



New Child Care Partnership Request for Proposal 2024

Episcopal Children's Services

For Child Care Centers to provide Head Start services





Table of Contents

Letter from the Director 3

Introduction 4

Becoming a Child Care Partner 5

Timeline 7

Submitting a Proposal 8

Budget..... 13

Evaluation Criteria 15

ATTACHMENT A: INTENT TO APPLY 16

ATTACHMENT B: COVER SHEET 17

ATTACHMENT C: FATAL CRITERIA CHECKLIST 18

ATTACHMENT D: CHILD CARE PARTNER SURVEY 19

ATTACHMENT E: BUDGET WORKSHEET 20

ATTACHMENT F: ASSURANCES 21

ATTACHMENT G: PERSONNEL QUALIFICATIONS.....23

TEACHER QUALIFICATION CRITERIA 26



Letter from the Director

Greetings, prospective partner.

Episcopal Children's Services (ECS) has been in the business of providing early learning services for at-risk children for more than 50 years, and we know firsthand that the Early Head Start & Head Start program works to improve opportunities for children and families. ECS also has a long history of working directly with private Child Care centers to manage the School Readiness and VPK programs and to bring quality training and technical assistance to teachers. At ECS, we truly believe in the importance of Early Head Start and Head Start Partners.

ECS is looking for private Child Care owners and directors who are interested in taking on a challenging but rewarding role as an Early Head Start and/or Head Start Partner. Child Care Partners are private Child Care centers, and small community-based businesses, that take in Early Head Start and/or Head Start children. Child Care Partners take Early Head Start (infants and toddlers) & Head Start (three- to five-year- olds) children into their center, generally devoting one or more classrooms and **adhere** to all the requirements of the program. Child Care Partners provide a wonderful option for our parents, allowing them to have more centers and locations to choose from to fit the needs of their families. This partnership is also great for providers, who have an opportunity to enroll children who are likely to remain at the center for a long time, and who bring a dedicated funding source.

However, the program does have its challenges and there are a lot of requirements in place to maintain a high-quality program. Not all Child Care Providers are currently ready to maintain all the records, buy all the supplies, and follow all the necessary rules set forth but the Office of Head Start. **Please consider your current needs and challenges before submitting a proposal.**

Good luck as you move through the attached RFP and decide if Child Care Partnership is right for your center!

Sincerely,

Autumn Tomas
Vice-President of Head Start/Early Head Start



1. Introduction

1.1 Request for Intent to Apply

Episcopal Children's Services (ECS) is now requesting proposals (applications) from Child Care providers seeking to participate in the agency's Head Start / Early Head Start (HS/EHS) program as Child Care Partners. HS/EHS is a federally funded early childhood program designed to serve low-income infants and toddlers (from birth until the child's third birthday) and preschool children (ages three to five). Participating families will receive high-quality, full-day early care and education services and comprehensive, wrap-around support provided by our Child Care Partners that are chosen by ECS to participate. Child Care Partners will be reimbursed at a contracted rate for providing care to classrooms of children in the EHS/HS program. Child Care providers in the following counties may apply:

Alachua, Baker, Bradford, Clay, Citrus, Dixie, Duval, Gilchrist, Lake, Levy, Marion, and Nassau Counties

1.2 Episcopal Children's Services

Episcopal Children's Services is a recognized leader in early childhood education serving more than 25,000 children and their families in fourteen counties in Northeast and Central Florida – Baker, Bradford, Clay, Duval, Nassau, Putnam, St. John's, Alachua, Marion, Lake, Citrus, Gilchrist, Dixie, and Levy.

We are a nonprofit organization that uses research and best practices to help families ensure their children enter school ready to learn. Our talented, dedicated teachers and staff proactively work with underserved children from birth to age five and their families to build a strong educational foundation. It is a "whole" child approach-helping kids grow intellectually, emotionally, and socially. We believe that educating a child improves their future success and strengthens the entire community.

1.3 Early Head Start and Head Start

Head Start/Early Head Start is a free program for children of families with low incomes, providing comprehensive early learning in both center-based and home-based settings. This successful program helps ensure children's readiness for school and increases parental knowledge in children's growth and development. Episcopal Children's Services Head Start program provides full-day center-based early learning to children ages 3-5 years and the Early Head Start program provides full-day, full-year center-based and home-based early learning to pregnant women and children birth to 3 years of age. The program also provides additional family support such as literacy workshops and parenting skills training and targeted attention on meeting specialized needs regarding children with disabilities, behavioral challenges, and health concerns. ECS has been awarded 2,284 slots to provide Early Head Start and Head Start services to pregnant women, infants, and toddlers in both home-based and center-based settings and three- and four-year-olds in center-based settings across Alachua, Baker, Bradford, Citrus, Clay, Dixie, Duval, Gilchrist, Lake, Levy, Marion, and Nassau Counties.

