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**TITLE 126
PROCEDURAL RULE
BOARD OF EDUCATION**

SERIES 28

West Virginia's Universal Access to Early Education System (2525)

§126-28-1. General.

1.1. Scope. - -This procedural rule establishes the criteria for approving and operating programs for four year old children and three year old children as mandated under federal law and herein after is referred to as West Virginia's Pre-k System (WV Pre-k).

1.2. Authority. - - W.Va. Constitution, Article XII, §2 and W.Va. Code §§16-3-4, 18-2-5, 18-5-18c, 18-2E-1et seq., 18-5-17, and 18-5-44. All requirements of this policy are mandated components unless otherwise noted.

1.3. Filing Date. - -

1.4. Effective Date. - -

1.5. Repeal of former rule. - - None. This is a new rule.

§126-28-2. Guidelines.

2.1. WV Pre-k classrooms shall:

2.1.1. be voluntary and based on the choice of the parent or guardian.

2.1.2. be readiness programs that are designed to meet the needs of all eligible children.

2.1.3. utilize developmentally appropriate curriculum and a learning approach based on scientific research about how children learn.

2.1.4. provide the building blocks for literacy.

2.1.5. view children within the context of their family.

2.1.6. incorporate content standards and objectives, curriculum, and assessment as tools for measuring the child's progress on the continuum of development and individualizing educational opportunities.

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2.1.7 employ staff with strong professional education preparation in child development and early childhood education.

2.1.8 build on what children already know in order to consolidate their learning and foster acquisition of new concepts and skills.

2.1.9. incorporate meaningful ways of communicating with and involving parent/guardian/family.

2.1.10. evaluate program success for meeting the needs of the child.

2.1.11. establish teacher/child ratios and class size according to recommended guidelines.

2.1.12 maximize existing community, state and federal resources.

2.1.13 be an integral part of the West Virginia birth to kindergarten system of education and care.

2.1.14 take place in safe and healthy environments.

2.1.15. be inclusive of all children.

§126-28-3. Definitions.

3.1. *Approved funding sources* means any funds used directly to support WV Pre-k classrooms for eligible children including school aid formula, Head Start funds, Even Start funds, Temporary Assistance to Needy Families, Child Care Development Funds, funds under the Elementary and Secondary Education Act, funds provided by the School Building Authority, funds under the Individuals with Disabilities Education Act, and any other private or public funds.

3.2. *Approved WV Pre-k participating programs* shall mean providers of early care and education services including, but not limited to, childcare, private preschool, Head Start, county school systems, and community-based programs that meet or exceed all of the requirements of this policy and are a part of a county's collaborative plan. Approved WV Pre-k participating programs can be counted in the school aid funding formula and are eligible to receive funds through contractual agreements with or direct administration by the county school system.

3.3. *Collaborative Setting* means a classroom of WV Pre-k children whose services are supported by two or more partners. This could range from contracting with the county Board of Education for shared resources such as a certified teacher or classroom space to fully integrated, inclusive settings that combine a variety of funding sources and resources (including space),

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shared staffing responsibilities, and shared supervision and implementation of the program by two or more partners.

3.4. *Contracted program* shall mean any program that qualifies as an approved WV Pre-k participating program by meeting all of the requirements of this policy and has a contractual agreement with the county school system under the county collaborative plan to operate a classroom specific to this policy.

3.5. *County collaborative plan* means the plan each county school board is required to submit detailing an analysis of facility and personnel needs, an analysis of demographics of the county related to the early childhood program implementation, financial requirements for implementation and potential sources of funding to assist implementation, details of how the county board will cooperate and collaborate with other early childhood programs, specific timelines for implementation, and any other requirements of this policy.

3.6. *Developmentally appropriate* means early childhood programming, curricula, and activities that address the stages of each child's cognitive, physical, social/emotional, and cultural development.

