

U. S. Virgin Islands ECAC Grant Proposal

TABLE OF CONTENTS

Project Description 3

A. Need for Assistance 4

Data and Needs Assessment Conducted 4

Current Status of the Quality and Availability of Programs and Services 9

Need for Coordination and Collaboration 15

Status of Early Learning Guidelines 16

Status of Governance 19

Status of Professional Development System 20

Status of Data Systems 21

B. Approach 22

ECAC Members 23

Action Plan 24

Periodic Needs Assessment 34

Public Hearings 34

ECAC Meetings 35

Sustainability Plan 35

C. Staff and Organization Profiles 36

D. Third Party Agreements 37

E. Budget and Budget Justification 38

Attachments

A. Governor’s Executive Order 42

B. U.S. Virgin Islands Early Childhood Advisory Committee Strategic Report 47

U. S. Virgin Islands ECAC Grant Proposal

C. Governor’s Letter 65

D. Resume of ECAC Coordinator 68

E. Organization Documents 71

F. Third Party Agreement 77

G. Documentation of Local Match 84

H. References 86

U. S. Virgin Islands ECAC Grant Proposal

PROJECT DESCRIPTION

The mission of the Early Childhood Advisory Committee (ECAC) of the United States Virgin Islands (USVI) is to develop a high-quality, coordinated, sustainable system of supports and services for young children and their families so all children begin school safe, healthy, and ready to succeed. To this end, the ECAC respectfully submits this grant proposal for \$500,000 over three years to support ECAC activities.

The ECAC was established by the Honorable Governor John P. de Jongh, Jr. through Executive Order (see Attachment A) in June 2008 pursuant to the Improving Head Start Act of 2007. Subsequently, members were appointed to serve and planning was initiated. For a detailed description of activities and progress to date, see the *U.S. Virgin Islands Early Childhood Advisory Committee Strategic Report* (Attachment B). Funding will support the following: (1) completion of the strategic planning process; (2) increase the capacity of partnerships to coordinate, improve, and expand delivery of services and programs within the system; (3) increase access and participation of underserved populations in high-quality early childhood educational and nurturing environments; (4) conduct periodic needs assessments on the quality and availability of early childhood programs (5) develop recommendations regarding the establishment of a unified data collection system to track outcomes and indicators and inform the early childhood system; and (6) design and advance a professional development system – in addition to other priorities to be identified by the ECAC during the planning process.

U. S. Virgin Islands ECAC Grant Proposal

A. NEED FOR ASSISTANCE

Data and Needs Assessment Conducted

Based on recent research in the fields of neuroscience, education, and psychology, it is now recognized that the years from birth to age five are the most critically important for human development and are predictive of long term outcomes – academically, economically, and socially.¹ In order to more fully understand the needs of the USVI in developing a strategic plan to ensure that our children are safe healthy and ready to succeed in school, the following demographic information is provided.

The USVI, a Territory of the United States, consists of four islands with population centers: St. Croix, St. Thomas, St. John, and Water Island, with many small and mostly uninhabited cays. The population of the USVI is 114,744 including 27,903 children birth to eighteen years, or 24% of the total population. 34.1% of all USVI children, or 9,515, are living in poverty, compared to a national rate of 18%.² Although local and regional variations are not reflected in the federal poverty thresholds, it is recognized that the cost of living in the USVI is higher than in most jurisdictions. Federal workers living in the USVI receive a cost of living adjustment to their salaries of 22.5%, in recognition of the higher costs of living in the USVI. By implication, the actual poverty level in the USVI is likely significantly higher than reported.

Poverty affects a child's chances for health, safety, and education from birth to adulthood, influencing an individual's abilities to succeed economically and socially. Children from birth to five years are developmentally most vulnerable to poverty's impacts. Research indicates that young children raised in poverty experience more limited early care and education, enter school behind their more affluent peers, are more likely to experience health problems and

¹ Center on the Developing Child at Harvard University (2007).

²U. S. Virgin Islands Kids Count Data Book 2009.

U. S. Virgin Islands ECAC Grant Proposal

abuse or neglect.³ The impacts of child poverty extend into adulthood, affecting an individual's ability to succeed and to contribute in a community. Children raised in poverty are more likely to become substance abusers, experience depression, become teen parents, drop out of school, be unemployed as adults, and have a higher rate of arrest and incarceration.⁴ This is played out in the number of detached youth in the USVI, youth ages 16 to 19 years not in school and not working, at 17%, over twice the national rate, and the recent rise in arrests for juvenile violent crime.⁵

Children's well-being is also significantly tied to family structure. Research indicates that children do best when raised by their biological mother and father in a low-conflict marriage. Even after controlling for family socioeconomic status, race/ethnicity, and other background characteristics, studies show that children in never-married, single-parent, or divorced families face higher risks of poor outcomes⁶ While many children in single-parent families grow up without problems, children of single mothers are generally more likely to be poor, have multiple living arrangements, have a negative relationship with a biological parent, receive lower levels of parental supervision, have lower educational attainment, and lower employment prospects.^{7 8} One-third of the child population of the USVI (33.2%) lives with two married parents as compared with a national average of 68%.⁹

Teenage pregnancy and parenthood continue to be major concerns threatening the development of teens and their children. Teen parents are more likely to lack sufficient developmental maturity and skills to consistently and adequately care for their children. Teen

³ Children's Defense Fund, *"Child Poverty in America"* (2008).

⁴ Ibid.

⁵ *U. S. Virgin Islands Kids Count Data Book 2009*.

⁶ Moore, K., Jekielek, S. and Emig, C., (2002).

⁷ US Department of Health and Human Services (1999).

⁸ Amato, P.R. & Booth, A. (1997).

⁹ *U. S. Virgin Islands Kids Count Data Book 2009*.