The Head Start/Early Head Start program provides inclusive services in the areas of health, mental health, nutrition, disabilities, and parent and community engagement, in addition to early childhood education as part of a comprehensive approach to school readiness. All children are screened for



developmental progress, health, dental, vision, and hearing. Head Start offers a nutrition assessment and provides daily nutritious snacks and meals. Any identified concerns are referred to the appropriate professional for treatment. The Head Start/Early Head Start staff understand that to support the child, they must support the whole family and parent involvement in the classroom and the program is highly encouraged. Parents are their children's first teachers, and the staff works with the parents to understand and care for the children enrolled in our programs.

1.4 Child Care Partnerships

The EHS/HS Child Care Partnership service model gives federal funding to community-based private Child Care centers to enroll and care for Early Head Start and Head Start children. Participating private Child Care centers are called Child Care Partners and are responsible for adhering to all EHS/HS program regulations. Child Care centers receive all the same benefits as children enrolled in ECS programs.

ECS will provide oversight to Child Care Partners. This oversight includes monitoring Child Care Partners to make sure they adhere to federal, state, and agency rules and regulations, and providing payment to Child Care Partners.

2. Becoming a Child Care Partner

Applicants wishing to become Child Care Partners must meet all requirements as outlined in this packet. Below are the requirements:

2.1 Meet All Criteria

Child Care Partnership is not right for everyone. There are some non-negotiable requirements that every provider must adhere to—these are listed in the Fatal Criteria Checklist in Attachment C. Providers who do not meet all these conditions are not eligible to submit a proposal. Please do not submit a proposal if you do not meet the Fatal Criteria.

2.2 Submit an Intent to Apply

This document can be found in the Attachments under Attachment A and **is required**. If any changes occur to the timeline or document, all applicants submitting an Intent to Apply by the deadline will receive notification of changes by email. Applicants submitting an Intent to Apply will also receive answers to all questions submitted by email. All applicants are responsible for checking the ECS website for changes and other relevant information.

2.3 Participate and Ask Questions

ECS will hold a technical assistance meeting in Gainesville to review the packet and help those who need assistance. **All new applicants must attend in person.** An ECS representative will answer questions during this meeting. Attendance at this meeting is required to move forward with the process.



Applicants also may submit an unlimited number of questions by email only to ECS. Questions must be submitted by the deadline listed in the timetable in section 2.7. Answers to all questions will be posted on the ECS website and will also be emailed to those who submitted an Intent to Apply form.

Applicants should email all questions to JewRonda Greene at: JewRonda.Greene@ecs4kids.org

2.4 Submit a Proposal

Owners or Directors of Child Care centers who wish to become Child Care Partners must submit a fully completed proposal by the stated deadline. All instructions can be found in section 3 of this packet. ECS will review all proposals received and select applicants with the highest score in alignment with the timeline.

When completing the proposal, be sure to review the Evaluation Criteria, found in section 4. ECS will use these criteria when making decisions about which applicants to move forward with contracts.

2.5 Consider the Requirements

When preparing your proposal, be sure to consider all the requirements of Child Care Partners, and if they meet the needs of your Child Care business. **Child Care Partners must adhere to all conditions to maintain their contracts.** Please be sure to review all assurances, contract terms, and references to Head Start Performance Standards referenced in this packet.

2.6 Notifications

Once proposals are submitted, ECS will review and invite selected applicants to begin contract negotiations. ECS will select potential Child Care Partners based on the information in the presented proposals. ECS reserves the right to select some, all, or none of the submissions to move to negotiations. Notifications are expected to begin in mid-April.

2.7 Timeline

The following timeline outlines important dates for the Child Care Partner proposal process. Dates are subject to change. Applicants submitting an Intent to Apply will be notified by email of any changes to the timeline.