3.7. *Eligible child* shall mean any child, regardless of ability, who is four by the first day of September of the year he/she is to enroll or whose enrollment is mandated under state and/or federal law. If it is in the best interest of the child, as determined by mutual agreement between the teacher and parent/guardian, the child may remain in the program for longer than one year. Because WV Pre-k is designed to prepare children to be successful in kindergarten, children may not be excluded based on developmental delays including toilet training. Children who are five by September 1 shall be enrolled in kindergarten, instead of WV Pre-k, unless the teacher and parent deem kindergarten placement for that child not in the best interest of the child and documented through an approved assessment.

3.8. *Minimum program availability* means offering each preschool class a minimum twelve hours per week on consecutive days during the school year calendar.

3.9. *West Virginia's Pre-k* means kindergarten for eligible children and may include, but is not limited to, developmental kindergartens, four-year-old kindergarten, and other programs provided by approved WV Pre-k participating programs that provide developmental readiness services for eligible children in West Virginia.

§126-28-4. Parent/Guardian Involvement and Family Support.

4.1. Parent/guardian involvement and family support must include:

4.1.1. a minimum of two parent/guardian/family face to face conferences annually. Home visits are recommended for these conferences.

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4.1.2. documented methods of communicating with parent/guardian such as newsletters, child activity reports, phone calls, home visits, e-mail and conferences.

4.1.3. services to children and their families necessary to support the child in his/her transition into, participation in, and transition out of the program.

4.1.4. for children who come from homes where languages other than English are spoken, support services including communication that is comprehensible and supportive of both the native language and English language development.

4.1.5. support services pursuant to 126CSR16, West Virginia Board of Education Policy 2419 - Regulations for the Education of Exceptional Students, for preschool children with disabilities which are integrated into the program and provided in accordance with the needs specified in the child's Individualized Education Program.

4.1.6. opportunities for parents/guardians/family to participate in decision making about their child's education.

4.1.7 parents/guardians/families are welcomed as visitors and encouraged to observe children in the classroom and to participate with children in group activities.

§126-28-5. Attendance.

5.1. Enrollment in an approved participating WV Pre-k program is voluntary; however, once the child is enrolled, attendance must follow West Virginia Code §18-8-1, et seq., which allows the program administrator (i.e. principal, director, executive director), teacher and parent/guardian to disenroll the child if they concur that requiring further attendance for that school year is not in the best interest of the child.

5.2. Each county must make reasonable efforts to ensure that the parent/guardian and other family members, as appropriate, understand about the availability of services, the attendance policy and the benefits of childhood education.

5.3. Each county must include in its plan a provision for working with families whose children are chronically absent and/or tardy.

§126-28-6. Collaboration and the County Plan.

6.1. Each county board of education must submit a county plan (an original and six copies) to the Secretary of the West Virginia Department of Health and Human Resources. The initial plan is due June 27, 2003. All county plans are to be prepared in accordance with the County Plan for Services to Eligible Children document (attached).

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6.2 Once the county plans are approved by the Secretary of the West Virginia Department of Health and Human Resources, the plans will be forwarded by the Secretary's office to the West Virginia Board of Education for approval. If a county plan is not approved, it will be returned to the county board of education with an explanation and instructions for re-submission.

6.3. Changes, updates and amendments to the county plans are to be submitted to the West Virginia Department of Health and Human Resources and the West Virginia Department of Education by February each year until 2013 or until such time as the county offers universal access to a high quality program, as defined by this policy, for all eligible children in that county (see section 19.4).