U. S. Virgin Islands ECAC Grant Proposal

mothers are more likely to be unemployed.¹⁰ Children of teen parents are more likely to have health concerns, have behavior and learning problems, drop out before graduating, and become teen parents themselves – in a cycle that repeats the early childbirth risk. The rate of babies born to teens, ages 15 to 19, in the USVI is 57.4 births per thousand births representing 13% of the total live births (compared to 42.5 per thousand in the nation).¹¹

Several health indicators put our children at additional risk. Access to health services is limited with 28.7% of USVI residents uninsured, with 24.3 % of children birth to five years uninsured. Individuals in the prime parenting age-group are uninsured at the rate of 53.4% of 18 to 24 year olds and 34.7% of 25 to 34 year olds.¹² Birth weight is an important indicator of infant health. Low birth weight babies account for more than half of all costs incurred to newborns. Low birth weight babies surviving infancy have an increased likelihood of cognitive and developmental delays. They experience greater health risks and disabilities during their childhood and adolescence and face higher adult health risks. The low birthrate for the USVI is 11.6% representing a rise over past years and higher than the national rate of 8.3%¹³

In considering child safety and overall physical and mental health issues, it is important to look at the data regarding child maltreatment. Child abuse and neglect have devastating consequences – physically, emotionally, educationally, and behaviorally. Youth compromised by early abuse or maltreatment are more likely than their peers to engage in high risk behaviors, including: inappropriate aggression, unsafe sex, drug use, alcoholism, and attempted suicide. An abused child is more likely to become an abusive parent, continuing the cycle. In 2007, 380 children were referred to the USVI Department of Human Services for

¹⁰ US Department of Labor, Bureau of Labor Statistics (1998).

¹¹ *U. S. Virgin Islands Kids Count Data Book 2009.*

¹² *Results from the 2009 Virgin Islands health Insurance Survey* (January 2010).

¹³ *U. S. Virgin Islands Kids Count Data Book 2009.*

U. S. Virgin Islands ECAC Grant Proposal

physical abuse, sexual abuse or neglect (up from 348 children in the previous year).¹⁴ This represents a rate of 13.6 per 1,000 children as compared to the national rate of 10.6 per 1,000 children. Children ages birth to five years (not including kindergarteners) represent approximately 28% of the total number of children in foster care placements, or 30 children.¹⁵

In 2009, there were 268 juvenile arrests throughout the territory with the majority on the island of St. Croix. According to testimony to the Legislature by the Commissioner of Human Services, “Poverty, drugs, school failure, lack of goals, absent parents, lack of direction and poor impulse control combined with easy access to weapons all play a role. Interviews with staff about children in the juvenile justice system reveal the following profile characteristics: a majority of families are in the very low income bracket, most are female-headed single parent families and in a significant number the mother works at a low wage job which keeps her away from home.... In many cases a lack of parental involvement or lack of parental supervision is a problem. It is important to remember that while these characteristics are prevalent, certainly many youth in similar circumstances are doing fine.”¹⁶

Based on information gathered in 2005-2006, over 12,000 adults (or 19%) in the USVI have experienced some type of intimate partner violence in their lifetime. This violence occurred with a current or former intimate partner, such as a spouse, boyfriend, or girlfriend. Females are more likely to experience physical intimate partner violence and/or unwanted sex than males and younger adults are more likely to report any type of intimate partner violence in

¹⁴ Ibid. According to members of territorial not-for-profit and government agencies working in the field of child abuse and neglect, cases are routinely under-reported in the USVI.

¹⁵ As reported by the USVI Department of Human Services. This number does not include children in kinship/relative care that DHS assists with paying for monthly due to abuse/neglect issues.

¹⁶ Testimony presented by Commissioner Christopher Finch before the Committee on Public Safety, Homeland Security and Justice, 28th Legislature of the U. S. Virgin Islands, Thursday, April 22, 2010.

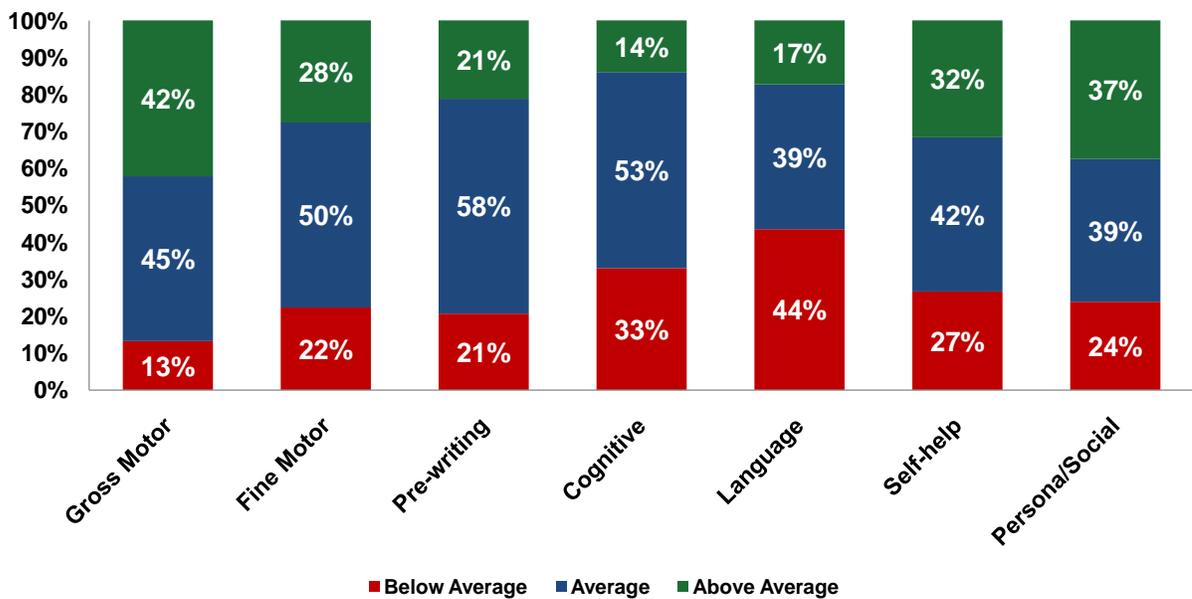
U. S. Virgin Islands ECAC Grant Proposal

their lifetime than older adults. In 2007, 719 cases of domestic violence were reported in the territory.¹⁷

Kindergarten entrance information gathered by the Department of Education indicates that many of our children lack the necessary skills for academic and social success. The following chart reflects those entering kindergarten in the 2009-10 school year. Children enrolled in private kindergartens are not included in the assessment.

