to support successful transitions for all children. This toolkit identifies key activities for such transitions which reflect effective practice. Users are encouraged to review the activities and potential experiences to determine those which best meet the needs of the children and families in their community.

Transitions and Family Engagement

Transitions into and across the early grades, beginning with pre-k, sets the tone for positive attitudes toward learning and academic success. As illustrated in The Ready, Set, Go! WV Comprehensive Framework for School Readiness, family engagement is the single most important element to school readiness and successful transitions. The Ready, Set, Go! WV Comprehensive Framework for School Readiness also includes a resource for families, titled, *West Virginia Universal Pre-K and Kindergarten: A Family's Guide to School Readiness*. This guide is a family-friendly resource designed to assist families in supporting their children as they enter the early grades. It can be accessed on the Ready, Set, Go! WV School Readiness website.

Transitions Into and Out of WV Universal Pre-K

WVBE Policy 2525 requires each county to have a transition plan in place to support children and families. County transition plans should be designed with activities, experiences, information, and timelines to assist early childhood professionals, including county collaborative early childhood teams and classroom teachers, in supporting children and families as they transition into and out of a variety of settings. Each county plan must include the following provisions:

- Opportunity for children and their family to visit the setting in which he/she will be transitioning;
- Written information for parents/guardians about pre-k or kindergarten registration and what to expect in the next setting;
- Opportunities for Pre-K and kindergarten teachers to meet at least annually to facilitate successful transitions and support reciprocity of readiness practices;
- Countywide process for transferring and child assessment data, including the WV Pre-K Early Learning Reporting System Kindergarten Transition Report; and
- Policies and procedures for transitioning children with IEPs into and out of WV Universal Pre-K that are reflective of state and federal law.

Chapter Four: Curriculum, Instruction, and Child Assessment

- West Virginia Pre-K Standards (Ages 3-5)
- Environmental Design
- Instructional Materials Adoption
- Supplemental Materials/Curricular Enhancements
- Family Engagement
- Meal Environments
- Inclusive and Diverse Environments
- Child Guidance
- WV Universal Pre-K Child Assessment System (Formative Assessment, ELRS: Pre-K, ELS, COS)

High quality pre-k programs include several key elements to foster young children's development and supports for school readiness. This chapter explores each of those elements including developmentally appropriate curricula, required curriculum adoption process, supplemental curriculum, instruction, environmental design, and child assessment. High-quality preschool programs are grounded in standards-based practices. WVBE Policy 2520.15: Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-K) define the content standards and learning criteria for WV Pre-K as required by WVBE Policies 2525, 2510, and 2419.

West Virginia Pre-K Standards (Ages 3-5)

WVBE Policy 2520.15: West Virginia Pre-K Standards (Ages 3-5) are aligned with the Head Start Early Learning Outcomes Framework and West Virginia College- and Career-Readiness Standards for Kindergarten.   The WV Pre-K Standards (Ages 3-5) address all learning domains and reflects a developmental continuum that enhances successful transitions into kindergarten. The standards are designed to serve as early learning guidelines for all children ages three through five. The WV Pre-K Standards (Ages 3-5) includes guiding principles of the standards, which frames the design of the standards and addresses an approach that promotes lifelong learning competencies. Along with the guiding principles, the WV Pre-K Standards (Ages 3-5) includes seven content areas to support the whole child. The content areas are:

- Approaches to Learning (AL).
- Social and Emotional Development (SE);
- English Language Arts (ELA);
- Mathematics (M);
- Science (SC);
- Health and Physical Development (PH); and
- The Arts (AR).

To access WVBE Policy 2520.15: West Virginia Pre-K Standards (Ages 3-5) go to State Board Policies. Additional resources, including the West Virginia Pre-K Standards (Ages 3-5) Resource Booklet for Universal Pre-K, can be found on the West Virginia Teacher Resources for Educational Excellence (TREE). The WV TREE is a one-stop, grade specific site highlighting WV College- and Career- Readiness Standards and resources that are essential to the classroom teacher. The resources include grade specific lessons, professional learning, and guidance documents crafted to help enhance teaching practice and guide the classroom teacher in the art of teaching. The links will connect teachers with web pages essential to the profession as well as relevant policies that are critical to specific grade and/or content levels. For more information, access WV TREE at *https://wvde.us/tree/*.

Environmental Design

A well-designed learning environment works not only as an extension of teachers, but also as a motivator of learning for children. The physical setting of the learning environment must be safe, comfortable, and engaging to children to maximize learning opportunities. Each classroom must have 35 square feet of usable classroom space per enrolled child. Additionally, there must be one flush toilet and one lavatory per fifteen children. To protect the safety of children, children must have adequate supervision at all times. There must be two adults present with each pre-k class at all times. Classrooms are limited to no more than twenty children. Further information to support health and safety are also addressed in Chapter 5 (Program Assessment and Continuous Quality Improvement) of this document.

All parts of the pre-k day are considered instructional times. Attention to the learning environment must include thoughtful planning of the classroom, playground, indoor gross motor areas, areas for meals, and other areas where children work and engage throughout the day. Elements of environmental design also include:
- The daily schedule;
- transitions throughout the day;
- interest areas/learning centers;
- equipment;
- materials;
- classroom display;
- storage; and
- learning spaces

Each environmental element should be in place to convey a positive message, organized to support children's independence, facilitate exploration and experiential learning, and illustrate current work of individuals and groups within classrooms. Materials must be rotated regularly to foster discovery, exploration, and child choice. The environment and materials should be intentionally labeled and organized in order to support language, literacy, numeracy, and social engagement. Adequate time should be provided for children to engage in the environment. Instructional time in WV Universal Pre-K classrooms is defined as the duration of time that pre-k children are present at school. This includes all required elements of the daily schedule.

Learning spaces includes square footage requirements for indoor and outdoor space, as well as maximum number of children in each classroom. These requirements are addressed in the health and safety section of WVBE Policy 2525. Classrooms must have 35 square feet of usable space per child. Usable space does not include areas that are only accessible to adults, such as teacher desks and cabinets. Additionally, classrooms are limited to no more than twenty children with no less than two adults. When children with IEPs are enrolled in the WV Pre-K classroom, maximum class enrollment and ratios may differ based on requirements noted in preschool special needs requirements section of WVBE Policy 2419.

Gross motor time and spaces are essential elements of a well-designed learning environment. Each WV Universal Pre-K classroom must provide sixty minutes of outdoor gross motor time daily. During times when inclement weather prevents outdoor gross motor, alternative plans should be in place to provide indoor gross motor opportunities. A combination of indoor and outdoor time may be utilized to accommodate weather conditions. The space in which children are engaged is as important as time spent in gross motor. Gross motor spaces should be viewed as an extension of the classroom.

This information addressing environmental design is general and only provides basic information. For further guidance on environmental design, review WVBE Policy 2525, Policy 2419, and county adopted curriculum framework resources.

Instructional Materials Adoption

As specified in the curriculum and assessment section of WVBE Policy 2525, only comprehensive curricular systems that are included in the approved list shall be used in West Virginia Universal Pre-K classrooms. Therefore, each county collaborative early childhood team must complete the curricular framework adoption process. The approved list refers to the Instructional Materials Multiple List: Universal Pre-K. This listing includes information on each approved curricular framework to assist the county collaborative early childhood team in completing the adoption process. The Instructional Materials Multiple List: Universal Pre-K can be accessed at
https://wvde.state.wv.us/materials/.

The instructional materials adoption cycle includes an eighteen-month process for vendor submission and state committee review and selection. The Instructional Materials Multiple List: Pre-K is in place for a seven-year adoption timeline. Each vendor must make all submission materials available for the duration of the instructional materials adoption cycle. Any resource edition changes must be reviewed and approved with the next adoption cycle. Each county's adopted curricular framework is reported annually in the ELRS: Pre-K with program data verification.

Supplemental Materials/Curricular Enhancements

A county collaborative early childhood core team may choose to select and implement supplemental materials/curricular enhancements to address core content areas. Supplemental materials/ curricular enhancements are defined as specific programs or materials utilized or implemented in a guided manner to supplement adopted instructional materials. This does not include resources and materials added to the environment or provided in interest centers. Supplemental materials/ curricular enhancements are often implemented over time in a more prescribed manner and often require additional training for implementation.

Proposed supplemental materials/curricular enhancements must be approved by the county collaborative early childhood core team. Selection and use of supplemental materials/curricular enhancements that addresses core content areas such as language and literacy acquisition or numeracy, must be based on scientifically-based research and support the philosophy and techniques of the comprehensive curriculum and the requirements, in accordance with WVBE Policy 2525. Connection with the county continuous quality improvement process should be examined to explore the relevance of the supplemental curriculum with identified needs. Once the county collaborative early childhood core team determines how the supplemental curriculum will address the needs of all or part of the program, a West Virginia Universal Pre-K Supplemental Curriculum Agreement Form must be completed and signed by all members. This agreement form must be maintained on file for the time period in which the supplemental materials/ curricular enhancements are implemented. An implementation plan should be established to support staff and ensure any necessary staff development. A sample of the West Virginia Universal Pre-K Supplemental Curriculum Agreement Form is included in Appendix E. The form can also be accessed at *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/curriculum-instruction-and-child-assessment/* under the supplemental materials/curricular enhancement tab.