	Activity
January 29, 2024	Intent to Apply due (Required)
February 7, 2024 Alachua, Baker, Bradford, Clay, Citrus, Dixie, Duval, Gilchrist, Lake, Levy, Marion & Nassau	Technical assistance meeting A representative from each center must attend this meeting to be awarded a contract.
February 14, 2024	All questions due to ECS NO QUESTIONS WILL BE ACCEPTED AFTER THIS TIME.
February 21, 2024	Answers to questions posted.
March 15, 2024	All proposals due to ECS no later than 3:00 PM Proposals must be submitted electronically to JewRonda.Greene@ecs4kids.org or mailed to Attention: JewRonda Greene ECS Skylark 1601 NE 25th Avenue Suite 900 Ocala, FL 34470 It is the applicant's responsibility to ensure proposals reach ECS office by the deadline.
March 29, 2024	All packets are reviewed and scored by ECS team.
April 15, 2024	Notifications to all applicants expected to begin.
May 15, 2024	In-Person Mandatory Contract Meeting.
May 31, 2024	Contracts finalized with chosen partners.
July 29th – August 12, 2024	Pre-Service Training
August 14th & 15th 2024	Child Care Partners begin to serve Early Head Start and/or Head Start Children.

All dates are subject to change!



3. Submitting a Proposal

3.1 Requirements to Become a Child Care Partner

All proposals submitted must include the following components:

1. Intent to Apply (Attachment A)
2. Cover sheet (Attachment B)
3. Fatal Criteria Checklist (Attachment C)
4. Child Care Partner Survey (Attachment D)
5. Narrative proposal to be a Child Care Partner, including the following items:
 - a. Proposed services
 - b. Personnel qualifications
 - c. Curriculum and assessment
 - d. Environment
 - e. Family Engagement
 - f. Program Philosophy
 - g. CLASS assessment experience
 - h. Classroom Technology
 - i. Quality Assurance
6. Budget, including the following items:
 - a. Budget worksheet (Attachment E)
 - b. Budget narrative responses
7. Assurances (Attachment F)
8. Personnel Qualifications (Attachment G)
9. Attachments:
 - a. Copy of most recent meal menu
 - b. Copy of current Child Care license
 - c. Floor Plan
 - d. Most recent financial audit or return
 - e. Copy of current lease
 - f. Copy of Discipline Policy
 - g. Copy of Suspension and Expulsion Policy



3.2 Submitting Proposals

All proposals must be submitted by the deadline, outlined in the timetable in section 2.7. Proposals must be electronic or mailed. It is the applicant's responsibility to ensure proposals reach ECS offices by the deadline of **March 15, 2024, at 3:00 pm. No exceptions!**

Submission by email:

All submissions by email must be in .pdf, .doc, .docx, .xls, or .xlsx format. No other formats will be accepted. Submissions must be emailed to **JewRonda Greene** at jewronda.Greene@ecs4kids.org. Please note there is a 2 MB limit on emails received by ECS.

Email submissions are preferred to be incorporated into one electronic document. If submissions are emailed as separate documents, please be sure to label each electronic document appropriately.

Submission by hand-delivery or mail:

(Please note that paper copies must be submitted to the ECS Office)

ATTN: JewRonda Greene

ECS Skylark

1601 NE 25th Avenue

Suite 900

Ocala, FL 34470

Mailed submissions must be presented in a 3-ring binder, with tabs separating each section.

3.3 Cover Sheet

Complete and sign the information on the cover sheet, Attachment B. The Cover Sheet should be placed before all other items in mailed or hand-delivered proposals. Emailed proposals should include the cover sheet first in submission.

3.4 Fatal Criteria Checklist

Review the Fatal Criteria Checklist found in Attachment C to ensure that all conditions are met. Fatal Criteria Checklist must be included in the proposal, and all conditions initialed. Applicants do not receive points for the Fatal Criteria Checklist, but proposal will be removed from consideration if these conditions are not met.

3.5 Child Care Partner Survey

Complete all questions on the Child Care Partner Survey, Attachment D. Please be as accurate as possible in your responses. This attachment collects useful information about the applicant.

3.6 Narrative Proposal To Be a Child Care Partner

This section requests the most information and has the most evaluation points assigned to it. Please



answer questions in this section as clearly and simply as possible. Be sure to note the weight of each section in the Evaluation Criteria in section 4.

When responding to this narrative section, it is recommended that you clearly label each section so that reviewers can easily see responses. If any question in the section does not apply to the services you are offering, please state this rather than leave a section blank.

When responding to this section by mail or hand delivery, please place separate tab by sections. When responding electronically, please try to create one document that includes all narrative responses, rather than save each section separately.