US Virgin Islands Skill Development of Kindergarteners

Source: Virgin Islands Department of Education, Learning Accomplishment Profile, Third Edition , Fall 2009



Between 951 and 1038 US Virgin Islands kindergarteners were assessed, an average of 1004, depending on the domain being assessed.

Additional demographic and population data will help guide implementation strategies to meet the needs of the population to be served, and as reflected in the first of the ECAC's guiding principles is that service systems and planning efforts reflect and respect the cultural and

¹⁷ Information received from Venetia Velazques, ESQ., Clerk of the Court, Superior Court of the Virgin Islands.

U. S. Virgin Islands ECAC Grant Proposal

linguistic diversity of children and families in the USVI. Regarding racial make-up of the USVI: black 76.2%, white 13.1%, Asian 1.1%, other 6.1%, mixed 3.5% (2000 census) and languages: English 74.7%, Spanish or Spanish Creole 16.8%, French or French Creole 6.6%, other 1.9% (2000 census).¹⁸

In light of the above needs assessment data, there is much work to be done to turn the tide for children and families in the USVI. The establishment of the ECAC with ARRA funding provides the Territory with an opportunity to pull together to engage in this important work through comprehensive interagency strategic planning, goal setting, implementation of work plans, and monitoring of progress.

Current Status of the Quality and Availability of Programs and Services

	St. Croix	St. Thomas/St. John	TOTAL
# Children birth through preschool	-----	-----	8830 ¹⁹
# Children enrolled in Early Head Start	36	0	36
# Children enrolled in Head Start	464	430	894
# Children enrolled in Private Licensed Child Care	1061 ²⁰	1832 ²¹	2893
Estimated # Children <i>not</i> in licensed care	-----	-----	5007

The USVI, through a combination of federal and territorial funding, supports the following early childhood education and development programs and services.

- Head Start – The Head Start (HS) Program provides comprehensive education, health, nutrition and social services to low-income children and their families. The goal of this federally funded and locally matched program is to improve children’s chances for success in school and later life. In the USVI, the HS Program, operated by the Department of Human Services, has an enrollment of 894 children (464 on St. Croix and 430 in the St. Thomas/St.

¹⁸ *World Fact Book* (2009).

¹⁹ This is an estimate of the number of children born in the USVI from 2005-2009 and therefore birth to five years old as of 12-31-09. The kindergarten cut off for the USVI is December 31st. Final statistics are not yet available for 2009 births. An estimate for 2009 was calculated based on an average of the previous 4 years.

²⁰ Estimate at time of the survey

²¹ *Ibid.*

U. S. Virgin Islands ECAC Grant Proposal

John district) with an additional 400 eligible children on the waiting list. It is the largest and most comprehensive early childhood education program serving three and four-year-old children in the territory. All children are served through a class-based program in 49 classrooms utilizing the High Scope Curriculum. Teaching staff received comprehensive High Scope training during the 2009-10 school year. The following chart provides information regarding staff qualifications.

Teachers	Vacancy	No Degree	AA	BA
St. Thomas/St. John	9%	27%	59%	5%
St. Croix	0	18%	57%	15%

- Early Head Start – The Early Head Start (EHS) Program promotes healthy prenatal outcomes for pregnant women, enhances the development of very young children, and healthy family functioning. EHS is a federally-funded program with local match serving low-income families with infants and toddlers and pregnant women. In the USVI, the EHS Program, operated by Lutheran Social Services of the Virgin Islands, only serves children and families on the island of St. Croix. EHS has an enrollment of 12 pregnant women, 12 children and families served through home-visiting, and 24 children in a class-based program for a total of 48 served. Through ARRA funding the enrollment will increase by 72, with an additional 12 pregnant women, 12 home-based, and 48 class-based – bringing the total EHS funded enrollment to 120 pregnant women and children birth to three years. Regarding teacher qualifications, five of the six classroom teachers have earned a Child Development Associate (CDA) credential and both Home Visitors have earned a CDA. The EHS Program utilizes nationally recognized curricula, the Infant and Toddler High Scope Curriculum for the center-based and home-based programs and Partners for a Healthy Baby with pregnant women and newborns in the home-based program.

U. S. Virgin Islands ECAC Grant Proposal

- Child Care and Regulatory Services, Subsidy Program – Child care subsidies are provided to low income working parents or parents enrolled in school or training programs. The Child Care program determines the eligibility of families to receive child care subsidies based on a sliding scale for infants to after-school (birth to 13 years). In fiscal year 2009, subsidies were provided for a total of 1,186 children (613 on St. Thomas/St. John and 573 on St. Croix) from 575 families. Effective October 1, 2009 the maximum monthly reimbursement for infant, toddler, and preschool care was increased from \$280 to \$300. Even with this increase, the USVI still has one of the lowest subsidy reimbursement rates in the country.

Client profile:

Infants: 16%	Preschoolers: 60%	After-School: 24%
Single Parents: 98%	Married Parents: 2%	
Working Parents: 75%	Parents in school or training: 21%	

- Child Care and Regulatory Services, Licensed Child Care – Through statutory responsibility, the Department of Human Services monitors and licenses child care facilities including child care centers, family day care, group homes, after school programs, and summer camps, as well as Head Start and Early Head Start centers.

	# Child Care Centers serving children Birth – 5 years ²²	# Children Enrolled Birth – 5 years ²³
St. Croix	48	1061
St. Thomas/St. John	66	1832
TOTAL	114	2893

Curricula vary across programs, although the overwhelming majority utilizes a teacher-directed, academically based curriculum focused on workbooks, flashcards, and little child initiated activities or play. In a 2009 study of a sampling of early childhood settings across

²² This number does not include Head Start and Early Head Start as they are accounted for above, nor does it include licensed kindergarten programs

²³ This number does not include those enrolled in Head Start, Early Head Start, or licensed kindergarten programs

U. S. Virgin Islands ECAC Grant Proposal

the USVI, findings indicated that children's basic needs in terms of health and safety are not being met adequately; most children do not have opportunities to engage in activities which promote their development across all domains; most programs do not have adequate materials to support stimulating and developmentally appropriate learning activities; most programs lack safe outdoor equipment; most children spend too much time in whole group activities and have few opportunities for play or self-directed learning; and, although most interactions between the children and teachers are positive, the environment in many programs is stressful because of developmentally inappropriate environments and expectations for children.²⁴

In an effort to improve the quality of care, the USVI Department of Human Services has recently revised its Rules and Regulations for Child Care Facilities and published Early Learning Guidelines (see "Status of Early Learning Guidelines" below).