Family Engagement

Family engagement in school plays a critical role in the success of each young child. To support family engagement, early childhood leaders, educators, and advocates must prioritize the development of strong home-school connections by emphasizing the critical role that families play. Further, WV

Universal Pre-K programs must incorporate meaningful ways of not only communicating, but also engaging families in the program. This begins through establishing a climate that includes:
- Opportunities for parents/guardians to participate in decision-making about their child's education;
- A minimum of two documented face-to-face conferences annually with each child's parent(s)/guardian(s). Home visits are recommended for these conferences;
- Documented methods of communicating with parents/guardians, including newsletters, child activity reports, phone calls, home visits, e-mail, and conferences;
- Services to children and their families to support the child in his/her transition into, participation in, and transition out of the program;
- Services for children who come from homes where languages other than English are spoken, support services including communication that is supportive of both the native language and English language development are provided;
- Support services in accordance with the needs specified in the child's IEP for preschool children with disabilities;
- Classrooms that are open to parents/guardians; and
- Parents/guardians are encouraged to participate in classroom activities.

Family engagement activities are integral in supporting children and their families as they transition into and out of WV Universal Pre-K. As discussed in chapter 3, The Ready, Set, Go! WV Comprehensive Framework for School Readiness illustrates additional practices to support family engagement; however, it is important to highlight ongoing family engagement and ensure that supports and encouragement are in place throughout the year.

Meal Environment Guidelines

Mealtimes are considered an instructional part of the pre-k day. To meet requirements of WVBE Policy 2525 and support children's growth and learning during mealtimes times, the program must ensure that meals are served in an environment that:
- Encourage socialization and conversation;
- Foster self-help skills;
- Ensure adults, including staff are seated with children when eating;
- Ensure no less than two adults with each class; and
- Encourage positive eating habits.

These meal environment expectations support children's development of a variety of skills, including social emotional development, independence, healthy eating habits, trying new foods, motor skills, and language development with appropriate adult support. Meal environment guidelines are applicable to all settings, including those where meals served in classrooms, cafeterias, and even on special excursions and field trips. In order to effectively implement guidelines for program-wide meal environments, procedures should be established and shared with classroom administrators, staff, parents, and volunteers. Strategies for a variety of settings across classrooms should be explored with classroom staff to ensure optimal meal environments. This includes opportunities for teacher networking that includes discussion of mealtimes, various environments, and successful strategies to foster development of all children. Developmentally appropriate practices during mealtimes include provisions for the following:
- Appropriate furniture and tools
- Health and Safety Considerations

- Inclusive Practices
- Special Dietary Needs (Policy 4320 Policy 4320: Child Nutrition Programs; Policy 4321.1: Standards for School Nutrition)

Inclusive and Diverse Environments

Learning environments must be conducive to all children in the classroom, including those with varied backgrounds and abilities. Inclusive practices goes beyond supports for children with identified special education needs. Inclusive and diverse environments must incorporate information and materials that avoid stereotypes and provide accurate information. There are several key strategies that programs can employ to support inclusion and diversity in pre-k.

- Include provisions to assess environments for barriers in participation for enrolled children. This includes not only classrooms, but also playgrounds and any other areas where children are engaged;
- Include families to support inclusive and diverse environments;
- Provide training and resources for classroom staff that address:
  - o A shared meaning of diversity, as related to developmentally appropriate practices,
  - o Understanding how inclusive and diversity practices must be represented by the groups of children enrolled to support an understanding of self and others,
  - o Understanding that diversity is an approach rather than an event, holiday, or lesson plan,
  - o Supporting families with English as a second language, and
  - o Seeking Information and supports to ensure that accurate information about disabilities and cultural groups in their community is accessible;
- Supports on implementing a wide range of materials and activities;
- Supports for children to view themselves as a part of a larger community; and
- Environments and interactions that respond to individual children's interests, strengths, and needs through the ongoing child assessment process.

Child Guidance

Child guidance is not only the process of guiding children's social behavior, but also supporting social and emotional development. Because young children have limited social experiences and self-regulation, it is imperative that adults ensure that child guidance is an integral part of the day, rather than an isolated event or activity. In order to embed positive child guidance throughout the day, the following key elements must be in place:

- Organized environments with opportunities for social experiences;
- Predictable and consistent routines and schedules;
- Clear and simple rules established in a positive manner;
- Attentive adults who are able to work proactively with children when social situations arise;
- Minimal transitions; and
- Developmentally appropriate expectations.

Even when positive guidance practices are embedded throughout the day, it is likely that behavior problems will arise. Each county collaborative early childhood team should establish child guidance procedures and supports to ensure that child guidance, behavior management, and discipline practices are constructive and educational in nature, and appropriate to each child's age and circumstances, as addressed in the Child Guidance section of WVBE Policy 2525. This section of the

policy includes child guidance strategies that support social and emotional development and self-regulation. The child guidance section also addresses unacceptable practices when handling behavior problems.

Providing staff development that focuses on positive child guidance and program procedures is essential to appropriate implementation. Without ongoing professional development and support, classroom teachers, administrators, and parents often do not have necessary tools to best support children who demonstrate challenging behaviors. Further, when children illustrate challenging behaviors that are pervasive, a team approach including varieties of early childhood professionals, specialists, and administrators will provide additional supports to teachers, and parents. National data currently illustrates high rates of suspensions and expulsions in pre-k, even though research associated with the data concludes that they are linked to negative long-term outcomes. A joint policy statement released by the U.S. Department of Health and Human Services and U.S. Department of Education on expulsion and suspension policies in early childhood settings provides a wealth of information on current research, resources, recommendations, and alternatives for suspension and expulsion. The position statement can be accessed at *https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf*.

Additional resources may be considered by county collaborative early childhood teams when developing child guidance procedures and supports. Many programs have adopted research-based frameworks for behavior interventions and supports that include processes for addressing child development, referral processes, interventions, and engaging a team approach. County collaborative early childhood teams must ensure that any resources included in child guidance procedures are developmentally appropriate and aligned with state policies and federal regulations.

The WV Universal Pre-K Child Assessment System

The WV Universal Pre-K Child Assessment System incorporates the comprehensive approved curricular frameworks, WV Pre-K Standards (Ages 3-5), and child assessment process to facilitate individualized planning across a developmental continuum. The WV Child Assessment System incorporates the use of the Early Learning Reporting System: Pre-K (ELRS: Pre-K), including the Early Learning Scale and Child Outcome Summary, as part of the formative assessment process.

WV Pre-K Child Assessment System incorporates various forms of pre-k children's information based on data collected from:
- The Early Learning Scale,
- The WV Early Learning Standards Framework Domains,
- Child Health information,
- English Language Learner data, and
- Special Education reporting data

The WV Pre-K Child Assessment System includes:
- Support on how to document progress for all developmental domains using best practices for early childhood assessment;
- Utilization of ongoing collection of evidence to assist with planning, instruction, and reflection; and
- Support for articulating children's holistic development and progress to families

The Formative Assessment Process

The formative assessment process is defined as the deliberate process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning to improve students' achievement of intended learning outcomes. The formative assessment process is utilized alongside daily classroom instruction and learning. Teachers observe students during learning, check for understanding, document student work, analyze the documentation, plan for instruction, instruct, reflect, provide frequent feedback, assess, adjust, and repeat the process.

The following graphic details how the formative assessment process is not an event, but is instead a cyclical process through which teachers and students construct knowledge and gauge understanding:

Formative Assessment At-A-Glance (Chart 4.1.)
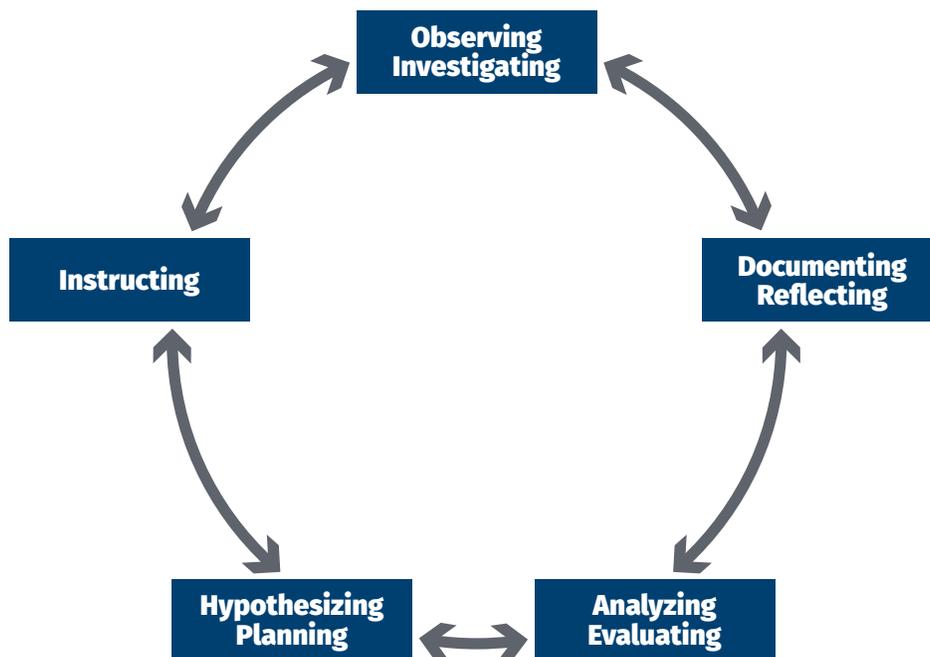
Graphic citation: NIEER Pre-K Early Learning Scale, 2010.