1. Proposed services: How many classrooms and slots could you dedicate to Head Start/Early Head Start?

Early Head Start: Maximum class size is 8.

a. How many classrooms could be dedicated to Early Head Start? _____

Head Start: Maximum class size is 17.

b. How many classrooms could be dedicated to Head Start? _____

2. Personnel qualifications

- a. Complete the Personnel Qualifications in Attachment G
- b. Does your program have existing staff who can meet the qualifications for the services proposed? (See Teacher Qualification Section)
- c. If your program does not have sufficient staff to meet the qualifications for proposed services, please explain the plan to acquire sufficient qualified staff.

3. Curriculum

- a. What infant/toddler curriculum and assessment system do you currently use?
- b. What preschool curriculum and assessment system do you currently use?
- c. Do your current employees have training on The Creative Curriculum or Teaching Strategies GOLD? Please explain.

4. Environment: Please provide any additional information that may be beneficial to reviewers:

- a. Does each of the proposed EHS/HS classrooms have a sink?
- b. Where are the restrooms located for proposed EHS (infants/toddlers) classrooms and proposed HS (pre-school children) classrooms?
- c. Do your classrooms measure at 35 square feet per child?
- d. Do your playgrounds measure 75 square feet per child?
- e. Please provide a brief description of the equipment currently available in the proposed Head Start and Early Head Start classroom(s). How are these classrooms currently furnished and equipped? Are these furnishings and materials in good repair? Does anything need replacing to bring the classroom up to Head Start / Early Head Start standards? Please attach pictures of the classroom space.



- f.** Please provide a brief description of the outdoor play area currently available for **infants and toddlers** within your program. Is the outdoor area designed for infants/toddlers? How is it equipped? Is the outdoor play area in good repair? What types of improvements may be necessary to bring the outdoor play area up to Early Head Start standards? Please attach pictures of the Early Head Start playground space. Write N/A if you are not proposing this option.
- g.** Please provide a brief description of the outdoor play area currently available for **preschoolers** within your program. Is the outdoor area designed for pre-preschooler use? How is it equipped? Is the outdoor play area in good repair? What types of improvements may be necessary to bring the outdoor play area up to Head Start standards? Please attach pictures of the preschool playground space pictures. Write N/A if you are not proposing this option.

5. Family Engagement

Family engagement is an interactive process through which staff, parents, families, and their children build positive and goal-oriented relationships. It is a shared responsibility of families and staff that requires mutual respect for the roles and strengths each has to offer. Family engagement means doing with—not doing for— families.

- a.** How does your program build relationships between families and staff?
- b.** Do you currently provide parent education information or activities? Please describe and include examples.
- c.** Do you connect families with services and supports? If so, please provide examples.

6. Recruitment

In order to reach those most in need of services, a program must develop and implement a recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services, and encourage and assist them in applying for admission to the program. A program must include specific efforts to actively locate and recruit children with disabilities and other vulnerable children, including homeless children and children in foster care.

- a.** Please describe how you will help recruit at-risk children and all families into your program.

7. Appraised Donated Space

As a Child Care Partner, you may be able to offer the use of additional space outside of the classroom for uses such as office space, storage, parent meetings or parent engagement events. In this case, the value of the spaces can be used towards your annual non-federal match goal. To claim the space, the information below must be followed.



8. Real Estate

Obtain an Appraisal

Because each piece of real estate is unique and its valuation is complicated, a detailed appraisal by a professional appraiser is necessary.

Who can Appraise?

The appraiser must be thoroughly trained in the application of appraisal principles and theory. In some instances, the opinions of equally qualified appraisers may carry unequal weight, such as when one appraiser has a better knowledge of local conditions.

What information is needed?

The appraisal report must contain a complete description of the property, such as street address, legal description, and lot and block number, as well as physical features, condition, and dimensions. The use to which the property is put, zoning and permitted uses, and its potential use for other higher and better uses are also relevant.

9. Internet Services

ECS recommends internet speeds of 50 mbps or higher so staff can utilize tablets/computers/phones with minimal issues.

a. What is your current speed?

10. Program Philosophy

a. Please describe why you feel your Child Care program is a good fit for the Early Head Start/Head Start program.

b. How do you feel the Early Head Start/Head Start program will improve the services you provide to children and families?

c. Why do you think it is important to bring Early Head Start/Head Start services to your community?

d. Please describe your program philosophy about caring for children with challenging behaviors and/or special needs.

e. Please attach your Discipline Policy.

f. Please attach your Suspension and Expulsion Policy.