- Home-visiting programs – Currently, there are four Home Visiting programs implemented or in the planning process in the USVI: Early Head Start operated by Lutheran Social Services, Parents as Teachers operated by the Inter-Island Coalition of Parents for Change, the Nurse Family Partnership to be initiated by the Department of Health Division of Maternal Child Health, and a service coordination program for pregnant women and mothers of newborns operated by VI Perinatal, Inc. Early Head Start (EHS) currently serves 12 pregnant women and 12 infants and toddlers through a home-visiting model. Through ARRA funding the program will serve an additional 12 pregnant women and 12 infants and toddlers. (See above for a description of the Early Head Start program.) Parents as Teachers (PAT) is a home-visiting program that provides parents with child development knowledge and parenting support from pregnancy to kindergarten entry. The goals of PAT are to increase parent

²⁴ Jaeger, E. & Hirsh, E. (December 2009).

U. S. Virgin Islands ECAC Grant Proposal

knowledge of early childhood development, improve parenting practices, detect developmental delays and health issues early, prevent child abuse and neglect, and increase children's school readiness and success. Inter-Island Parent Coalition for Change is funded to serve 75 children and families. The Nurse Family Partnership program provides home visits by registered nurses to first-time mothers, beginning during pregnancy and continuing through the child's second birthday. The program has three primary goals: (1) to improve pregnancy outcomes by promoting health-related behaviors; (2) to improve child health, development, and safety by promoting competent care-giving; and (3) to enhance parent life-course development by promoting pregnancy planning, educational achievement, and employment. The Maternal Child Health program is planning to begin implementation of a Nurse Family Partnership program in the near future. VI Perinatal, Inc. provides service coordination to pregnant women linking them with community programs and services to promote healthy pregnancies and newborns through home visits. Staff make home visits to encourage clients to keep scheduled medical appointments; refer clients to other service providers; and ensure high risk pregnant clients maintain consistency in receiving prenatal/post-partum as well as medical treatment for clients diagnosed with diabetes and/or hypertension. From October 2008 to December 2009, VI Perinatal Inc. served 71 high risk pregnant clients.

- Social Services – The USVI Department of Human Services (DHS) operates a variety of programs that impact young children and families. In addition to administering the Head Start and Child Care subsidy and regulatory programs, DHS administers Family Assistance Programs (TANF, SNAP, and Energy Assistance), Child Abuse and Neglect and Foster Care services, Juvenile Justice, and numerous grants to private agencies for such services as

U. S. Virgin Islands ECAC Grant Proposal

parenting programs and residential care for children with disabilities and for abused/neglected children. There are numerous private agencies that provide services and supports to young children and families in areas related to substance abuse, family violence, mental health, and child abuse and neglect,

- Health and Nutrition Services – The Department of Health (DOH) functions as both the state regulatory agency and the territorial public health agency. DOH has direct responsibility for conducting programs of preventive medicine, including special programs impacting young children and families including Maternal and Child Health and Children with Special Health Care Needs, Family Planning, Women Infants and Children (WIC), Immunization, Environmental Sanitation, Mental Health and Substance Abuse Prevention, Medicaid, and Early Periodic Screening and Diagnostic Treatment (EPSDT). DOH also is responsible for health promotion and protection, regulation of health care providers and facilities, and policy development and planning, as well as maintaining the vital statistics for the population. In addition, health care is provided through two 330 Community Health Clinics.
- Early Childhood Special Education (Part B) – Early Childhood Special Education, administered by the USVI Department of Education, serves three- and four-year-olds with disabilities or significant delays who have Individualized Education Plans. Most children are included in Head Start and other private child care programs with their typically developing peers. Specialists visit children in these settings to provide integrated therapy and consultation to their early childhood teachers. The Department of Education and Department of Human Services Head Start Program have a cooperative interagency agreement to ensure children with disabilities and/or delays receive appropriate services.

U. S. Virgin Islands ECAC Grant Proposal

- Infants and Toddlers/Early Intervention (Part C) – The Early Intervention Program, administered by the Department of Health, serves children birth to three years of age with diagnosed disabilities, developmental delays, or substantial risk of significant delays and their families in the child’s natural environment.

Children Receiving Early Intervention or Special Education Services

	St. Croix	St. Thomas/St. John
Infants and Toddlers (Part C)	106	45
Early Childhood Special Education (Part B)	59	52

Need for Coordination and Collaboration

In the past, USVI programs have developed relationships for specific purposes or with specific goals in mind. The Head Start program has an interagency agreement with the Department of Education Division of Special Education for services for children with disabilities and/or developmental delays. Early Head Start program has developed partnerships with VI Perinatal, Inc.; Department of Health, Infants and Toddlers (Part C); Department of Education, Special Education (Part B); and Department of Human Services, Foster Grandparent and Head Start Programs for resource services, referral, and transition. Other programs such as VI Perinatal, Inc. and the Infants and Toddlers Program (Part C), for example, have developed partnerships to meet the needs of individual clients as their focus is on service coordination.

Probably the best example of collaboration is the annual Best Beginnings early childhood conference that was held for its 12th year in May 2010. Recognizing that no one agency has the resources to do it alone, this conference is an interagency effort involving the Department of Human Services, Office of Child Care and Regulatory Services, Head Start Program, and the Division of Family Assistance; the University of the Virgin Islands, University Center for Excellence in Developmental Disabilities; the Community Foundation of the Virgin Islands, The

U. S. Virgin Islands ECAC Grant Proposal

Family Connection; Lutheran Social Services, Early Head Start Program; Department of Education, Division of Curriculum, Assessment, and Technology; and the Governor's Children and Families Council.

The development and publication of *The Virgin Islands Early Learning Guidelines* is another example of interagency collaboration, as described below.

