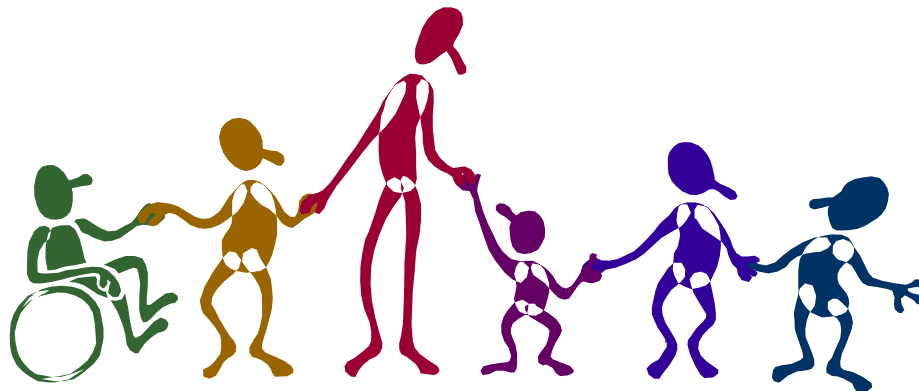


# WV PRE-K PARTNERSHIPS

## PARTNERING WITH COMMUNITY PROGRAMS



May 2005

## **WV Pre-k Partnerships Partnering with Community Programs**

Recent research has documented that high quality early education experiences; teacher continuity; continuity of care; and other social and health services support children's optimal development and well being. Many families want to provide early learning opportunities for children but also need arrangements that fit parents' work schedules. The challenge becomes how to design programs that work for families in terms of hours; provides quality early education experiences; and does not move children around between different programs.

Creating linkages and embedding WV Pre-k into community programs is critical to supporting working families and improving children's school readiness. Additionally, use of available early care and education resources in a community is more efficient in times of shrinking resources. Constructing mutually respectful partnerships between community-based early care and education programs and public schools can result in programs that provide quality early education as well as insure that communities can continue to support working families.

It is critical to the success of WV Pre-k and to our communities to design WV Pre-k programs that use and enhance all early care and education resources in a community. An important strategy to accomplish this is to identify existing providers that either qualify or could qualify with support to provide pre-k services and give families additional options for pre-k services. Program spaces in these existing programs can be enhanced to provide services to children already in the system that meet the standards of WVBE Policy 2525 and to serve new children where space exists. Some community programs will already meet the quality standards and others will need support to meet the expectations. The approach of examining existing providers should be utilized in communities in lieu of creating new programs if possible. New slots/programs can then be created where existing programs are not available.

### **Funding Issues**

*There are two primary means of funding for childcare centers:*

**Parent Tuition-** Families are responsible for paying costs of childcare. Community providers' income is limited by what they are able to charge privately paying families. Each center has different policies on how charges are applied. The community served by the center must be examined in light of payment policies to consider how this funding stream can impact WV Pre-k classes embedded in childcare centers. Collaborative teams targeting the success of all partners must consider the individual issues of their partner centers concerning payment policies.

**Development Fund (CCDF)** Federal CCDF funds are made available to states to assist low-income families in obtaining and paying for so they can work or attend education/training. Actual services are provided by a provider chosen by the parents, typically through private, for-profit or non-profit entities. Reimbursement rates are set by the state based on a survey of what providers' charge privately paying parents. Providers may receive a maximum payment for each child that potentially and often does not represent the actual costs to a specific provider. subsidy provides a service for parents rather than a developed program for children.

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 subsidy payments provides 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.

**Head Start Funding** Head Start programs are funded through a grant from the federal government. Eligibility for Head Start is based on family income, age of the child, and/or special needs. In West Virginia there are currently 24 Head Start grantees. Head Start programs must meet the federal Head Start Performance Standards, as well as, the requirements of WVBE Policy 2525 to participate in the WV Pre-k System. When collaborating with Head Start, programs must be knowledgeable of the performance standards and work to insure compliance with their requirements.