The National Association of Elementary School Principals (NAESP, 2010) Foundation Task Force on Early Learning (for children ages 3-8) recommendations focus on a comprehensive approach to the formative assessment process:

- Children should be assessed using age-appropriate methods on all domains of early learning and development;
- Children should be assessed in their native language and in their progress toward English proficiency;
- Assessments should be used to inform and improve classroom practice;
- Assessments should be based on a model that gauges how much progress an individual child is making;
- Teachers and leaders must have appropriate professional development and supports to administer and utilize assessments; and
- Assessment data should be shared with families to inform them of the child's ongoing development.

WV Early Learning Reporting System: Pre-K (ELRS: Pre-K)

The Early Learning Reporting System, which includes program information addressed in chapter two of this guidebook, is also the child assessment reporting tool that includes the Early Learning Scale (ELS). WV Universal Pre-K teachers utilize the ELRS to enter data based on children's ongoing development across key domains for each of three yearly checkpoints. This system is to be completed utilizing information gathered through the ongoing formative assessment process, and the scoring is to be based upon the guidance provided in the ELS Guidebook. County Coordinators, Head Start Representatives, Child Care Directors, a Special Education Representative (County office only), Classroom Teachers, Classroom Assistants, and Itinerant Service Providers (including Speech Therapists) must register on the system at *https://wvde.state.wv.us/elrs*. Three-year-old Head Start (non-collaborative) classrooms may also utilize the system to meet program child assessment reporting requirements. Once registered, users must confirm their email address prior to the role approval process. Outcome data may be found by child, by teacher, classroom, site, Head Start Program, and district. The Early Learning Reporting System Resource Guide provides more detailed instructions for registered users.

Early Learning Scale (ELS)

The Early Learning Scale, or ELS, is an informal, performance-based assessment to evaluate child progress and inform instruction developed by the National Institute for Early Education Research (2010). The ELS is a developmentally appropriate continuum that is directly related to the WV Early Learning Standards Framework, and addresses math/science, social emotional/social studies, and language and literacy domains. The ELS can improve teaching by helping to focus on important skills for children to learn. The ELS is comprised of 10 items that are reflective of key school readiness indicators:

- Number and numerical operations;
- Classification and algebraic thinking;
- Geometry and measurement;
- Scientific inquiry;
- Self-regulation;
- Play;
- Oral language;
- Phonological awareness;
- Print awareness; and
- Writing

The ELS is part of the formative assessment process to measure growth over time, beginning with baseline data. There are three formative assessment windows where formal analyses are documented on the ELS in the ELRS: Pre-K. The fall window is open in September/October. The winter window is open in January. The final assessment window is open from late April through June. The Child Accomplishment Summary Form serves as a communication tool to articulate data collected through the formative assessment process. The Child Accomplishment Summary Form is generated in the ELRS as part of each formative assessment window. Further information on the Child Accomplishment Summary Form is included in the Early Learning Report System Resource Guide.

In order to support teachers in the formative assessment process, including completion of each of the three formative assessment windows, training on the process and ELS should be conducted with all new teachers. A state cadre of ELS Trainers is in place to provide training. County early childhood

core teams may work with one another to coordinate training or training can be conducted by and ELS trainer in a single county. A current list of ELS trainers can be accessed at *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/curriculum-instruction-and-child-assessment/* under the Early Learning Scale tab located on the left of the webpage.

Child Outcome Summary (COS) Process

The Child Outcome Summary Process, or COS, is the method of collecting and analyzing data for federal reporting, as required under the Individuals with Disabilities Act (IDEA). In West Virginia, the COS is part of the Early Learning Report System (ELRS). The COS must be completed for students with Individual Education Programs (IEPs). The COS is a process that uses a team approach for reviewing a child's assessment data from different sources, culminating in the "rating" of a child's functioning on each of the three national outcome areas using a scale of 1 -7. This reporting is required by the U.S. Department of Education. It is based on a rating scale that considers the child's functioning compared to other children of the same age. Resources on the Child Outcome Summary Process are provided by the U.S. Department of Education through the Early Childhood Technical Assistance Center. Those resources can be accessed at *http://ectacenter.org/*. An overview of the Child Outcome Summary and 7-point scale can be accessed from the main page or at *http://ectacenter.org/eco/pages/cos.asp#converting*.

The process uses the Early Learning Scale (ELS) as the anchor assessment for all children, including those with disabilities. The process considers the child's functioning across situations and settings, and takes into consideration modifications and adaptations that have been made to assist the child's participation in the classroom and or setting. The COS process does not require programs to collect more data about the children's progress; it is a mechanism that allows educators to summarize assessment information for federal reporting as well as for accountability, program planning, teacher driven instruction, and program improvement.

The COS is **NOT** an assessment instrument. The COS is a form and a process that provides a 7-point scale for describing children's functioning compared to age expectations. The summary ratings for the student provide an overall picture of how the student functions for each outcome area. The rating process compares a child's skills and behaviors to those of their peers. For each of the three outcome areas, the teacher and others working with the student (such as related service personnel), decide the extent to which the child displays behaviors and skills expected for their age. The summary rating scale is based on a developmental framework. COS documents a child's movement toward typical development and documents the extent of the child's progress. It is a document used for summarizing multiple sources of information, including data from the ELS, parent report on child's skills and behaviors, norm referenced assessments, clinical and parent observations, progress notes of the therapists working with the child, observations by the teacher, work samples, progress and issues identified in the IEP present level of educational and functional performance, and/or other sources of information to derive a global sense of how the child is doing at that point in time.

The COS is required for each preschool child with an Individual Education Program (IEP). The Entry COS is selected the first time a child is eligible for special education. The Entry COS may be chosen only one time (even if the child receives preschool special education services for multiple school years). Ongoing data is collected every ELRS reporting window for the child in the preschool classroom, and/or if the child is receiving special education (such as speech only services), and is not in a preschool classroom. This ongoing COS is used in conjunction with the ELS data to assist with

teacher planning and child driven instruction to embed needed activities and instruction through the child's preschool day. The Exit COS is completed when the student is leaving the Universal Pre-K program to transition into Kindergarten, and/or is no longer eligible for preschool special education services, and/or has been in the program for at least six months.

Chapter Five: Program Assessment and Continuous Quality Improvement

- Program Oversight
- Continuous Quality Improvement Process
- Health and Safety
- Staff Training
- School Readiness Profile
- Universal Pre-K Program Review

Program Assessment and continuous quality improvement is a systemic process to determine strengths and areas for improvement for future planning. A continuous quality improvement process is necessary in order to ensure that programs not only meet the needs of children and families, but also maintains goals for best practices. Programs must analyze current practices to determine how to make adjustments to meet the needs of children and families as needs change over time. Program assessment and continuous quality improvement is essentially program research to determine and adjust goals and ensure appropriate program evolution. Chapter five includes key topics that are integral to program assessment and continuous quality improvement.

Program Oversight

Collaborative contracts must include provisions for program oversight and protocols to address concerns or issues that arise among partners and within the team. Program oversight must be defined in the contracts between the community program and the county board of education. These include, but are not limited to, staff evaluation and discipline, health and safety concerns, communication process, and impasse procedures. Protocols should be specified within collaborative agreements of each participating WV Pre-K program. Teams must consider the roles of each partner and classroom administrators when developing and implementing a program oversight protocol. Collaborative Head Start classrooms are monitored for compliance with the Head Start Performance Standards in partnership with local and federal Head Start personnel. Classrooms operated by or in collaboration with licensed childcare must be licensed under W. Va.§78CSR1, WVDHHR Childcare Center Licensing. Child care centers are reviewed by child care licensing specialists as part of child care licensing regulations. Information provided by reviewing agencies should be made available to all partners in collaborative classrooms. Provisions for program oversight should include a process for reviewing of monitoring results from federal Head Start, and child care licensing, as applicable.