The establishment of the ECAC is the first opportunity the Territory has taken to embark on comprehensive interagency strategic planning on behalf of young children and families. ARRA funding will provide an excellent opportunity to coordinate and braid together strategies and resources to improve services and reach common goals for young children and their families.

Status of Early Learning Guidelines

The Virgin Islands Early Learning Guidelines, published in May 2010, reflect what children need to know, understand, and be able to do by the time they reach kindergarten. Recognizing that children are not accountable for achieving these skills on their own, the guidelines are written to address what adults can do to support a child's individual development. The guidelines are meant to be inclusive of all children and all settings in which young children spend time before elementary school.

The Virgin Islands Early Learning Guidelines were developed with five goals in mind: (1) to increase understanding of all areas of children's development (including physical health and wellness; social, emotional, and values development; approaches to learning; language and literacy; mathematical understanding; science; social studies; and creative arts) and to recommend developmentally appropriate strategies for supporting optimal development; (2) to expand understanding of the multiple influences on the education and life success of young children; (3) to support families by providing examples of strategies that facilitate and enhance

U. S. Virgin Islands ECAC Grant Proposal

children's development; (4) to provide teachers, caregivers, and administrators in early childhood education and care programs with a common conceptual framework and guidelines for planning developmentally appropriate curriculum, instruction, and assessment for young children; and (5) to provide a resource for community members and policymakers to use in assessing the impact of current policies and resources on the optimal developmental of young children.

The Virgin Islands Early Learning Guidelines are written with the concept of Developmentally Appropriate Practices as its base. Developmentally Appropriate Practice results from the process of adults making decisions about the well-being and education of children based on at least three important kinds of information of knowledge: what is known about child development and learning; what is known about the strengths, interests, and needs of each individual child; and knowledge of the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant, and respectful.²⁵

Although *The Virgin Islands Early Learning Guidelines* specifically address the needs of children ages 3-5, this does not mean to imply that a child's earliest years are not crucial in his/her preparation for elementary school. The significance of a child's development leading up to age 3 cannot be stressed enough. In order for a child to exhibit the behaviors put forth by this document as demonstrative of healthy development, he/she must have access to good health care, supportive social-emotional environments, and a safe, strong community.²⁶ The Steering Committee which developed *The Virgin Islands Early Learning Guidelines* is about to embark on the development of a companion document to address the specific needs of children birth to three, now that the document for three to five year olds is complete. There is an inherent

²⁵ Copple & Bredekamp, 2009.

²⁶ Shonkoff & Phillips, 2000; Getting Ready, 2005.

U. S. Virgin Islands ECAC Grant Proposal

understanding within this document that learning occurs from the moment a child is born and throughout his/her life, and that all stages of development are important and deserve respect.

The process used to develop *The Virgin Islands Early Learning Guidelines* reflects a dialogue among professionals from across the Territory about shared values and commitments and the desire to develop challenging and meaningful guidelines that reflect best practices and new knowledge gleaned from research and evidence. Members of the Steering Committee reviewed early learning guidelines from other states and reviewed research about best practices from the field. Members of the Steering Committee included representatives from: Department of Human Services, Division of Child Care and Regulatory and the Head Start Program; Department of Education, Division of Instruction, Technology, and Assessment and Division of Special Education Services; University of the Virgin Islands, Division of Teacher Education; Head Start Training and Technical Assistance, Region II; Community Foundation of the Virgin Islands, The Family Connection; Caribbean Literacy Network; and Directors of Private Child Care Centers. Once the *Guidelines* were drafted, they were distributed for public review and comment. Input was incorporated into the document.

The Virgin Islands Early Learning Guidelines were launched at the annual Territory-wide Best Beginnings Early Childhood Conference attended by approximately 800 teachers, parents, service providers, and other interested community members. At the conference, workshop sessions focused on how to implement the *Guidelines* as a tool for developmentally appropriate practice with young children in natural environments and where each participant was provided with a CD of the *Guidelines* to use as an on-going reference.

U. S. Virgin Islands ECAC Grant Proposal

Status of Governance

The USVI ECAC was established by the Honorable Governor John P. de Jongh, Jr. through Executive Order (see Attachment A) in June 2008 pursuant to the Improving Head Start Act of 2007 and serves as a committee of the Governor's Children and Family Council. The Children and Families Council is chaired by the First Lady and is composed of Commissioners of USVI government agencies and key private entities. The ECAC is composed of 28 gubernatorial appointees who serve on a voluntary basis, and include a broad range of constituencies representing government and private agencies. (See Attachment B: "USVI ECAC Strategic Report," pp. 3-4 for a list of members and the agencies they represent.)

The Coordinator of the ECAC was appointed by the Chair of the Children and Families Council, pursuant to the Governor's Executive Order. To date, the Coordinator, a member of the ECAC and the Director of The Family Connection, a program of the Community Foundation of the Virgin Islands, has been serving on a voluntary basis. The Coordinator has responsibility for guiding the ECAC members in the development of the strategic plan process. Through this process, vision and mission statements were developed, guiding principles formulated, and a definition of school readiness adopted. (See Attachment B: "USVI ECAC Strategic Report, pp. 5-9.) The ECAC established workgroups in an effort to broaden input from wide cross-discipline expertise, to engage community stake-holders, and to assist in making recommendations for the development of the strategic plan in the following specific areas: Physical Health and Wellness, Social and Emotional Health and Wellness, Professional Development, Quality Early Childhood Education and Elementary Education, and Family Support. Workgroups met to review and identify existing data sources; current initiatives; successful strategies; barriers to services; and service gaps, needs, and issues to be addressed as

U. S. Virgin Islands ECAC Grant Proposal

part of the needs assessment process. Based on the information gathered, workgroups made recommendations to the ECAC regarding goals and objectives to focus on as essential features of the strategic plan.

Moving forward, the Office of the Governor is the applicant and will be the recipient of the State Advisory Council grant award. The Office of the Governor will contract with the Community Foundation of the Virgin Islands to coordinate the activities of the grant to ensure continuity through the continued efforts of the current Coordinator, an employee of the Community Foundation. (See Sections (C) Staff and Position Data; (D) Organizational Profiles; and (E) Third Party Agreements.)