### **Funding in Relation to WV Pre-k Collaborative Classrooms**

Each county and community program must use the collaborative team to examine individual situations to design collaborative classrooms. There is no one right or wrong way to develop classrooms in partnership with community programs; however, the following general guidelines are helpful for collaborative teams:

- **CCDF Subsidy** – In order to facilitate 's participation in the WV Pre-k program and assist families and children licensed centers that are participating in the WV Pre-k program or contracting with Head Start may continue receiving payments during the hours considered as WV Pre-k, if certain conditions are met, including the restriction that payment may only be made for children eligible for subsidies and only for approved hours. *Additional criteria should be reviewed in the Policy downloadable at [www.wvdhhr.org/bcf/ece/earlycare/policy/child\\_care\\_manual\\_2003.pdf](http://www.wvdhhr.org/bcf/ece/earlycare/policy/child_care_manual_2003.pdf).* County teams should plan for contingencies if a child's approved hours do not include all of the WV Pre-k times and if the family would become ineligible for subsidy payment.
- **Parent Tuition** – Collaborative teams must examine each situation individually in light of the community and target population of the center. Several options that can be considered:
  - Centers with tuition payment policies that require payment for the full week regardless of attendance or that require full day payment for care over a certain no. of hours may continue to use these policies and provide WV Pre-k services at no additional cost to parents. Resources from other partners will be added to meet quality standards as defined by WVBE Policy 2525.
  - Centers may consider pro-rating tuition to parents in relation to number of hours of Pre-k provided in the center. The collaborative team will then consider ways resources from other partners help support the cost of WV Pre-k time.

## **Funding Considerations to Meet Quality Standards of WVBE Policy 2525**

- ***Qualified teachers and Assistants*** – County collaborative teams should consider ways to support community programs by providing increased compensation to attract and retain qualified teachers. Many community programs will need the support of additional resources to be able to offer an equitable program.
  - In some cases, the public school can place a certified teacher in the center to meet this standard. The team must examine the impact on staff if using this strategy.
- ***Group Size and Staff/Child Ratio*** – For some community programs, enrolling a class limited to twenty children will impact enrollment numbers and therefore revenue from tuition or CCDF subsidy. When working with Head Start, the federal guidelines determine the number of children allowable in the classroom. The provider and the collaborative team must analyze the impact of decreased enrollment. Necessary supports or resources should be considered and established.

## **School Aid Funding as a Resource to Partnerships**

County school systems may enroll children in community classrooms and generate funding through the school aid funding formula using the process and criteria established in the WV State Superintendent of School's memo. Funds generated through community collaborative classrooms should then be invested in providing quality early education services and the infrastructure to support county WV Pre-k classrooms. Counties may wish to plan how increased support to community programs can be provided once initial programs begin to generate funds through enrolled children.

Attached please find additional information on calculating classroom costs; partnership contributions and calculation of percentage of enrollment (FTE).



May 10, 2005

### **Update guidance on counting WV Pre-k children in the school aid funding formula**

*Full time equivalent (FTE)* for WV Pre-k children will be defined as 25 hours/week. Instructional time will include all activities that are required in West Virginia Board of Education (WVBE) Policy 2525 (Universal Access to High Quality Early Education) and are purposefully planned to support the success of WV Pre-k children in learning and developing. Instructional time does not include non-guided play such as general recess before or after school or transportation time.

WV Pre-k System classrooms operated solely by the county board of education shall calculate full time equivalency for children as follows:

25 hours/week	1 FTE
22 hours/week	.9 FTE
20 hours/week	.8 FTE
17 hours/week	.7 FTE
15 hours/week	.6 FTE
12 hours/week	.5 FTE (the minimum WV Pre-k can be offered)

Note: If the child is served at an interval not included in the scale, the child will be counted at the next level lower that does appear. For example, in school-operated programs, 21 hours/week would fall into the 20-hours/week category at .8 FTE.

*WV Pre-k System classrooms offered through contracts with collaborative community partners shall calculate full time equivalency for children in the following manner.*

In WV Pre-k programs that contract with the county board of education and are operated by community agencies where resources are already dedicated to providing programs for four year old children, children would be counted using a designated calculation to assure compliance with WVBE Policy 2525 and enhanced services for high quality programs. This calculation applies regardless of who employs the teacher.

Funding for contracted community programs will be contingent on an approved county collaborative pre-k plan, a signed contract, and utilization of the following calculation process. Decisions shall be made based on the best interest of the children while making sure federal resources are maximized and quality early education programs are available to all eligible children.

The formalized contract will outline a budget that includes the total cost of the program for that contract year with clear delineation of the amount contributed by the community program and the amount contributed by the local county board. The local county board will calculate the percentage of enrollment (FTE) based on financial need as documented in the contract not on actual programmatic hours WV pre-k is offered.