Continuous Quality Improvement Process

WVBE Policy 2525 requires county collaborative early childhood teams develop and maintain a continuous quality improvement process, which includes an annual plan for collecting and analyzing program assessment data to establish school readiness goals, assuring children have the best available resources prior to entering first grade. The continuous quality improvement process, or CQI, must include annual results from several sources to assist in programmatic decision-making. While the process is ongoing, three required data sources must be utilized annually:
- WV Universal Pre-K Health and Safety Checklist (within the first forty-five days of the first day of school)
- county aggregated child outcome
- classroom observation data

The continuous quality improvement process utilizes a systemic course of collaborative planning, collecting, and analyzing data from a variety of sources to make informed decisions. Information and tools to support counties in implementing a CQI process is provided in the WV Universal Pre-K Continuous Quality Improvement (CQI) Guidance Manual.

West Virginia Universal Pre-K Continuous Quality Improvement (CQI) Guidance Manual

The West Virginia Pre-K Continuous Quality Improvement Guidance Manual is designed as a blueprint to support effective ongoing program analysis and quality improvement efforts. The WV Universal Pre-K CQI Guidance Manual includes an overview of the continuous quality improvement process

through a three-step process of planning, collecting, and analyzing. The guidance manual houses two observation tools utilized in the CQI process. The first is West Virginia Universal Pre-K Health and Safety Checklist, which must be completed in the first forty-five days of school. Further information on The WV Universal Pre-K Health and Safety Checklist is provided in the next section. The West Virginia Universal Pre-K Observation Walkthrough is another observation tool provided in the guidance manual. This is an observation tool designed to assist classroom supervisors, coaches, specialists, and other county collaborative early childhood core team members in observing portions of a day in pre-k. The WV Universal Pre-K CQI Guidance Manual also includes sample CQI Toolkit. The CQI Toolkit is provided as a resource, but is not required. The toolkit includes four tools to support each step of the CQI process. The West Virginia Pre-K Continuous Quality Improvement Guidance Manual and CQI Toolkit can be downloaded from *https://wvde.us/early-and-elementary-learning/wv-universal-pre-k/program-assessment-and-continuous-quality-improvement/*.

Health and Safety

Health and safety requirements in WV Universal Pre-K classrooms include several key areas to ensure that children are in environments that are optimal for learning and risks are minimized. Health and safety requirements include provisions for healthy and safe environments, healthy practices, health care procedures, and child abuse and neglect policies.

WV Universal Pre-K Health and Safety Checklist

The WV Universal Pre-K Health and Safety Checklist must be completed each year within forty-five calendar days of the first day of the school year. The WV Universal Pre-K Health and Safety Checklist was designed to assist county collaborative early childhood teams in ensuring healthy and safe environments in all universal pre-k classrooms. This checklist was developed through the work of a comprehensive stakeholders group, which was comprised of early childhood experts in universal pre-k programs from across the state to meet state and federal requirements. This process was developed to support healthy and safe environments in WV Universal Pre-K classrooms and to meet Head Start requirements. The WV Universal Pre-K Health and Safety Checklist is aligned with the Head Start Health and Safety Screener to capture all federal regulations and state health and safety policies. The WV Universal Pre-K Health and Safety Checklist can be completed in lieu of the Health and Safety Screener to minimize program redundancy. The Head Start Health & Safety Screener and WV Universal Pre-K Health & Safety Checklist Crosswalk illustrate how all content from the Head Start Health and Safety Screener are contained within the WV Universal Pre-K Health and Safety Checklist for classrooms serving pre-school age children.

The county collaborative early childhood team will determine the composition of the observation team and the schedule for completion in each classroom. Each observation team must include a minimum of two observers. Classroom staff are encouraged to utilize the WV Universal Pre-K Health and Safety Checklist to assess their environment throughout the year; however, the observation team designated to complete the WV Universal Pre-K Health and Safety Checklist within the first 45 days of school may not include staff from the classroom being observed. One member of each classroom observation team must enter results from the WV Universal Pre-K Health and Safety Checklist into the online observation platform, which is located on the ELRS: Pre-K. The observation team member designated to enter results from the Health and Safety Checklist must have access to the ELRS: Pre-K, which is located at https://wvde.state.wv.us/apps/elrs/.

Results from each health and safety checklist will assist county collaborative early childhood core teams in determining necessary changes, follow-up, and information for the continuous quality improvement process. Information must be shared with the classroom administrator and staff within ten days of the observation.

A downloadable copy of the WV Universal Pre-K Health and Safety Checklist and accompanying Head Start Health & Safety Screener and WV Universal Pre-K Health & Safety Checklist Crosswalk can be accessed at https://wvde.state.wv.us/apps/elrs/instructions/observations.

Healthy and Safe Environments

Provisions for healthy and safe environments are addressed in WV Universal Pre-K through requirements for indoor space, outdoor space, maximum class size, and adult supervision. The following are key requirements supporting healthy and safe environments:

- Classrooms must provide thirty-five square feet of usable space per child.
- Classrooms are limited to twenty children with no less than two adults.
- There must be two adults present with children at all times, one of whom is a teacher. This defines adequate supervision in WV Universal Pre-K.
- When children with disabilities are enrolled, ratios defined in WVBE Policy 2419, Section 4 must be met.
- Children must have adequate supervision at all times, including during gross motor and mealtimes.
- Transportation requirements must be met in order to ensure safety when children transition to and from school.
- Outdoor areas must provide seventy-five square feet of space per child.
- Outdoor play areas are enclosed on all sides by a natural barrier or secure fence.
    - o   A natural barrier must have the strength and density to prevent humans and animals from entering or exiting the playground and with a bottom edge that is less than three and one-half inches from the bottom.
    - o   A fence must be at least four feet high with a bottom edge that is less than three and one-half inches from the bottom and have no openings greater than three and one-half inches.
    - o   Outdoor play areas must have two exits. Exits that do not lead to indoors must have closure mechanisms that prevent children from opening them, but can be accessed by adults.
- Outdoor play areas must have equipment that is appropriate, safe, and support the curriculum and children's development.

The U.S. Consumer Product Safety Commission provides a Public Playground Safety Handbook that includes vast information on playground space, equipment, and injuries in support of increasing safety of playground environments. The handbook, which can be accessed at *https://www.cpsc.gov/PageFiles/122149/325.pdf*, includes the following:

- National standards,
- Definitions,
- General Playground Considerations (site, layout, selecting equipment, surfacing, equipment materials, and assembly and Installation)
- Playground Hazards
- Maintaining a Playground
- Parts of the Playground

Healthy Practices

Several health practices should be in place in WV Universal Pre-K that supports healthy habits, development of children, and minimize health risks through every day routines. Four key items addressed in WVBE Policy 2525 are such practices that must be included in the daily pre-k routines.

- Teeth brushing- All children enrolled in WV Universal Pre-k must have appropriate daily opportunities for supervised practice of brushing teeth. Daily teeth brushing should include oral health hygiene practices and include teaching technique and proper storage to prevent cross contamination. The areas where children brush teeth should be sanitized daily to further prevent cross contamination.
- Rest time- A regular rest period shall be scheduled and utilized in WV Universal Pre-K. Additionally, individual rest time should be provided when a child desires or exhibits the need to rest. Rest time does not require that all children nap each day. In fact, many children of preschool age do not nap daily. Those children who do not nap should have the opportunity to continue learning in a manner that is not disruptive to children who do need more rest.
- Rest times must include the following provisions to support individual needs of children:
    - o The rest area shall be set up to reduce distraction or disturbances from other activities.
    - o Other activities may be available for those children who need less rest time.
    - o Appropriate sleeping equipment shall be provided by the program. Children are not permitted to sleep on the floor, in a sleeping bag, or on linens without mats or cots.
    - o Each child's bedding must not be shared or stored with others.
- Handwashing- Staff members and children shall follow best hand washing practices incorporated throughout the day, including washing with soap and warm, running water for at least 20 seconds. All WV Pre-K classrooms must incorporate best practices for hand washing and disease prevention measures, as specified in Policy 2423.
- Daily health observations- Children in WV Pre-K classrooms shall be observed by staff daily for changes that may indicate injury, infestation, fever, or illness. Staff should record any observed changes in the child's file and notify the family.

Health Care Procedures

Health care procedures address prevention of injury, illness, infestation, and cross-contamination. When health care procedures are implemented as an integral part of a program's routine, prevention becomes the best process for ensuring that staff, children, and volunteers are safe and healthy. The following procedures and practices must be in place in all WV Universal Pre-K Programs:

- Areas where children play, eat, work, and sleep should be cleaned and disinfected regularly to prevent the spread of germs that cause illnesses.
- Staff members shall utilize universal precautions when exposed to blood and body fluids that might contain blood, as specified in Policy 2423.
- Basic health care procedures, such as toileting, oral feeding, mobility etc. should be requested and noted by the parent. Specialized health care procedures shall be prescribed by a medical provider with parent/guardian permission to be performed under the delegation and management of the certified school nurse based on W. Va. 126CSR25A, WVBE Policy 2422.7, Standards for Basic and Specialized Health Care Procedures, and W. Va. 126CSR27, WVBE Policy 2422.8, Medication Administration. This information should be provided to the WV Pre-K classroom staff through the HealthCheck screening form or other school health care procedure forms and shared with the school nurse to ensure training, clarification of medical orders, individualized health care plan development, and coordination of health care in the WV Pre-K program.