Status of Professional Development System

The USVI currently has pieces of a professional development system, yet has not developed a comprehensive, coordinated approach. The ECAC has established a workgroup of key stakeholders to assist in the development of a professional development system, with the following goal: “individuals who work with and/or on behalf of children and families will have access to a comprehensive coordinated cross-sector professional development system.”

Objectives (6 and 7) of this application focus on this area.

The University of the Virgin Islands, the only institution of higher education within the Territory, created the Inclusive Early Childhood Education Program with the purpose of (1) improving the quality of early childhood care and education; (2) upgrading the knowledge and skills of early childhood professionals; (3) ensuring that these professionals are trained to provide quality inclusive early childhood programs in which children from birth through eight years with differing abilities and their families have the same educational opportunities; and (4) providing a continuum of educational opportunities through which the student in Inclusive Early

U. S. Virgin Islands ECAC Grant Proposal

Childhood Education may earn a Certificate, an Associate of Arts Degree, and Bachelor of Arts Degree through an articulated program. The University of the Virgin Islands also has an articulated AA and BA program in nursing and a BA degree in social work.

According to the newly revised Rules and Regulations for Child Care Facilities, teachers and directors will be required to earn a Child Development Associate (CDA) or certificate. For the first time, CDA programs will be offered on a large scale outside of the Head Start and Early Head Start Programs. The Department of Human Services will provide support for CDA training through the Child Care Development Fund quality improvement monies. This alone holds great potential for improving the baseline quality of care and education in licensed facilities, where typically the highest level of training has been a high school diploma with isolated training and workshop experiences.

Status of Data Systems

At present, the USVI does not have a comprehensive, unified data system to assist in monitoring outcome measures and inform early childhood systems-building efforts. Data is currently collected by various agencies within individual programs for internal monitoring and planning. There is little coordination or data sharing across programs. For example, both the Head Start Program and the Child Care subsidy program have extensive waiting lists; however, there is no clear picture of the total unduplicated number of children who are unserved. Additionally, several agencies provide developmental screening, yet there is no central data system to track those screened, those needing or receiving follow-up, or to determine the number of children who have or have not been screened. Objective (5) of this proposal addresses the need for and the intention to develop recommendations regarding the establishment of a unified data collection system to track outcomes and indicators and inform the early childhood system.

U. S. Virgin Islands ECAC Grant Proposal

B. APPROACH

To date, the approach the USVI has used involved the ECAC establishing the parameters for the work by developing the vision, mission, guiding principles, and definition of school readiness. Subsequently, the ECAC established five workgroups to broaden input from wide cross-discipline expertise, to engage community stake-holders, and to assist in making recommendations for the development of the strategic plan. (See Attachment B: “USVI ECAC Strategic Report” and “Status of Governance,” above.) ARRA funding will enable the ECAC, with assistance and input from the workgroups, to complete the planning process and focus on specific areas to meet the requirements set forth in the Governor’s Executive Order and the Improving Head Start Act of 2007. Workgroups will continue to meet to advise and assist the ECAC in developing strategies and actions plans for meeting the established goals and objectives and identifying outcome indicators to measure progress. Two additional workgroups will be established, (1) “Data Workgroup” to make recommendations for developing and implementing a unified data collection system to track outcomes, determine needs, and measure success and (2) “Public Awareness Workgroup” to inform the community about early childhood issues and work of the ECAC. Priorities will be identified by the ECAC during its strategic planning process. ARRA funding will support the ECAC and workgroups to fulfill its responsibilities outlined in the Governor’s Executive Order and the Improving Head Start Act of 2007:

1. Complete the ECAC planning process;
2. Increase the capacity of partnerships to coordinate, improve, and expand delivery of services and programs within the system;
3. Increase access and participation of underserved populations in high-quality early childhood educational and nurturing environments;

U. S. Virgin Islands ECAC Grant Proposal

4. Conduct periodic needs assessments on the quality and availability of early childhood programs and services;
5. Develop recommendations regarding the establishment of a unified data collection system to track outcomes and indicators and inform the early childhood system; and
6. Design and advance a professional development system.

ECAC members – see Attachment B the “USVI ECAC Strategic Report,” pp. 3-4 for a listing of ECAC members and pp. 15-18 for agencies represented in individual workgroups.

U. S. Virgin Islands ECAC Grant Proposal

Action Plan

Goal 1: Complete the interagency comprehensive strategic planning process		
Objectives:		
<ol style="list-style-type: none"> 1. To identify strategies for meeting the goals and objectives outlined in the Strategic Report (Attachment B, p. 11) 2. To delineate outcome indicators to monitor progress and measure outcomes 3. To develop action plans to implement strategies 		
Strategies:		
Workgroups will meet to make recommendations to the ECAC regarding the remaining features of the interagency comprehensive strategic plan. The ECAC will review the recommendations of the workgroups to finalize the strategic plan.		
Measurable Outcomes:		
Written ECAC Strategic Plan for the early childhood system		
Activities	Timeline for Implementation	Quantitative Accomplishments
Workgroups will convene to identify and develop specific strategies to meet previously determined goals and objectives.	Year 1, Quarter 1	Outline of strategies linked to objectives
Workgroups will convene to identify outcome indicators to monitor progress and measure outcomes.	Year 1, Quarter 1	Outline of outcome indicators linked to strategies
ECAC members will convene to review workgroup recommendations and finalize strategies and outcome indicators to incorporate into the early childhood comprehensive systems strategic plan.	Year 1, Quarter 2	Strategic plan which includes goals, objective, strategies and outcome indicators
Workgroups will convene to develop specific action plans linked to the strategic plan which identifies priorities, potential resources, and timelines for implementation	Year 1, Quarter 2 and 3	Action plan will be drafted with identified priorities and resources to enable implementation
ECAC members will convene to review the drafted action plans developed by the workgroups and finalize action plans	Year 1, Quarter 3	Comprehensive strategic plan which delineates goals, objectives, strategies, outcome indicators, action plans, resources, and timelines
The ECAC Strategic Plan will be disseminated as part of the ECAC Strategic Annual Report for public review and comment	Year 1 Quarter 4	ECAC Strategic Report completed