6.4. In order to support counties in the effort to maximize existing resources by 2012-2013 or by full implementation, no less than 50% of the classrooms for eligible children must be provided through contractual agreements with community programs, including but not limited to Head Start and child care, unless the county collaborative team can document that those programs do not exist in that county, can never meet the mandates of this policy, or choose not to participate. Counties shall explore all feasible supports to enable community partners to meet the requirements of this policy, including providing certified teachers in community programs, before determining that programs cannot meet the mandates. This may not be construed to mean that counties will provide education services in public school settings only and contract out support services but rather that 50% of the classrooms for eligible children must be contracted with qualifying providers in collaborative settings. This ratio of community to public school providers can only be decreased with the written permission of both the West Virginia Board of Education and the Secretary of the West Virginia Department of Health and Human Resources. When the county school system includes the eligible children attending in an approved, contracted community program in the count for the school aid funding formula, a portion of the money generated by the formula must be used through the contractual agreement to insure that the requirements of this policy are met and adhered to for the length of the contract. Counties must begin phasing in providing services in collaborative settings by the school year beginning 2004.

6.5. The county collaborative planning team must include, at a minimum, representation from: the county school system preschool 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, the Head Start program in that county, the local department of health and human resources, and a parent/guardian of a preschool child. Due to the nature of child care, every licensed child care program in that county must be extended an invitation to participate on the planning team. Documentation of this invitation and the response shall be submitted with the plan.

6.6. Other recommended members of the county collaborative planning team may include a representative from the West Virginia Birth to Three program, the parent/guardian educator resource centers, child care resource and referral agencies, Family Resource Networks,

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early parent/guardian education, local apprenticeship for child development specialist council, health, Starting Points, business, faith based early childhood program providers, community action, child abuse prevention agencies, higher education, and/or other community organizations that work with young children and their families providing support and education.

6.7. Development of the county plan through the county collaborative planning team should utilize an existing early childhood collaborative unless there is no such collaborative in that county.

6.8. Any member of the county collaboration planning team that will provide services to eligible children in that county must follow all rules and regulations as outlined in the state policy.

6.9. The County collaborative plan must include documentation by each participating partner of his or her role in the development of the county collaborative plan.

6.10. County plans will include a list of all programs invited to participate in the planning process regardless of whether the program chose to participate.

§126-28-7. Waivers.

7.1. The West Virginia Board of Education may grant a county board a waiver from full implementation of WV Pre-k in a county if the state board finds that all of the following conditions are met:

7.1.1. The county does not have sufficient facilities available; or

7.1.2. The county does not have and has not had available funds sufficient to implement the program; and

7.1.3. The county has not experienced a decline in enrollment at least equal to the total number of students to be enrolled; and

7.1.4. Other agencies have not made sufficient funds or facilities available to assist in implementation.

7.2. A county seeking a waiver must apply with the supporting data to meet the criteria for which they are eligible on or before the twenty-fifth day of March for the following school year.

7.3. The State Superintendent of Schools shall notify the county that the requested waiver was denied or granted on or before the fifteenth day of April of that same year.

§126-28-8. Personnel Standards.

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8.1. Teachers must hold a qualifying certification/endorsement, specifically, a teaching certification/ endorsement in early education (also called early childhood education), Prek-k endorsement, Preschool Special Needs or birth to five.

8.2. A full-time permit shall be issued and valid for one school year and shall expire on the thirtieth day of June. An educator employed on or after the first day of January may be issued a Permit valid until June 30 of the following year. All requirements for the Professional Teaching Certificate must be completed within five years of the original issuance of the Full-Time Permit. See 126CSR136, West Virginia Board of Education Policy 5202 - Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classification, Section 15. Full-time permits will be issued for:

8.2.1. persons with degrees in elementary education, child and family studies with an emphasis on early childhood education, or child development, or

8.2.2. persons with a Board of Regents degree with a specialization in early childhood/child development who are employed by a community program, or

8.2.3. persons with an AA in child development/early childhood or occupational development with an emphasis on child development/early childhood and one year of early education teaching experience who are employed by a community program.