11. CLASS Experience

Classroom Assessment Scoring System (CLASS) is used to assess the quality of child-teacher interactions in Head Start and Early Head Start classrooms.

a. Have you ever received a CLASS assessment? If so, what are the dates of the latest assessment and what were the results in each classroom?

The HS Thresholds (lowest 10% nationwide) for 2020 were as follows:

- Emotional support: **5**
- Classroom Organization: **5**
- Instructional Support: **2.3**



The EHS Thresholds (lowest 10% nationwide) for 2020 were as follows:

Infant- Responsive Caregiving: **6.00**

Toddler-Emotional and Behavioral Support: **6.00**

Engaged Support for Learning: **5.00**

If you scored below the identified threshold in any of the three areas, please explain your plan to increase scores.

12. Classroom Technology

- a. What type of technology and/or interactive media is used to support children's learning?
- b. How is technology and/or interactive media used by teachers?
- c. How is technology and/or interactive media used by children?
- d. Do your classrooms have tablets or desktop computers?

13. Quality Assurance

- a. Describe systems used for ongoing monitoring to ensure your program meets expected quality and safety measures.

3.7 Budget

Proposers must submit information about budgeting for Early Head Start and Head Start services. In this section, ECS wants to understand the applicant's costs and if it is possible to incorporate the changes required by the Early Head Start and Head Start program. Some prospective partners find that the cost of operating with more qualified teachers, lower ratios, and additional costs is too prohibitive for their current business model. There are two parts to this section, and both are required:

1. Budget worksheet document: Complete and include the budget document in the Attachment

2. Budget narrative: Answer the following questions in a narrative:

- a. Is your center currently operating at a deficit?
- b. List and describe any expenses you foresee to participate in this Child Care Partnership program.
- c. Do you anticipate having any trouble meeting the requirements to 1) provide qualified teachers, 2) meet required ratios, or 3) provide diapers for children (if proposing EHS services)? Please explain.
- d. Non-Federal Match is a requirement of all Head Start programs. Allowable Non-Federal Match includes volunteer time, cash donations, supplies or other material donations, space donations, etc. that benefit the program. Child Care Partners will be required to raise a specified percentage of ECS's total requirement, which is twenty-five percent based on the total slots assigned. The amount you must raise will be assigned to your center annually after receipt of ECS's annual award. Child Care Partners will be required to accurately report all in-kind (donated services or volunteer time) received each month by the stated deadline.



Space donations include office space used by ECS staff or storage space that is being utilized for/by the Head Start program. If you believe you have an applicable space you are donating, that space must be appraised by a licensed appraiser at the expense of the Child Care Partner. Once you receive the appraisal back, the documentation must be provided to ECS to determine the value that can be claimed for your center each month. (Please also refer to Section 3.6 #7 Appraised Donated Space).

Currently, programs are meeting in-kind goals by organizing classroom supply drives, and diaper drives, asking for community volunteers to donate their time, and sending home at-home learning and reading activities for parents to complete with their children.

Please describe the efforts you will make to meet your non-federal match requirement.

3.8 Assurances

Review and initial the Assurances, found in Attachment F.

3.9 Attachments

The following attachments are required in your proposal. If submitting an electronic proposal, all attachments can be combined into one .pdf document or attached and labeled separately. If submitting a proposal by mail, please include all attachments in a tabbed section labeled "Attachments."

Required attachments:

- a. Copy of current Child Care license
- b. Copy of floor plan that must include square footage of the classrooms and playground and identify which room (s) would be used for Early Head Start or Head Start children.
- c. Most recent financial audit or tax return
- d. Copy of current lease (if applicable)
- e. Copy of Accreditation Certificate (If Applicable)
- f. Copy of Discipline Policy
- g. Copy of Suspension and Expulsion Policy
- h. E-Verify



4.0 Evaluation Criteria

The following criteria will be used to review all submitted proposals.