U. S. Virgin Islands ECAC Grant Proposal

Goal 1: Complete the interagency comprehensive strategic planning process		
Coordinator of the ECAC will present the comprehensive strategic plan for the early childhood system to the Children and Families Council for endorsement and commitment of resources to implement the plan	Year 1, Quarter 4	Comprehensive strategic plan is endorsed
ECAC members will convene to determine strategies for monitoring the implementation of the strategic plan for the early childhood system, including fulfillment of signed MOAs	Year 1, Quarter 4	Monitoring plan

Goal 2: Increase the capacity of partnerships to coordinate, improve, and expand delivery of services and programs within the system		
Objectives:		
<ol style="list-style-type: none"> 1. To identify potential resources within agencies that can support aspects of the system 2. To identify potential partnerships to support the system 3. To develop interagency agreements to support the implementation of the strategic plan and support the system 		
Strategies:		
Information will be gathered to assist the workgroups in developing the strategic plan and action steps for the early childhood system. Recommendations for interagency MOAs to implement the strategic plan will be made to the Children and Families Council.		
Measurable Outcomes:		
Signed interagency MOAs to support the implementation of the ECAC Strategic Plan for the early childhood system		
Activities	Timeline for Implementation	Quantitative Accomplishments
A matrix of federal and local funding sources and amounts will be distributed to agencies, both public and private, to gather information regarding funding levels and resources within the system	Year 1, Quarter 1	Completed matrix indicating funding resources
A survey of agencies, both public and private, will be disseminated to determine programs and current initiatives within the system that focus on young children and their families, their goals, and services	Year 1, Quarter 1	Directory of programs and initiatives as resources within the system
Workgroups will use the above information to identify	Year 1, Quarter 2 and 3	Action plan will be drafted with identified

U. S. Virgin Islands ECAC Grant Proposal

Goal 2: Increase the capacity of partnerships to coordinate, improve, and expand delivery of services and programs within the system		
potential partnerships and to develop specific action plans		resources to enable implementation
The Coordinator of the ECAC will present recommendations to the Children and Families Council regarding interagency MOAs to be developed to support the early childhood system and implementation of the strategic plan	Year 1, Quarter 3	Children and Family Council endorsement of the creation MOAs
Interagency MOAs are developed and signed	Year 1, Quarter 4	Signed interagency MOAs

Goal 3: Increase access and participation of underserved populations in high-quality early childhood educational and nurturing environments		
Objectives:		
<ol style="list-style-type: none"> 1. To identify features and standards of high quality inclusive early childhood programs for various early childhood settings from birth to kindergarten – and include these as an integral part of the QRIS 2. To determine program assessment strategies – and include these as an integral part of the QRIS 3. To develop a voluntary Quality Rating Improvement System (QRIS) based on assessments of high quality inclusive early childhood program standards 4. To ensure that the QRIS is in alignment with professional development standards and credentialing and Early Learning Guidelines 5. To establish a system of incentives and rewards to encourage implementation of the QRIS and to increase access to high quality programs 6. To develop strategies to reach and engage family, friend, and neighbor (FFN) care providers to improve the quality of education and care 7. To review the <i>VI Early Learning Guidelines</i> for 3-4 year olds to ensure alignment with the K-12 Common Core Standards adopted by the USVI Department of Education 8. To develop early learning guidelines for those involved in educating and nurturing children ages birth to three years 		
Strategies:		
Through ARRA funding, the USVI Department of Human Services will contract a consultant to provide technical assistance to the Quality Education Workgroup in the development of a QRIS. The Quality Education Workgroup will develop an FFN plan and amend/develop early learning guidelines.		
Measurable Outcomes:		
<ul style="list-style-type: none"> • QRIS developed. 		

U. S. Virgin Islands ECAC Grant Proposal

Goal 3: Increase access and participation of underserved populations in high-quality early childhood educational and nurturing environments		
<ul style="list-style-type: none"> • Plan for outreach to FFN care providers developed as part of ECAC Strategic Plan • <i>VI Early Learning Guidelines</i> are amended to ensure alignment with K-12 Standards and expanded to include those for children ages birth to three. 		
Activities	Timeline for Implementation	Quantitative Accomplishments
The Department of Human Services Child Care and Regulatory Services will contract with a consultant to advise and assist in the development of a QRIS system	Year 1, Quarter 1	Signed contract
Convene meetings of the Quality Education Workgroup to work with the consultant to develop a QRIS – which includes standards of quality and assessment criteria and is aligned with Early Learning Guidelines and the Professional Development System	Year 1, Quarters 2, 3, 4	QRIS
Provide professional development to early childhood program staff re: QRIS	Year 2, Quarter 1	Documentation of professional development
Convene the ECAC Public Awareness Workgroup to develop a public awareness campaign re: QRIS	Year 2, Quarter 1	Public Awareness plan
Disseminate information to the public re: QRIS	Year 2, Quarter 2 (and beyond)	Documentation of PR campaign
Align the QRIS with the web-based child care management and information system	Year 2, Quarter 1	Web-based system
Establish a system of incentives and rewards delineating procedures for accessing the system tied to the QRIS	Year 2, Quarters 2 and 3	Document indicating incentives and rewards and procedures for access available to public
Evaluate the QRIS and the quality improvements of programs	Year 3	Report
Convene the Quality Education Workgroup to complete the plan for outreach to FFN caregivers as part of the ECAC Strategic Plan ²⁷	Year 1, Quarters 1, 2, and 3	FFN plan incorporated into ECAC Strategic Plan

²⁷ Initial goals were developed through an interagency team in December 2009.