8.3 Persons who are employed to meet the staff/child ratios but are not certified teachers such as aides, assistants, or paraprofessionals must meet the criteria set forth in the West Virginia State Registry and Training System (WV STARS) career pathway level II. Level II is defined as persons who are at least 18 years old with a high school diploma or equivalent and 0-1 years of experience and possess the ability to understand and practice the core competencies with direction and instruction or through sponsorship of a professional organization or qualified mentor (attached). Aides and assistants must have an individualized staff development plan for specifying his/her planned progression on the career in order to attain pathway level V within five years.

§126-28-9. Regulation of Facilities.

9.1. All approved participating WV Pre-k programs, see definitions, that are included in the county collaborative plan must meet the requirements as set forth in the West Virginia Department of Health and Human Resources Rule, Day Care Center Licensing, 78CSR1, or any rule promulgated to replace and/or update 78CSR1 Public schools or other programs who are exempt under West Virginia Department of Health and Human Resources Rule, Day Care Center Licensing 78CSR1 or its replacement must meet the requirements set forth in that rule. In the case of public schools, West Virginia Department of Health and Human Resources Child Care Licensing staff will conduct monitoring visits of all areas related to the WV Pre-k program and any recommendations for action will be made to the Office of Education Performance Audits.

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Failure to correct any non-compliance findings within 18 months could jeopardize the approval of the county collaborative plan. Programs that wish to participate in WV Pre-k, but would otherwise be exempt under 78CSR1 except public schools, shall be licensed by the West Virginia Department of Health and Human Resources.

§126-28-10. Standards for Preparing Students.

10.1. Programs participating in the county's collaborative plan must adhere to the West Virginia Department of Education's developmental continuum contained in the content standards and objectives for eligible children's programs which are aligned with the Head Start outcomes framework and kindergarten content standards and objectives. The content standards and objectives for programs serving eligible children are written to reflect a developmental continuum that enhances successful transition into kindergarten. Children shall be assessed on their individual developmental progress along the developmental continuum.

§126-28-11. Curriculum and Assessment.

11.1. Once the list of accepted comprehensive curricula systems, curriculum enhancements, and comprehensive assessment systems is adopted, only comprehensive curricula systems, curriculum enhancements, comprehensive assessment systems that are included on the adopted list may be used by programs participating in the county plan.

11.2. Comprehensive curricula systems, curriculum enhancements and comprehensive assessment systems will be approved following the process established by the West Virginia Department of Education, including, preschool special education, for adoption of instructional materials.

11.3. Curriculum and assessment, along with the content standards and objectives, will be parts of an inter-related system that measures the child's progress on a continuum of development and are utilized to individualize the children's educational opportunities.

11.4. A comprehensive curricula system must at a minimum meet the following standards:

11.4.1. include a philosophy, goals and objectives based on current knowledge of child development and learning styles and reflect an understanding of how children learn and develop by:

a. addressing the developmental needs of eligible children through practices that are consistent with current, nationally recognized, most effective practice.

b. valuing exploration, creativity and construction as the child's primary learning approaches.

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c. engaging children actively in the learning process and providing them with opportunities to make meaningful choices.

d. responding to individual children's interest, strengths and needs based on ongoing observation and assessment.

e. supporting children so they view themselves as part of a larger community.

11.4.2. be balanced and designed to achieve the long-range goals for social, emotional, physical, cognitive and academic (early literacy, early numeracy, and language) achievement by:

a. incorporating a wide variety of learning experiences, materials and equipment, and instructional strategies that are responsive to the differences in prior learning experiences, maturation rates, and learning styles young children bring to the classroom.

b. supporting a balance of large and fine motor activities, quiet and active times, individual and small and large group activities, child initiated and adult initiated activities, planned and spontaneous activities, and indoor and outdoor opportunities.

c. addressing the development of knowledge and understanding, processes and skills, dispositions and attitudes.