Child Abuse and Neglect Policies

All WV pre-k programs must implement and maintain policies and procedures for the reporting of child abuse and neglect. Program Child Abuse and Neglect policies and procedures must address key requirements to support staff in appropriate identification and reporting.

- Definition of child abuse and neglect.
- Specific requirements for reporting suspected child abuse and neglect. These requirements must include A report must be completed immediately, in accordance with W. Va. Code § 49-2-803 et seq., any suspected incident of child abuse and neglect to Child Protective Services, or when the staff member believes that the designated person-in-charge would not or has failed to report the suspected incident.
- Information on reporting suspected child abuse and neglect.

For more information on reporting child abuse and neglect or mandated reporter training and resources, visit the West Virginia Department of Health and Human Resources Bureau for Children and Families website at *https://dhhr.wv.gov/bcf/Services/Pages/Centralized-Intake-for-Abuse-and-Neglect.aspx*.

Staff Training

Staff training, which includes professional development, is essential for adequately supporting new staff, as well as supporting all staff in professional growth and program implementation. All county WV Pre-K staff, including teachers and teacher assistants/aides/paraprofessionals, shall participate in 15 hours of staff development annually, based on needs determined in the county continuous quality improvement process. An effective continuous quality improvement process includes professional development planning based on outcomes and program goals.

New Staff Training

Each county collaborative early childhood team should have a new staff training plan to best support those who are new to the program. A new staff training plan should include teachers who may not be new teachers, but rather new to the pre-k program. WVBE Policy 2525 requires that an orientation for new staff is provided within the first 30 days of employment. New staff training should include the following topics:

- Policies 2525: West Virginia's Universal Access to Early Education System
- Policy 2520.15: Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-k)
- Classroom operation requirements;
- Policies and procedures for confidentiality and information disclosure;
- Behavior management;
- Child abuse and neglect recognition, prevention, and reporting and emergencies;
- Policies and procedures for basic sanitation and infection control;
- Policies and procedures for safety, including prevention of injury both indoors and outdoors;
- Fire safety, including the use of fire extinguishers;

WV Universal Pre-K Standards Professional Development System

The WV Pre-K Standards Professional Development System is a statewide professional development system designed for all early childhood educators, administrators, and families as part of WV Universal Pre-K. The purpose of the WV Pre-K Standards Professional Development System is to strengthen the correlation between early learning standards implementation and assessment for teachers, assistant

teachers, administrators, and families in WV Universal Pre-K. This professional development system focuses on capacity building at the local level and provides content which is research-based, aligned with the WV Pre-K Standards and the WV Pre-K Child Assessment System, as well as coordinates components for educators, administrators, and parents/families.

The system includes 12 modules for pre-k educators that target an early learning standard domain per year, as well as guidance and supports for pre-k families and administrators. The professional development is designed to assist pre-k educators to recognize and implement appropriate environmental and instructional strategies that support early learning development integration of appropriate early learning experiences. Content will cover current theory, expectations of young children, teaching strategies, and the correlation to formative assessment and personalized learning. Upon completion of the course, educators will be able to select, plan, implement, observe, and evaluate appropriate early learning strategies that are standards-based and aligned to the WV Pre-K Standards (Ages 3-5).

Universal Pre-K Program Review

WVBE Policy 2525- West Virginia's Universal Access to a Quality Early Education, requires the West Virginia Department of Education, in collaboration with the West Virginia Department of Health and Human Services, and the Head Start State Collaboration Office, to conduct a WV Universal Pre-K Program Review a minimum of once every three years.

The WV Universal Pre-K Program Review process is designed to support counties in implementation of WVBE Policy 2525- West Virginia's Universal Access to a Quality Early Education and to provide ongoing individualized technical assistance to ensure high quality early childhood programs. This process includes feedback upon completion of the review. County collaborative early childhood teams are encouraged to include program review results as a data source in the ongoing continuous quality improvement process. The WV Universal Pre-K Program Review process consists of a desktop audit, site-visits, and county collaborative early childhood core team interview. A memorandum is provided annually to those counties scheduled for review. The WV Universal Pre-K Program Review memorandum can be reviewed at *http://wvde.state.wv.us/oel/program-assessment.php*.

Appendices

A. WV Universal Pre-K Sample Addendum
B. Collaborative contract checklist
C. Sample collaborative contract
D. Collaborative Classroom Budget and Cost Allocation Worksheet & Instructions
E. WV Universal Pre-K Supplemental Agreement Form

Appendix A

TO: WV Universal Pre-K Steering Team
c/o State Pre-K Coordinator,
Office of Early Learning
1900 Kanawha Blvd., East
Building 6, Room 603
Charleston, WV 25305

DATE:

The _____ County early childhood collaborative core team would like to amend the current approved program structure. The specific changes are outlined below.

Section 1: Program Changes

1. Site Name and Address	2. Classroom Name	3. Changes to current program structure	4. Rationale	5. Impact Study-Community Implications	6. Partners

Section 2: Core Team Member Approval

Core Team Members	Printed Name	Signature	E-mail address	Date
Pre-K Coordinator				
Head Start Representative				
Special Education Representative				
Child Care or DHHR Representative				

Instruction for completing the WV Universal Pre-K Addendum Template

The addendum must be completed for any programmatic changes to approved universal WV Pre-K program structure. There are two sections of the WV Universal Pre-K Addendum Template. Section one should be completed to illustrate the program changes necessary and details to ensure changes are made in the Early Learning Reporting System Pre-K, upon addendum approval. Section two is provided for core team members to sign off on the addendum.

To complete Section One (Compete a separate line for changes to each classroom when there are multiple changes):

1. List the official name of the site where classroom changes will occur (i.e. Name of an elementary school, child care center name).
2. List the official name of the classroom (include unique identifier such as classroom number, letter).
3. Describe the reason for the addendum (opening a classroom, closing a classroom, changes to an existing classroom).
4. Describe the rationale and factors that necessitate the addendum (i.e. enrollment increase/decrease, changes with partner program, change in location).
5. Describe all impacts the addendum will have on the community (i.e. all eligible children will be served within their community).
6. List collaborative partners directly impacted by the addendum.

Appendix B

WV Universal Pre-K
Collaborative Contract Checklist

General Information	Included in contract	Changed in collaborative Contract	Action Steps
Identification of partners entering into the collaborative contract			
Partners' affiliation and legal status			
Contractual Period			
Contract amendments, renewal, and termination procedures			
Role of each partner's decision-making bodies in the contractual development and approval process			
Compliance with local, state, and federal regulations and policies			
Conflict of interest statements and prohibited activities			
Liability/insurance			
Travel policies			
Signature of key parties and date of signing			
Storage, maintenance, and access of records			
Parent partnership plans			

Pre-K Collaborative System-Classrooms, Collaboration, and Partnerships	Included in contract	Changed in collaborative Contract	Action Steps
School Calendar			
Number of children served: hours, days, weeks of operation			
Application and Enrollment process			
Enrollment requirements-Disabilities, medical, dental services, recordkeeping			
Inclusive Settings and Services for children with special needs			

WV Universal Pre-K
Collaborative Contract Checklist

Pre-K Collaborative System-Classrooms, Collaboration, and Partnerships	Included in contract	Changed in collaborative Contract	Action Steps
Location of Services			
Attendance procedures			
Transportation process and training			
Meal Service			
Special Dietary Needs provisions			
Each partner's role in service delivery: child education, child/family health, mental health, disabilities, nutrition, family services/ parent involvement, home visits/conferences, meeting, recordkeeping, transportation, supervision, oversight			
Role of each entity's decision-making bodies in planning and decision making			
Policy Council representation and elections			
Community assessment process			
Collaborative, inclusive strategies involving partners' staffs and parents and the community			
Items needing prior approval (items a partner reserves the rights to approve)			
Use of partners' name (how partners will publicize the services sponsored by the partnership)			

WV Universal Pre-K
Collaborative Contract Checklist

Pre-K Collaborative System-Communication	Included in contract	Changed in collaborative Contract	Action Steps
Designated contact person for each organization involved – County Collaborative Core Team and Full Team			
Type, frequency of meetings; meeting participants			
Pre-K Program Data Reporting-ELRS: Pre-K			
Type and frequency of reports			
Information exchange (training calendars, personnel policies, position openings, etc.)			
Work with other agencies and responsibility of each partner			
Use of technology, i.e. shared databases for student data, e-mail communication, etc.			
Protocols for information sharing			
Parent communications			
Impasse/Dispute resolution procedures			

Pre-K Collaborative System-Funding	Included in contract	Changed in collaborative Contract	Action Steps
Funding and resource commitment of each partner			
Funding/resources accessed and by which partner			
Payment per child/per year by partners and payment procedures			
Contingencies (child enrollment, etc.) required by partner for payment			
Funds targeted and/or designated for specific improvements			

Pre-K Collaborative System-Funding	Included in contract	Changed in collaborative Contract	Action Steps
(renovations, salary enhancements, quality issues)			