Item	Description	Maximum Points
Narrative Proposal		
Proposed Services	Classrooms and slots proposed are clearly defined	10
Personnel	Staff who meet qualifications are currently employed.	50
Personnel	Sufficient staffing plan in place to meet proposed services.	10
Curriculum	Experience using curriculum and/or assessment for proposed age groups.	10
Environment	Proposed classrooms and playgrounds are appropriate.	50
Family Engagement	Current system of family engagement activities in place.	10
Program Philisophy	Role of HS and its impact on the center and community is understood.	10
CLASS	Experience with the CLASS assessment. Scores are above the identified threshold.	10
Technology	Technology in the classroom supports learning in ways that is developmentally appropriate.	10
Quality Assurance	Ongoing monitoring systems in place to ensure quality.	10
Budget	Budget document is complete, and all required attachments are included	20
Fatal Criteria Checklist	Checklist is complete with all items initialed. If not, the proposal is not considered.	0
Required Items	All required items are included, and all questions are answered as listed in section 3.1.	20
Bonus Points		
Policy	Discipline Policy meet HS requirements.	10
Policy	Suspension/Expulsion Policy meets HS requirements.	10
Curriculum	Applicant has experience using Creative Curriculum or TSG.	10
Total Points	Maximum Points: 250	Total: _____



ATTACHMENT A: INTENT TO APPLY

This document is required. If any changes occur to the timeline or document, all applicants submitting an Intent to Apply by the deadline will receive notification of changes by email.

Applicants submitting an Intent to Apply will also receive answers to all questions submitted by email. All applicants are responsible for checking the ECS website for changes and other relevant information.

Legal name of Child Care business:

Name of program(if different from legal name of business): _____

Address of business: _____

County of business: _____

Contact name and title: _____

Contact email address: _____

Contact phone number: _____

Proposed number of classrooms: Head Start: _____ Early Head Start: _____

Statement:

I, _____ (name), as a representative of _____ (business),

intend to submit a proposal in response to the ECS RFP for Child Care Partners for 2024



ATTACHMENT B: COVER SHEET

PROGRAM INFORMATION	
	Type your responses in this column
Legal name: This is the legal name of the business or individual making this application.	
Name of program: If different from the legal name above, this is the operating name of the program in which you are proposing to provide Head Start	
Federal ID# or Tax ID#	
DCF license #:	
County in which your program is located:	
Name of Owner:	
Owner's e-mail:	
Name of Director:	
Director's e-mail:	
Program Mailing Address:	
Phone Number:	

I am submitting an application to be considered for participation as an Episcopal Children's Services Head Start / Early Head Start Child Care partner. I verify that all information in this application is correct and true. I am duly authorized to bind my agency/corporation should my agency/corporation be awarded a contract. By the submission of this application, I acknowledge that, if selected, we will comply fully with the state and federal requirements as outlined by AGENCY and/or contained within the Head Start Performance Standards.

Provider Name: _____

Signature of Authorized Agent: _____ Date: _____

Printed Name of Authorized Agent: _____ Date: _____



ATTACHMENT C: FATAL CRITERIA CHECKLIST

_____ All entities proposing to become ECS Child Care Partners must **at minimum** adhere to the following criteria. Applicants must initial all items on the Fatal Criteria Checklist and include them with the proposal submission. *No exceptions will be made.*

All entities proposing to become ECS Child Care Partners must:

_____ Have not had a Class 1 Violation.

_____ Have not had two or more current Class 2 violations of the same standard in a two-year period.

_____ Have not had three or more current Class 3 violations of the same standard in a two-year period.

_____ Agree to participate in the USDA Food Program.

_____ Agree to adhere to all applicable DCF, Office of Head Start, and ECS policies for the duration of the contract.

_____ I have read the attached Child Care Partner proposal and agree to adhere to all conditions if my business is chosen to be a Child Care Partner.



ATTACHMENT D: CHILD CARE PARTNER SURVEY

Licensed with DCF? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Private Non-Profit <input type="checkbox"/> Faith-Based <input type="checkbox"/> Military Program	<input type="checkbox"/> Private for Profit <input type="checkbox"/> School District <input type="checkbox"/> Other (Please Describe) _____
Is your program accredited by outside entity?	<input type="checkbox"/> No <input type="checkbox"/> NAEYC <input type="checkbox"/> APPLE <input type="checkbox"/> Other Please Explain for "Other" _____	
Is your program currently approved as a school readiness provider?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is your program currently approved as VPK provider?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is your program currently contracted with another Head Start Grantee?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Years of Operation:		
What is your program's licensed capacity?		
Is your program currently under Corrective Action Plan (CAP) from the Early Learning Coalition?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>*If Yes, please attach a copy of your CAP plan to this application.</i>	
Do you participate in the Child and Adult Care Food Program?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is your facility compliant with ADA requirements?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is your center participating in other early childhood programs, pilots or quality enhance initiatives?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>*If Yes, please indicate all that apply)</i> <input type="checkbox"/> ELC Initiative <input type="checkbox"/> Provider Funding Project <input type="checkbox"/> Other (Please Describe) _____	