11.4.3. integrate development of all domains, abilities, and content that is relevant, engaging, and meaningful to young children by:

a. meeting the developmental continuum contained in the content standards and objectives for eligible children as prescribed by the West Virginia Board of Education.

b. building on what children already know in order to consolidate their learning and foster the acquisition of new concepts and skills.

c. reflecting the needs and interest of individual children in the group by including the immediate environment and world with which the children are acquainted.

d. supporting integration of curriculum content through use of a planning organizer (such as themes, projects, key experiences, or webs).

e. including materials and activities that reflect a variety of cultures, languages, ages, abilities, and beliefs.

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11.4.4. emphasize the development of thinking, reasoning and problem-solving skills through strategies such as open-ended questions, investigation, imaginative and dramatic play, and peer interactions.

11.4.5. promote flexibility and adaptation to unique needs of children and families where ongoing observation and assessment are used to determine appropriate planning and adaptations for varied learning styles, temperaments, abilities, and languages or modes of communication by:

a. integrating curriculum and assessment that benefits the child.

b. making opportunities for all children, regardless of ability, to participate in all activities through appropriate adaptations or modifications of activities, assistive technology, materials and/or learning environments.

11.4.6. design a learning environment that supports the curriculum and allows children of all abilities to make choices, to discover, to explore, and to solve problems by:

a. assuring children's health and safety.

b. clearly defining learning centers and incorporating them into the classroom.

c. organizing and labeling materials and equipment and making them accessible to all children.

d. incorporating non-stereotypical images in all elements of the environment.

e. supplying a sufficient quantity and variety of appropriate materials.

f. rotating the availability of materials.

g. supporting a child's needs for privacy and a safe place to be alone.

h. introducing children to the unfamiliar.

11.4.7. support the importance of learning during routine times of the day and meeting the physiological needs of children by:

a. promoting consistency in schedules and routines and facilitating smooth transitions.

b. supporting continuity between home and school.

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c. encouraging children's participation in routines to develop responsibility and independence.

d. recognizing the integral role of adults during routine times.

e. allowing for flexibility and adaptations for individual children.

f. supporting positive health and nutrition practices.

g. providing daily rest times for children in programs operating more than four hours/day and allowing non-nappers to engage in quiet activities.

11.4.8. promote, through a variety of strategies, the essential role of families as partners in planning and implementing their child's care and education.

11.4.9. emphasize the value of social interaction to learning in all domains and promote frequent, responsive, respectful interactions between children, staff and children, and staff and families.

11.4.10. recognize the role of children's psychological safety in learning and include guidance techniques that support children.

11.4.11. promote the use of developmentally appropriate curriculum and assessment principles to determine how technology is incorporated into the classroom environment. Technology should be used as a complement to, not substitute for, effective teaching or good curriculum.

11.4.12. include a comprehensive assessment system that evaluates the program's success in meeting the needs of young children, for helping them be ready to succeed in school, and documents the child's individual progress on the continuum of development by:

a. supporting the child's development and learning without threatening their psychological safety or feelings of self-esteem.

b. supporting the parent/guardian relationships with their children.

c. demonstrating the child's overall strengths and progress.

d. encouraging self-evaluation by the child.

e. relying on demonstrated performance of real, not contrived, activities.

f. utilizing a variety of tools and processes.

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- g. allowing for differences in learning style and rate.
- h. incorporating a mechanism for sharing with and feedback from the parents/guardians.
- i. including the parent/guardian as collaborative partners.

11.5. The curriculum will be a part of the inter-related approach of using curriculum, assessment and content standards and objectives to facilitate the individualization and direction of classroom programming.

11.5.1. Program components must include learning centers, incorporated within the classroom, designed to support literacy, early numeracy, and language, such as:

- a. blocks and construction,
- b. books,
- c. manipulatives,
- d. science and nature,
- e. writing,
- f. role playing,
- g. physical activity
- h. art,
- i. music.

11.6. Classroom design and program implementation for eligible children must exclude the use of student desks, work sheets, long periods of sitting, use of shaming to discipline, withholding of food or bathroom privileges, or any other practice that is not appropriate for the ages/stages of the children or is harmful psychologically or physically.