Pre-K Collaborative System-Personnel/Staffing	Included in contract	Changed in collaborative Contract	Action Steps
Staff assigned to support the partnership; which entity/partner employs and supervises which staff			
Responsibilities of each partner's staff			
Staff schedules			
Supervision procedures			
Staff qualification requirements			
Professional development responsibilities (in-service, training, college courses)			
Annual performance appraisal procedures			
Provisions for substitutes			

School Readiness and Transitions	Included in contract	Changed in collaborative Contract	Action Steps
School Readiness Plan			
Transition plan and procedures			
Transfer of information, confidentiality			

Curriculum, Instruction, and Child Assessment	Included in contract	Changed in collaborative Contract	Action Steps
Recordkeeping and Documentation of Universal enrollment application, process and placement			
Parent permission procedures			

WV Universal Pre-K
Collaborative Contract Checklist

Curriculum, Instruction, and Child Assessment	Included in contract	Changed in collaborative Contract	Action Steps
Family Engagement- Parent contacts, home visits, parent-teacher conferences			
Implementation of West Virginia Pre-K Standards (ages 3-5)			
Curriculum planning and individualized child plans			
Curriculum adoption			
Supplemental Curriculum			
Environmental Design provisions			
Meal Environments			
Inclusive Environments			
Child Guidance Procedures			
Child Assessment System			
ELRS: Pre-K			

Program Assessment and Continuous Quality Improvement	Included in contract	Changed in collaborative Contract	Action Steps
Program Oversight process and provisions			
CQI Process			
WV Universal Pre-K Health and Safety Checklist procedures			
Staff Training (new staff, individualized professional development, professional learning)			

Program Assessment and Continuous Quality Improvement	Included in contract	Changed in collaborative Contract	Action Steps
School Readiness Profile, including aggregate child assessment data			

Appendix C

(This contract is an example, meant for illustrative purposes only. This sample is not intended to prescribe approaches or limit collaborative flexibility and creativity. It does not include all potentially applicable key areas. Appendix B: The Collaborative Contract Checklist is another tool to assist in development of collaborative contracts.)

COLLABORATIVE CONTRACT BETWEEN

THE COUNTY BOARD OF EDUCATION

AND

_____

This contract is being proposed in order to implement _____county's Pre-K Plan for the _____ school year. Through this collaborative contract, _____ will offer a Pre-K Program for four-year-olds this coming school year. The total cost of this collaborative contract is $_____ and will be paid with county school funds budgeted for Pre-K contractual fees. The county will be able to count the children attending this program in the October enrollment, thus returning to the county funding to continue the program in future years.

WV Universal Pre-K Collaborative Contract

This CONTRACT, effective _____ by and between COUNTY BOARD OF EDUCATION (("The Board") and _____ ("The Provider" or "The Center").

WITNESSETH

WHEREAS, The Provider operates a pre-school center for 4-year-olds and 3-year-olds with disabilities, as eligible, and,

WHEREAS, the parties have agreed to collaborate in the delivery of pre-k services for up to (number of children) children at the __(name of site/classroom)_____, which will be known as a WV Pre-K Site, and,

WHEREAS, The Board will contract with The Center to provide one teacher, one aide, and sufficient supplies for each WV Pre-K classroom.

NOW, THEREFORE, both parties agree to the following terms and conditions:

1. DUTIES OF THE PROVIDER

A. **Services:** The Provider will assure the following:

    a. The Provider will operate at its Center one (1) licensed pre-k classroom. The Center will serve <u>eligible</u> children and provide services identified in WV Rule 126CSR28 once enrolled in the program in accordance with the county universal enrollment process.

    b. The provision of a classroom space appropriately equipped to meet the needs of up to ___(number of children)_____ pre-k enrolled children with learning centers designed to support early literacy, early numeracy and language development

    c. The provision of two staff members per classroom as specified in WV Policy 2525.

    d. The WV Pre-K Program will operate from (beginning day of the week) through (ending day of the week) each week of the County School Calendar beginning for student's ___(start date)___ and ending ___(end date)___. Hours for students will be from ___(beginning time)___ to ___(ending time)_____. Families will not be charged for services during the designated pre-k schedule.

    e. The Provider will maintain attendance logs and provide The Board with the information necessary to ensure The Board can maintain student records on the WVEIS system through Elementary School, as reflected in the county pre-k attendance policy.

    f. The classroom will be licensed under the Department of Health and Human Resources childcare licensing standards.

g.   Ensure implementation of the curriculum when chosen by the county pre-k curriculum committee.

h.   Ensure implementation of the West Virginia Pre-K Standards (ages 3-5).

i.   The utilization of inclusive practices when enrolling children, including children with disabilities, and children whose primary language is not English as well as children of low socioeconomic status.

j.   Ensure that the daily schedule includes a minimum of one hour of outdoor activity daily as a part of the curriculum.

k.   Serve meals in a setting that encourages socialization and self-help skills, where the children and staff members are seated together when eating, and classroom staff members provide supervision and encourage positive eating habits and conversation.

l.   Ensure the utilization of the WV Early Learning Reporting System: Pre-K as part of the formative assessment process, including completion of all required progress checkpoints.

m.   Individual student portfolios shall be maintained by The Provider to document the progress of individual students.

n.   Participate in the writing of IEP's with The Board.

o.   Participate in the county's pre-k continuous quality improvement process as determined by the county collaborative early childhood team.

B.   **Enrollment:** The Provider will assure the following:

a.   The Provider will enroll not less than _____(number of children)_____ children eligible to participate in the WV Pre-K Program. The students will be West Virginia residents.

b.   Utilize a universal application form and enrollment process for eligible children, as established by the county collaborative early childhood team.

c.   Ensure ongoing communication related to enrollment into pre-k, WVEIS, and dis-enrollment.

d.   Parents/guardians have appropriately immunized the student as defined by the Centers for Disease Control and Prevention (CDC) Advisory Committee on Immunization Practices (ACIP) and recommended by WVDHHR, located at http://www.wvdhhr.org/immunizations/pdf/Pre-K_Vacc_Chart_final.pdf. Children that are not fully immunized may be provisionally enrolled providing a plan has been developed to assure full immunization, but may not enter WV Pre-k classrooms until they have received the first dose of each required vaccine.

e.   Enrollment requirements and records, including medical, disability, and dental, are maintained according to the established county process.

Sample WV Universal Pre-K Collaborative Contract

C. **Family Involvement:** The Provider will assure the following:

    a. All families with students participating in the WV Pre-K Program will be provided with at least two parent/guardian/family face-to-face conferences for each student enrolled in the WV Pre-K Program with the teacher of the WV Pre-K Program.

    b. The Provider will implement the county transition plan to ensure the smooth transition of children from the WV Pre-K Program into kindergarten settings, involving families in transition planning.

    c. Parents/guardians/family members will be encouraged and welcomed to participate actively in decision-making about their child's education and care.

    d. Parents/guardians/family members will be encouraged to observe and participate in group activities.

D. **Staffing:** The Provider will ensure the following:

    a. The classroom will be staffed by a teacher that meets the certification requirements outlined in West Virginia Policy 2525 for teachers working in the WV Pre-K Program.

    b. The classroom aide will meet the requirements of WVBE Policies 5202 and 2525 and hold a current temporary or permanent Early Childhood Classroom Assistant Teacher Authorization.

    c. The Provider will submit copies of teacher certification/authorization and Early Childhood Classroom Assistant Teacher authorization to the county pre-k coordinator with the collaborative contract.

    d. The staff will participate in at least fifteen (15) hours of staff development training that have been mutually agreed upon by The Provider and The Board as meeting the requirements of WV Policy 2525, based on needs reflected in the continuous quality improvement process.

    e. Establish and maintain open communication is maintained regarding pre-k program policies and procedures.

    f. The Provider shall orient students and their families with respect to policies, procedures, rules, and regulations of the Center and County Pre-K policies and procedures applicable to the Center.

    g. The staff will be evaluated and disciplined by The Provider.

E. **Transition:** The following activities will take place to assure smooth transitions for children moving into pre-k and from the WV Pre-K Program to kindergarten:

a. Conduct transition activities with families in accordance with the county pre-k transition plan.

b. The WV Pre-K teacher shall conduct activities throughout the year to orient children to kindergarten settings, including visitation of students to an elementary school prior to the end of the school year.

c. The WV Pre-K teacher shall share data gathered and maintained about individual students relative to their progress throughout the year with the student's receiving a kindergarten teacher prior to the close of the school year through the ELRS: Pre-K.

d. Follow policies and procedures for the transition of children with IEPs into and out of the WV Pre-K to ensure compliance with state and federal requirements.

F. **Health and Safety:**

a. Participate in completion of the WV Universal Pre-K Health and Safety Checklist within 45 days of the first day of school. Complete necessary steps to correct issues identified in the process according to corrective action steps.

b. The Provider shall provide first aid to students in the event of an injury or illness that occurs while students are on The Provider's premises.