ATTACHMENT E: BUDGET WORKSHEET

FINANCIAL INFORMATION	
	Type your responses in this column
What is your current weekly tuition rate for: 1. Infants (0-12 months): 2. Toddlers (12-24 months): 3. Toddlers (2-year-olds): 4. Pre-k 3 (3-year-olds): 5. Pre-k 4 (4-year-olds):	
What is your current School Readiness reimbursement rate for: 1. Infants (0-12 months): 2. Toddlers (12-24 months): 3. Toddlers (2-year-olds): 4. Pre-k 3 (3-year-olds): 5. Pre-k 4 (4-year-olds):	
Recognizing that Early Head Start requirements dictate a classroom of no more than 8 children with two teachers possessing an Infant-Toddler Child Development Associate (CDA) or FCCPC for the entirety of the operational day, what would you project as your staffing cost (per classroom) to meet these requirements?	
Recognizing that Head Start requirements dictate a classroom of no more than 17 children with at least one teacher possessing an Associates Degree in ECE or higher and the 2nd teacher possessing a Pre-K Child Development Associate (CDA) for the entirety of the operational day, what would you project as your staffing cost (per classroom) to meet these requirements?	
How many Early Head Start classrooms do you propose to serve?	
How many Head Start classrooms do you propose to serve?	



ATTACHMENT F: ASSURANCES

Please initial each assurance below and sign and date this form at the bottom.

_____ I assure I will comply with ECS Head Start / Early Head Start program guidance, to include participation in on-site program monitoring, the segregation of program funds, and compliance with fiscal requirements to be specified by ECS.

_____ I assure to use ECS Head Start / Early Head Start Child Care Partnership funds to supplement and not supplant public funds received from any other source.

_____ I assure I will comply with all Head Start / Early Head Start-Child Care Partnership reporting and monitoring requirements established by ECS including, but not limited to, participation in child assessment, attending regular program meetings, and attending required training sessions.

_____ I assure I will participate with ECS in all required grantee meetings and work cooperatively with ECS to ensure a sound, high-quality program, including meeting all reporting requirements in a timely and accurate manner.

_____ I assure I will abide by the legal requirements for staff background checks and health checks that regulate its type of program.

_____ I assure I will comply with the requirements pertaining to the age of children to be enrolled in the program, the student/teacher ratio, the maximum group size, the hiring of staff who meets the qualifications specified, the professional development requirements, and all monitoring and assessment requirements.

_____ I assure I will comply with the Head Start / Early Head Start Child Care requirement to offer full-day services, no less than 200 days a year (EHS) or 165 days (HS).

_____ I assure I will comply with the ECS requirement with regard to obtaining and maintaining all forms of insurance.

_____ I assure I will participate in the CACFP (Child Adult Care Food Program) and serve meals/snacks, free of charge, to enrolled children. I understand I am responsible for reporting to the USDA food program. I also understand that I am responsible for providing alternate meals for children diagnosed with food allergies.

_____ I assure I will provide diapers and formula for children for the Early Head Start-Child Care portion of the day.



_____ I assure I will cooperate in the development of a Continuous Quality Improvement Plan as requested by ECS.

_____ I assure I will cooperate in the ongoing internal monitoring process of the Child Care facility as part of Continuous Quality Assurances as requested by ECS.

_____ I assure myself and the staff will work cooperatively with all ECS staff as required by ECS.

Health & Safety

_____ I assure all classrooms, playgrounds, and any usable space in which children have access will be clean, in good repair, and free from health and safety hazards.

_____ I assure I will comply with all health-related screenings, assessments, and requirements pertaining to Head Start and Early Head Start children.

_____ I assure I will complete a lead assessment (if one has never been completed) of my building and property and forward results to ECS within 30 days of the signed contract.

Eligibility, Recruitment, Selection, Enrollment, and Attendance Assurances

_____ I assure I recognize that failure to maintain full enrollment may result in the loss of funds and return of slots to ECS.

_____ I assure the program will adhere to ECS attendance policies and procedures.

Program Governance Assurances

_____ I assure I will collaborate with ECS to establish and maintain a formal structure of shared governance through which parents can participate in policy making or in other decisions about the HS / EHS- CC Partnerships program.

_____ I assure representatives from my program or partners will participate in Policy Council.

ECS reserves the right to negotiate and to fund full or partial applications.

As a proposed provider partner for ECS Head Start / Early Head Start Child Care Partnership program, I recognize that I will be held accountable for the delivery of high-quality early Child Care, compliant with both state and federal Head Start requirements. I assure my program's commitment to collaboration with ECS to ensure the success of this grant program.