§126-28-12. Transition and Continuity.

12.1. Each program participating in the county plan must have a written and implemented plan for transitioning children into the WV Pre-k system and out of the WV Pre-k system into kindergarten. At a minimum the plan will include:

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12.1.1. an opportunity for the child and his/her family to visit the setting into which the child is transitioning, i.e. WV Pre-k or kindergarten classroom.

12.1.2. written information to parent/guardian and/or other family members as appropriate about Pre-k or kindergarten registration and what to expect in the Pre-k or kindergarten.

12.1.3. an opportunity for teachers/providers in the WV Pre-k system and into kindergarten and eligible programs in that county to meet annually to discuss how to facilitate successful transition and support the reciprocity of readiness practices.

12.1.4. a county system for transferring assessment data, including but not limited to portfolios, on each child who has participated in a eligible program to the kindergarten teacher to assist the kindergarten teacher in identifying areas of development and areas for growth to meet the individual needs of each child.

12.1.5. policies and procedures for the transition of children with Individualized Education Programs out of the WV Pre-k system and into kindergarten and children from the WV Birth to Three system will follow all state and federal requirements.

12.1.6. transition planning which follows the *West Virginia Childhood Transition Checklist* (attached).

12.1.7. To the extent possible, programs will be designed to minimize the number of settings in which a child receives education and care services. Parent/guardian should be given options to enroll their child in a program that meets the needs of the family and supports consistency and continuity for the child. Placement shall not be limited to the local school district in which the child lives if openings are available in participating programs within that county that better meet the child and family's needs.

§126-28-13. Inclusive Environments.

13.1. County plans will outline the county's process for providing fully inclusive early childhood classrooms with appropriate supports for children with identified special education needs. Proximity does not guarantee inclusion.

13.2. Socioeconomic level, ability, and/or funding streams should not be viewed as deterrents to providing fully inclusive programs.

§126-28-14. Staff Development and Training.

14.1. Each county plan will include a plan for providing a minimum of 18 hours annually for staff development related to high quality programming for eligible children based on a

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professional development needs assessment and including a minimum of six hours of education on issues related to young children with special needs.

14.2. Professional development opportunities will follow the West Virginia State Training and Registry System (S.T.A.R.S.) training process (attached).

14.3. Every WV Pre-k teacher and assisting staff including aides, assistants, and paraprofessionals, must complete a total of 36 hours of training based upon the West Virginia curriculum/assessment standards over a 24 month period and provided by the employer or made accessible through the professional development section of the county collaborative plan. Thirty-six hours is the minimum and does not preclude teachers and assisting staff from taking a college credit bearing course of 45 hours on the West Virginia curriculum/assessment standards.

§126-28-15. Transportation.

15.1. For programs participating in the county collaborative plan, transportation is considered a support, not a mandated service unless it is a related service for children with disabilities in accordance with state and federal requirements.

15.2. Participating programs should make every effort to coordinate transportation systems to support families whose children would not otherwise be able to participate.

15.3. All participating programs must, at a minimum, follow the requirements of their primary funding source or the West Virginia TransporTots document, whichever is more stringent.

§126-28-16. Program Oversight.

16.1. Local program oversight, including but not limited to staff evaluation and discipline, will be specified within the resulting collaborative agreements of each participating program in the county plan.

16.2. The West Virginia Board of Education or its designee and the Secretary of the West Virginia Department of Health and Human Resources or his/her designee will maintain state oversight.

16.3. On or before the second day of January, 2004, the Secretary of the West Virginia Department of Health and Human Resources and the West Virginia State Superintendent of Schools will submit a report to the Legislative Oversight Commission on Educational Accountability and the joint committee on government and finance which addresses, at a minimum:

16.3.1. a summary of the approved county plans for providing the early childhood education programs under this policy.

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16.3.2. an analysis of the total cost to the state and counties of implementing the plans.