G. **Proof of Insurance:** Upon request by The Board, The Provider shall submit proof of insurance coverage relative to any harm to participating students or The Board's staff that may arise due to acts of omissions of The Provider, its employees or agents. The Center agrees to indemnify and hold harmless The Board from any and all liability in conjunction with the administering of the program by The Center.

H. **Confidentiality of Records:** The Provider shall ensure all educational and other records; either received from The Board or formulated during the   (school year)   school year will be confidential.

I. **Invoices:** The Provider will invoice The Board in ten monthly installments for the cost of providing the WV Pre-K Program beginning   (beginning month)   and ending in ten equal installments of   (ending month)   .

2. DUTIES OF THE BOARD

A. **Staff:** The following provisions apply to the employment of staff by The Provider for the WV Pre-K Program:

a. The Board shall ensure the teacher selected by The Provider meets the state's certification standards and will maintain on file the credentials of The Provider's selected teacher.

b. The Board will help provide sufficient funds for staff of the WV Pre-K Program to attend County Staff Development Programs as required per West Virginia Policy 2525.

B. **Services:**

a. The Board will conduct developmental and speech/language screening for all children enrolled in the WV Pre-K Program prior to __(deadline date)__ .

b. The Board shall conduct evaluations of individual students in compliance with WV Policy 2419, unless The Provider has an individual certified to perform such evaluations.

c. The Board will provide sufficient funds for curriculum materials to The Provider's program to meet the standards of a WV Pre-K Program. Costs are not to exceed $ __(maximum cost)__ .

d. The Board will provide transportation to Elementary Special Needs Program to preschool students with disabilities if it is so noted on the student's IEP.

e. The Board will help provide both breakfast and lunch for children attending the WV Pre-K Program utilizing USDA guidelines.

C. **Transition:** The county pre-k transition plan, including the following activities, will be utilized to ensure the smooth transition of students from WV Pre-K Program to Kindergarten:

a. Provide an orientation session for entering kindergarten students at an elementary school to facilitate transition.

b. Release designated kindergarten teachers to observe the WV Pre-K Program and participate in the planning of the transitioning process.

c. Provide staff development jointly for WV Pre-K teachers.

D. **Contract Amount:** The contracted amount for all personnel costs, curriculum materials, and utilities for the __(school year)__ school year will not exceed $ __(maximum amount)__ which is to be invoiced monthly. This amount represents the cost of providing the WV Pre-K Program at this site.

E.

3. GENERAL TERMS

A. **Assignment:** Neither party shall assign, transfer or otherwise change the Contract or any right or duty created hereunder without the prior written consent of the other party.

Sample WV Universal Pre-K Collaborative Contract

B. **Termination of Contract:** Either party may terminate this Contract upon Thirty (30) days written notice.

C. **Term:** The term of this Contract shall be for a period commencing on __(beginning date)__ and ending __(ending date)__.

D. **Modification:** The parties may mutually amend this Contract. Any Amendments shall be placed in writing, signed by both parties and attached hereto. One additional classroom of 4-year-olds may be added to this contact with additional, similar funding.

E. **Impasse/Dispute resolution:** Either party may initiate the county impasse process to address any disputes among the partners. Either party may choose to request a mediator to assist in dispute resolution.

F. **Entire Contract:** This Contract, including all attachments, embodies the entire contract of the parties with respect to the subject matter hereof. In the event of a conflict between the terms of any attachment, or appendix, the terms of this Contract shall prevail. There are no promises, terms, conditions or obligations other than those contained herein, and this Contract supersedes all previous communications, representations or contract, either verbal or written, between the parties hereto.

IN WITNESS WHEREOF, this CONTRACT has been executed by the parties by their duly authorized representatives as of the date first set forth above.

THE BOARD OF EDUCATION OF THE COUNTY OF

_____

By _____

President

By _____

Executive Director

Sample WV Universal Pre-K Collaborative Contract

Appendix D

WV Pre-K Collaborative Community Programs - Classroom Budget and Cost Allocation Worksheet

County Name:				School Year:		2
Classroom name (as reported on ELRS):				Projected Enrollment:		4
Designated Home School (if off-sight location):				**Cost Allocation/Breakdown**		

6. Budget Section	6.a. Budget Category column a	6.b. Total Cost column b	6.c. County column c	Collaborative Partner #1 Name: 6.d. Column d	Collaborative Partner #2 Name: 6.e.Column e
7. Salaries, Wages, & Benefits	1. Teacher	-	-	-	-
	2. ECCAT	-	-	-	-
	3.Substitutes	-	-	-	-
	4.Administrator	b. - c. d. e.			
	5.Custodian	-	-	-	-
	6.Food Service Staff	-	-	-	-
	7. Other:	-	-	-	-
	8. Subtotal (populated)	Subtotal (populated)	Subtotal (populated)	Subtotal (populated)	Subtotal (populated)
8. Facility Costs	1.Space/Rent/Lease	-	-	-	-
	2.Renovations	-	-	-	-
	3. Utilities	-	-	-	-
	4. Custodial Supplies	b. - c. d. e.			
	5.Contracted Custodial	-	-	-	-
	6.Insurance	-	-	-	-
	7.Other:	-	-	-	-
	8.Subtotal (populated)	Subtotal (populated)	Subtotal (populated)	Subtotal (populated)	Subtotal (populated)
9. Classroom Supplies	1.Consumables	-	-	-	-
	2.Equipment/materials	b. - c. d. e.			
	3.Curriculum	-	-	-	-
	4.Subtotal (populated)	Subtotal (populated)	Subtotal (populated)	Subtotal (populated)	Subtotal (populated)
10.Food	1.Food	b. - c. d. e.			
	2.Kitchen Supplies	-	-	-	-
	3.Subtotal (populated)	Subtotal (populated)	Subtotal (populated)	Subtotal (populated)	Subtotal (populated)
11. Transportation	1.Transportation Costs	b. c. d. e.			
12. Professional Development	1.Contracted Services	-	-	-	-
	2.Travel Costs	-	-	-	-
	3.Materials	b. - c. d. e.			
	4.Tuition Reimbursement	-	-	-	-
	5.Stipends	-	-	-	-
	6.Subtotal (populated)	Subtotal (populated)	Subtotal (populated)	Subtotal (populated)	Subtotal (populated)
13. Program Assessment	1.Program Assessment Costs	b.	c.	d.	e.
14. Grand Total		Grant Total populated	Grant Total populated	Grant Total populated	Grant Total populated

A separate budget sheet must be used for each collaborative classroom.

PreK Contact/ BOE Representative Signature   Date   15

Collaborative Partner #1 Signature   Date   16

Collaborative Partner #2 Signature   Date   17

77

WV Pre-K Collaborative Classroom Budget and Cost Allocation Worksheet and Instructions

As part of the WV Universal Pre-K Collaborative Contract a Collaborative Classroom Budget and Cost Allocation Worksheet must be completed for each collaborative classroom by each local education agency (LEA) and collaborating community partners. The classroom budget and cost allocation worksheet is designed to illustrate costs and resources provided by each partner and connect funding to the collaborative contract. The Collaborative Classroom Budget and Cost Allocation Worksheet is an estimate of the total cost of each collaborative classroom, as well as a tool to assist in annual fiscal reporting, which is a requirement of each county pre-k program.

WV Pre-K Contractual Community Programs - Classroom Budget and Cost Allocation Worksheet Instructions

1. **County Name**- Enter county name.

2. **School Year-** Enter school year (Ex. 2016-2017) for which the classroom budget and cost allocation worksheet is being completed.

3. **Classroom Name**- Enter the classroom name as reported on the Early Learning Reporting System: Pre-K (ELRS: Pre-K) or the name provided in an addendum with request to add the new classroom.

4. **Projected Enrollment**- Enter projected classroom enrollment at the date of completion of the collaborative contract and budget form.

5. **Designated Home School**- Enter the name of the classroom's designated home school if the classroom is located at an off-site location (where attendance is entered for WVEIS). *Leave section 5 blank if the classroom is located within a public school building.*

6. **Budget Section**- The Classroom Budget and Cost Allocation Worksheet includes six primary sections to illustrate costs for pre-k classroom operation (Salaries, Wages, and Benefits; Facility Costs; Classroom Supplies; Food; Transportation; Professional Development; and Program Assessment). Each budget section is further defined by budget categories to capture specific costs and who is responsible based on the collaborative agreement.
   a. **Budget Category**- Each budget category should be addressed in collaborative contracts. Resources or funding must be entered into each budget category based on which partner is responsible for providing resources or funding, as determined in the collaborative contract. Guidance for each budget category on the budget form is described throughout this document. Leave any space blank for those budget categories that have no cost for the school year.
   b. **Total Cost**- No information is added to the total cost column in any section. Total cost will be calculated based on costs entered in columns c, d, and e of each budget category.
   c. **County-** This column will include all costs covered by the LEA in each section's budget category. Cost allocation is determined through resources provided by the LEA and/or funds provided to community partners for operation of the classroom. *If a per child amount is provided to the community partner, the county will place amounts in budget categories based on what the partners agreed the funds will support.*

d. **Collaborative Partner #1-** List the name of the collaborative partner #1. This column will include all costs and resources provided to support the classroom by the collaborating partner in each section's budget category. Costs and resources received by other partners should not be captured in this column, but rather captured in the contributing program's column.

e. **Collaborative Partner #2**- List the name of collaborative partner #2 (Leave blank if there is only one community partner and information was entered in item). This column will include all costs and resources provided to support the classroom from the collaborating partner in each section's budget category. Costs and resources received by other partners should not be captured in this column, but rather captured in the contributing program's column.