Signature: _____

Printed Name: _____

Date: _____



ATTACHMENT G: PERSONNEL QUALIFICATIONS

A: DIRECTOR'S QUALIFICATIONS

INSTRUCTIONS: Complete the chart for the Director who will oversee the Early Head Start/Head Start classrooms.

1. Basic information: Complete the following information for the Director.

Name	Length of employment with center	# of years working with children ages 0-5	Current Rate of Pay or Annual Salary

2. Education Information.

Degree/Diploma (High school, AS, BA, Master's Degree)	Major	College/University/School	Years of Completion	Director Credential Expiration Date

3. Additional education information: Complete the following if the Director is working towards a degree (AA, Bachelors, Masters, etc.)

College/University	Major	School	Anticipated Completion Date



ATTACHMENT G: PERSONNEL QUALIFICATIONS

B: EARLY HEAD START TEACHER'S QUALIFICATIONS

INSTRUCTIONS: Complete the chart for each Early Head Start Teacher that meets the minimum requirement (that has a current Infant-Toddler CDA or FCCPC). **Documentation must be attached to form (CDA certificate, background screening, physical, TB, etc.).** Please add as many sheets as needed.

1. Basic information: Complete for each Early Head Start Teacher

Name	# of years working with children birth to age three	Length of employment with center	Current Rate of Pay	CDA/FCCPC Expiration Date

2. Education Information (Attach a copy of Degree)

Degree (If Applicable)	Major	School/University	Years of Completion

3. Additional education information: Complete the following if the Director is working towards a degree (AA, Bachelors, Masters, etc.)

College/University	Major	School	Anticipated Completion Date



ATTACHMENT G: PERSONNEL QUALIFICATIONS

B: EARLY HEAD START TEACHER'S QUALIFICATIONS

INSTRUCTIONS: Complete the chart for Head Start Teacher that meets the minimum requirement (that has a current degree for Lead Teacher and Pre-School CDA for Assistant Teachers). **Documentation must be attached to form (Degree, CDA certificate, background screen, physical, TB, etc.).** Please add as many sheets as needed.

1. Basic information: Complete for each Early Head Start Teacher

Name	# of years working with children three to five-years of age	Length of employment with center	Current Rate of Pay	CDA/FCCPC Expiration Date (Assistant Teachers)

2. Education Information (Attach a copy of Degree)

Degree (Lead Teacher)	Major	School/University	Years of Completion

3. Additional Education Information: Complete if the HS Teacher is working towards a degree (Associates, Bachelors, Masters, etc.) If a Lead Teacher is working towards an ECE Degree, ECS may request a waiver for this staff.

College/University	Major	School	Anticipated Completion Date



Teacher Qualification Criteria

Head Start

One teacher must have at least one of the following:

- An associate degree in child development or early childhood education; or an associate degree in a field related to early childhood education with 30 credit hours in early childhood education courses, with at least four months of experience teaching preschool-age children.
- A baccalaureate degree in child development or early childhood education; or a baccalaureate degree in elementary education with 15 credit hours in early childhood education courses, with at least four months experience teaching preschool-age children; or a baccalaureate degree in any field with 45 credit hours in early childhood education courses, with at least four months experience teaching preschool-age children.
- An advanced degree in child development or early childhood education; or an advanced degree in elementary education with 15 credit hours in early childhood education courses, with at least four months of experience teaching preschool-age children; or an advanced degree in any field with 45 credit hours in early childhood education courses, with at least four months of experience teaching preschool-age children.

The 2nd teacher must meet the following:

- Preschool CDA credential or FCCPC or enrolled in a program leading to CDA or an associate or baccalaureate degree in ECE or related field and complete w/in 2 years of hire.

Early Head Start

Both teachers must have at least one of the following:

- Infant Toddler Child Development Associate (CDA) credential or comparable credential (FCCPC).
- An associate degree in child development or early childhood education with 6 credit hours specific to infant and toddler development.
- A baccalaureate degree in child development or early childhood education with 6 credit hours specific to infant and toddler development; or a baccalaureate degree in elementary education with 15 credit hours in early childhood education courses including 6 credit hours specific to infant and toddler development.
- An advanced degree in child development or early childhood education with 6 credit hours specific to infant and toddler development; or an advanced degree in elementary education with 15 credit hours in early childhood education courses including 6 credit hours specific to infant and toddler development.