16.3.3. a separate analysis of the impact of plans on counties with increased enrollment.

16.3.4. an analysis of the affect of the programs on the maximization of the use of federal funds for early childhood programs.

16.4 On or before the first day of December, 2004, and each year thereafter, the West Virginia State Board of Education shall report to the Legislative Oversight Commission on Educational Accountability.

§126-28-17. Financing.

17.1. Neither the West Virginia Board of Education nor the West Virginia Department of Education may provide any funds to any county for the purpose of implementing this policy unless the county has an approved plan as outlined herein.

17.2. Each county must include in the county collaborative plan an explanation of how money generated through the implementation of the eligible program will be used to support the participating programs in the county including contractual community programs and county school system provided programs.

17.3. If programs are a part of the collaborative county plan and provide education services to eligible children that can be counted in the county school aid funding formula, those services must be provided at no cost to the parent/guardian of the children.

§126-20-18. Health and Safety.

18.1. WV Pre-k classrooms shall limit classroom size to no more than twenty children per classroom. Ratios shall be maintained at 1 adult: 10 children with one adult being a certified teacher in accordance with §126-28-8, Personnel Standards.

18.2. If WV Pre-k classrooms are operating for more than four hours, meals must be provided in accordance with the guidelines set forth under the West Virginia Department of Education child and adult food program. Programs operating less than four hours will provide a snack as prescribed the West Virginia Department of Education child and adult food program.

18.3. Immunization. All children entering an approved participating WV Pre-k program shall follow the guidelines of the primary (providing 51% or more of the funding that year) funding source for that setting regarding immunization. Participating programs that operate within a public school facility must follow West Virginia Code §16-3-4.

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18.4. Health Screenings. All children entering an approved participating WV Pre-k program shall be screened for impairments or delays in hearing, vision, speech, language, development, and dental health. Programs shall adhere to the deadlines as prescribed by their primary funding source (providing 51% or more of the funding for that year). Programs operated by the county board of education shall adhere to West Virginia Code §18-5-17.

§126-28-19. Program Evaluation.

19.1. Beginning with the school year which starts in August 2004, all participating programs shall use the Early Childhood Environment Rating Scale (ECERS, Harms, Clifford, and Cryer, 1998) as a guidance tool to evaluate the programs success in meeting the needs of the children. The results of the evaluation will be submitted annually by the 30th day of June to the West Virginia Department of Education, Coordinator of Early Childhood, Building 6, Room 318, 1900 Kanawha Boulevard, East, Charleston, WV 25305-0330.

19.2. Programs will be assessed using the ECERS by a trained outside evaluator every five years or if concerns from the West Virginia Department of Education, West Virginia Department of Health and Human Resources or county board warrant assessment.

19.3. At which time the state has money and manpower to provide monitoring using the ECERS, programs may be required to have a trained outside evaluator evaluate the program more frequently.

19.4. At which time a county has fully implemented their county collaborative plan and all eligible children in that county have access to a WV Pre-k classroom, the county board of education is required to annually submit a copy of the ECERS evaluation for each approved participating WV Pre-k program, a summary of the WV Pre-k services provided in the county, a contractual agreement for each community partner providing services as an approved participating WV Pre-k program provider, the total number of WV Pre-k children served in each county, the number of WV Pre-k children with identified special education needs, the staff development opportunities provided through the county collaborative plan and the number of staff who participated in those staff development opportunities, and number of children who transitioned into kindergarten to the Early Childhood Coordinator of the West Virginia Department of Education, by the 30th day of June (format attached). A copy of the report must be sent by the 30th day of June to the West Virginia Department of Health and Human Resources, Early Childhood Division.

19.5. The state shall develop and institute a system of longitudinal, scientific-based research to track learner outcomes, family satisfaction, program continuity and related variables in order to evaluate program impact, as funds become available. The system shall be designed in such a way to be of benefit on both the county and state level.

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