**Total budget = amount contributed by the community program + amount contributed by the county board**

**Percentage of full time equivalent = amount contributed by the county board/ total budget.**

**Sometimes the FTE calculation, as figured in the above formula and when multiplied by the per student reimbursement rate for that county, does not cover the cost of the contribution of the county school system. In those cases, the FTE will be calculated at a higher FTE (up to .99 FTE) to cover those costs incurred by the County School System for that collaborative classroom.**

The following procedure should be utilized for contracting with community programs:

1. Beginning with school year 2004-2005, each contract for every collaborative in the county must be sent to the PIECES Technical Assistance Steering Team no later than June 1<sup>st</sup> of the year in which the program will be offered. Send contracts to the PIECES Technical Assistance Steering Team c/o Coordinator, Early Childhood/Even Start, 1900 Kanawha Blvd. East, Building 6, Room 722, Charleston, WV 25305 for approval. Approval of these contracts is contingent on the approval of that county's collaborative plan and subject to review by the PIECES Technical Assistance Steering Team.
2. Children who are included in the school aid funding formula must be enrolled in the school where the program is being offered or, in the case of community programs, in the elementary school located within the same school district where the community program is located.

## Guidance in Calculation of Percentage of full time equivalent

Attached please find a worksheet that county teams may use to calculate the percentage of full time equivalent. Budget categories are only suggested to promote thinking by teams. Each county collaborative will have varying cost categories and can adapt the line items to meet their needs.

Some issues to consider are:

1. Existing budgets of the community partner and their quality/ policy readiness. What will be needed to enhance the services to meet and to support the requirements of WVBE Policy 2525?
2. Target population and intensity of service – What are the family needs in the community? How many hours per week will the WV Pre-k program be?
3. Current costs of providing services and what will change in order to provide the WV Pre-k program. What is the impact on the community program's budget and what additional resources are needed?
4. Consider:
  - Personnel costs, including increased compensation for qualified teachers
  - Facility costs
  - Consumable costs
  - Administrative costs
  - Insurance
  - Class materials and furniture
  - Curriculum and assessment materialsAdditionally it is important to consider costs such as:
  - Professional development to meet WVBE Policy 2525 standards for quality early education
  - Technical assistance to programs in meeting WVBE Policy 2525 standards
  - Costs of evaluation and quality assurance (ECERS-R training and implementation)Other costs as appropriate to each situation

Complete the budget for operation of the collaborative classroom, indicating contributions of the county school system and the community partner. Calculate total cost and insert appropriate figures into the formula for calculating percentage of FTE.

County Name \_\_\_\_\_  
 Location of Classroom \_\_\_\_\_  
 Partners: \_\_\_\_\_

Date Submitted \_\_\_\_\_  
 Number of children served \_\_\_\_\_

**WV Pre-k Contractual Community Programs  
 FTE Calculation**

- 1. Calculate the total cost of the classroom, including resources from all partners:  
 Enter the financial resource for each applicable line item from each partner. Total  
 the contributions from each as well as the total cost overall.**

<b>Budget Category</b>	<b>County Board</b>	<b>Community Partner:</b>	<b>TOTAL COST</b>
<b>STAFF COSTS</b>			
Teacher			
Aide			
Administrator			
Other			
<b>FACILITY COSTS</b>			
Space			
Renovations			
Utilities			
Custodial			
Other			
<b>INSURANCE</b>			
<b>SUPPLIES</b>			
Consumable			
Equipment/ materials			
Curriculum			
<b>FOOD</b>			
<b>ADMINISTRATION</b>			
<b>TRANSPORTATION</b>			
<b>PROFESSIONAL DEVELOPMENT</b>			
<b>EVALUATION</b>			
<b>TOTALS</b>	<b>A.</b>	<b>C.</b>	<b>B.</b>

A. Total County Board Costs \_\_\_\_\_

B. Total Classroom Cost \_\_\_\_\_

2. **Calculate the FTE per child:**

From the TOTALS row along the bottom insert the numbers into the formula:

A. Total County Board Contribution  
\_\_\_\_\_ = FTE/ Child

B. Total Cost of Classroom

A. ÷ B. = FTE for funding formula

3. Reimbursement amount is FTE (as calculated above) x county funding/child x no. children in class

*Contact the Finance office (Joe Panetta 304-558-6300) or Office of School Improvement (Dr. Cathy Jones 304-558-8099) for your county's per student reimbursement amount.*