7. **Salaries, Wages, & Benefits-** This section addresses costs and resources for paid staff. This includes staff paid by either the LEA or collaborative partner. If funding is provided for staff, but distributed through a monthly payment, those costs must be illustrated in this section. For example, if the LEA agrees to pay $2000 toward the salary of the teacher, this should be captured in the county contribution to the teacher salary. All employee costs should be captured in this section.

   a. **Budget Category**-
      1. **Teacher-** The teacher is the designated lead teacher in the classroom. Salary information for the teacher must be entered in columns c, d, or e based on who pays the salary of the teacher. If funds are provided by the LEA to supplement the teacher's salary, the amount should be included under the county column.
      2. **ECCAT-** The Early Childhood Classroom Assistant Teacher, or ECCAT, is the designated Assistant Teacher in pre-k classroom who holds the ECCAT temporary or permanent authorization. Salary information must be entered in columns c, d, or e based on who pays the salary of the ECCAT.
      3. **Substitutes-** This section includes the budgeted amount for substitutes allocated in the column of the partner who will cover the costs of substitutes based on the collaborative contract.
      4. **Administrator-** The administrator is any supervisory staff with administrative duties as specified in the collaborative contract. This includes coordinators, principals, Head Start supervisors, and child care directors who work with the classrooms. Total sums of more than one administrator should be captured in the appropriate column.
      5. **Custodian-** Custodians are those who are employed by the LEA or collaborative partner who is responsible for cleaning the classroom.
      6. **Food Service Staff**- Food Service staff includes cooks and food service staff who prepare meals and/or snacks for the classroom.
      7. **Other:** Specify type of other staff in the space provided. More than one staff can be included. This category may include non-supervisory staff who directly supports program implementation. Examples include curriculum coaches, Family Resource Coordinators, School Nurses, transportation staff, and education coordinators.

8. **Subtotal-** The subtotals of columns b-e are populated based on all costs entered in each category of this section.
   b. **Total Cost**- No information is added to the total cost column (column b) in any section. Total cost will be calculated based on costs entered in columns c, d, and e.

8. **Facility Costs-**Facilities costs include the costs of the spaces necessary to implement pre-k programming. This includes the classroom, playground, gross motor areas, and additional space necessary to support the pre-k classroom. Facilities costs also include basic provisions such as utilities, and equipment necessary for facilities such as heating, venting, and cooling systems, as well as lighting and other utility equipment.
   a. **Budget Category**-
      1. **Space/Rent/Lease**- Costs generated from monthly rent or lease of classroom space are included in this category.
      2. **Renovations-** Costs of renovations to meet policy or ensure health and safety of pre-k classrooms and related spaces, including playground/gross motor areas are included in this category.
      3. **Utilities-**This includes annual utility costs for the classroom, including electricity, water, sewer, internet and telephone services.
      4. **Custodial Supplies-** Custodial supplies include annual estimate of custodial supplies for cleaning and classroom upkeep. This also includes materials for health and safety such as soap, paper towels, toilet paper, etc.
      5. **Contracted Custodial-** Contracted custodial services costs should be captured if services for regular cleaning of classrooms are conducted by custodial staff not employed by the LEA or collaborative partner.
      6. **Insurance-** The insurance category includes costs of property insurance specific to the classroom that is required by law, policy, and regulations.
      7. **Other-** Specify any other facility costs not captured in the previously listed budget categories. (Ex. Pest control management services, lawn care, etc.)
      8. **Subtotal-** The subtotals of columns b-e are populated based on all costs entered in each category of this section.
   b. **Total Cost**- No information is added to the total cost column (column b) in any section. Total cost will be calculated based on costs entered in columns c, d, and e.

9. **Classroom Supplies-** classroom supplies are any resources provided in the classroom to implement pre-k. This includes consumables, materials, equipment, furniture
   a. **Budget Category**-
      1. **Consumable-** Consumable materials are those purchased for classrooms to implement curriculum that are used and must be replenished (ex. paint, paper, glue, etc.). This includes art, math, science, reading, and writing materials.
      2. **Equipment/materials-** This includes equipment and materials purchased for long-term use in the classroom. Ex. furniture, playground equipment, carpets, technology equipment, books, blocks, etc.
      3. **Curriculum-** Curriculum materials are specifically purchased as part of curriculum adoption (ex. Curriculum manuals, curriculum kits, etc.).

4. **Subtotal-** The subtotals of columns b-e are populated based on all costs entered in each category of this section.
   b. **Total Cost**- No information is added to the total cost column (column b) in any section. Total cost will be calculated based on costs entered in columns c, d, and e.

10. **Food-** The food category addresses food and food service materials necessary for service of breakfast, lunch, and snacks. Items purchased for this budget section are purchased to implement food programs, including the Child and Adult Care Food Program (CACFP) under the United States Department of Agriculture (USDA) and National School Breakfast and Lunch programs (NSBP & NSLP).
   a. **Budget Category**-
      1. **Food-** food purchased for consumption for the pre-k classroom to meet meal requirements.
      2. **Kitchen Supplies-** supplies to support food service. This includes silverware, paper ware for meals, plates, cups, trays, food service dishes, and utensils.
      3. **Subtotal-** The subtotals of columns b-e are populated based on all costs entered in each category of this section.
   b. **Total Cost**- No information is added to the total cost column (column b) in any section. Total cost will be calculated based on costs entered in columns c, d, and e.

11. **Transportation-** The transportation budget section is in place to capture a summary of projected costs for transportation for classrooms where transportation is provided. This includes costs of vehicles and resources to provide transportation related to a classroom.
   a. **Budget Category**-
      1. Transportation Costs- These costs includes all or a portion of the cost for vehicles, vehicle maintenance, inspection, and storage.
   b. **Total Cost**- No information is added to the total cost column in any section. Total cost will be calculated based on costs entered in columns c, d, and e.

12. **Professional Development-** This section should capture education, training opportunities, coursework, and staff development costs for classroom staff, as related to pre-k implementation. Costs include contracted services, materials, payments for tuition, and travel.
   a. **Budget Category**-
      1. **Contracted services-** These services include costs of consultants or trainers, training facilitates, or programs.
      2. **Travel Costs-** Travel costs include those to attend trainings including, lodging, transportation, meals.
      3. **Materials-** Professional development materials are supplies necessary to complete professional development, including texts, software, resources, and office supplies.
      4. **Tuition Reimbursement-** This includes payment or repayment of costs to staff for completion of professional development or coursework.
      5. **Stipends-** salary or allowance provided to staff for completion of professional development, usually outside of regularly scheduled work time.

6. **Subtotal-** the subtotals of columns b-e are populated based on all costs entered in each category of this section.

b. **Total Cost**- No information is added to the total cost column (column b) in any section. Total cost will be calculated based on costs entered in columns c, d, and e.

13. **Program Assessment-** This budget section includes costs accrued for each classroom's role in the continuous quality improvement process. This includes costs for completion of classroom and pre-k environmental observation, collection, and assessment of classroom data, and time set aside for program improvement planning.

a. **Budget Category-** Program Assessment Costs- program assessment costs include, materials, assessment tools, training, and contracted services.

b. **Total Cost**- No information is added to the total cost column (column b) in any section. Total cost will be calculated based on costs entered in columns c, d, and e.

14. **Grand Total-** Grand Totals for columns b-e are populated based on cost in each section and category.

15. The Pre-K Contact/BOE Representative must sign and date the Classroom Budget and Cost Allocation Worksheet.

16. Collaborative Partner #1 must sign and date the Classroom Budget and Cost Allocation Worksheet.

17. Collaborative Partner #2 must sign and date the Classroom Budget and Cost Allocation Worksheet. (if applicable)

Appendix E

WV Universal Pre-K Supplemental Curriculum Agreement Form

Name of resource:	
Publisher:	
Copyright Date:	
How does this resource correlate with the adopted pre-k curriculum?	
Person requesting supplemental resources:	

County:	School year:
Data Source: (i.e. WV Universal Pre-K Health and Safety Checklist, aggregated child assessment data, Curriculum Fidelity Tool, CLASS, ECERS-R etc.).	Classrooms Included: (Attach an implementation plan which includes staff development.)

Summary: Illustrate expected outcomes based on the county collaborative early childhood team's examination of the data.

How will this resource be evaluated for anticipated outcomes?

County Collaborative Early Childhood Core Team Members Participants:

Name/Title	Program	Signature	Date

Steven L. Paine, Ed.D.
West Virginia Superintendent of Schools