U. S. Virgin Islands ECAC Grant Proposal

Goal 3: Increase access and participation of underserved populations in high-quality early childhood educational and nurturing environments		
Convene the Quality Education Workgroup to review the <i>VI Early Learning Guidelines</i> for 3-4 year olds to ensure alignment with the K-12 Common Core Standards adopted by the USVI Department of Education	Year 1, Quarter 1	Necessary amendments made to <i>VI Early Learning Guidelines</i>
Convene the Quality Education Workgroup to develop early learning guidelines for those involved in educating and nurturing children ages birth to three years	Year 1, Quarters 2, 3, 4 Year 2, Quarter 1	Published <i>VI Early Learning Guidelines</i> published and on web
Develop a plan for dissemination and implementation of the <i>VI Early Learning Guidelines</i> (birth to 5 years)	Year 2, Quarter 2	Dissemination plan

Goal 4: Conduct periodic needs assessments on the quality and availability of early childhood programs and services		
<p>Objectives: To implement a web-based system to:</p> <ol style="list-style-type: none"> 1. Collect information about licensed programs and monitor compliance with licensing standards 2. Collect information about achievement of quality levels based on standards set within the QRIS 3. Collect information about the numbers and ages of children served in various settings 4. To facilitate and manage the eligibility process which will ensure that services are provided most effectively to the Department of Human Services Child Care and Regulatory Services Program selected target populations (i.e., children who are designated as receiving protective services, children of parents receiving TANF benefits, and children of teen parents) 5. Facilitate the development and tracking of specific facility corrective action plans and quality improvement plans 6. Provide information on the quality and availability of early childhood education programs 		
<p>Strategies: The Department of Human Services Child Care and Regulatory Services Program will lead this initiative with support from the ECAC. Funding will be provided through ARRA and Child Care Development Funds.</p>		
<p>Measurable Outcomes: Web-based child care management and information system</p>		
Activities	Timeline for Implementation	Quantitative Accomplishments
Publish a request for proposals to contract a provider for a web-based management and information system	Year 1, Quarter 1	Published request for proposals in media

U. S. Virgin Islands ECAC Grant Proposal

Goal 4: Conduct periodic needs assessments on the quality and availability of early childhood programs and services		
Review of applicants and their suitability to be customized to meet needs of the USVI	Year 1, Quarter 1	Applicants rated
Award contract	Year 1, Quarter 2	Signed contract
Execute contract and work with contractor to ensure system meets needs and is aligned with licensing standards and QRIS	Year 1, Quarters 2, 3, 4 and Year 2, Quarter 1	Monthly progress reports from contractor
System established	Year 2, Quarter 1	Web-based system
Staff trained and competent in utilizing system	Year 2, Quarter 2	Documentation of training and competence
Early childhood center staff trained on inputting information	Year 2, Quarter 3	Documentation of training; monitoring of input
Review of data collected and the system's ability to meet information needs	Year 2, Quarter 4	Report of review
Make adjustments to system as determined by review	Year 3, Quarters 1 and 2	Web-based system updated

Goal 5: Develop recommendations regarding the establishment of a unified data collection system to track outcomes and indicators and inform the early childhood system		
<p>Objectives:</p> <ol style="list-style-type: none"> 1. To identify outcome indicators and data collection needs 2. To inventory and review local databases used by different agencies 3. To review national data systems used to coordinate data across agencies 4. To develop a plan to link data collected by the USVI Departments of Education, Human Services, Health, and other participating agencies, incorporating appropriate data-sharing agreements and safeguards 		
<p>Strategies:</p> <p>The ECAC will initiate a workgroup to research, define, and make recommendations for the development of a comprehensive integrated data collection system</p>		
<p>Measurable Outcomes:</p> <p>Plan for data collection across agencies designed to track outcomes and indicators and monitor the early childhood system</p>		
Activities	Timeline for Implementation	Quantitative Accomplishments
ECAC will identify individuals to participate in the "Data Workgroup," ensuring membership representing key	Year 1, Quarter 1	Data Workgroup membership listing

U. S. Virgin Islands ECAC Grant Proposal

Goal 5: Develop recommendations regarding the establishment of a unified data collection system to track outcomes and indicators and inform the early childhood system		
agencies within the system (such as the Departments of Health, Education, and Human Services)		
Convene a meeting of Data Workgroup members to provide an orientation regarding an overview of the ECAC and the role and expectations of the Workgroup	Year 1, Quarter 2	Documentation of meeting (sign-in, agenda, and minutes)
Convene the Data Workgroup to review the strategic plan to identify indicators and their potential data sources	Year 1, Quarter 3	Matrix of indicators and data sources
Develop a matrix indicating agencies, programs, databases used, and information collected	Year 1, Quarter 4	Matrix
Determine data elements and gaps based on information gathered	Year 2, Quarter 1	List of data elements, sources, and gaps
Identify and hire a contractor to use the information gathered (above) and to assist the ECAC in the development of plans for a unified data collection system that ensures that appropriate information is collected and shared across databases and privacy safeguards are included.	Year 2, Quarter 1 and 2	A plan for data collection across agencies
Submit the plan outlining recommendations regarding the establishment of a unified data collection system to track outcomes and indicators and inform the early childhood system to the Children and Families Council (including costs)	Year 2, Quarter 3	Submission of plan in minutes of meeting
The Children and Families Council will identify potential funding sources to establish a unified data collection system	Year 2, Quarter 4	Funding plan
Establish a unified data collection system	Year 3	System established

Goal 6: Design and advance a professional development system that ensures that individuals who work with and/or on behalf of children and families have access to a comprehensive coordinated cross-sector professional development system
Objectives:

U. S. Virgin Islands ECAC Grant Proposal

<p>Goal 6: Design and advance a professional development system that ensures that individuals who work with and/or on behalf of children and families have access to a comprehensive coordinated cross-sector professional development system</p>		
<ol style="list-style-type: none"> 1. To identify core knowledge and competencies across professions serving young children and their families 2. To identify current opportunities for professionals development 3. To identify and create opportunities for joint and cross-training 4. To develop and implement strategic plans for cross-sector professional development 5. To imbed core knowledge and competencies into pre-service professional development and identify opportunities for cross-listing of courses at the University of the Virgin Islands in core professions, including nursing, social work, and education 		
<p>Strategies: The Professional Development Workgroup will be charged with drafting a cross-sector professional development plan to submit to the ECAC as part of the ECAC Strategic Plan and make appropriate recommendations to the University of the Virgin Islands.</p>		
<p>Measurable Outcomes: Plan for cross-sector professional development within the ECAC Strategic Plan for the early childhood system</p>		
Activities	Timeline for Implementation	Quantitative Accomplishments
Review research to identify core knowledge, skills, and dispositions needed to support young children and families who are culturally, linguistically, and ability diverse	Year 1, Quarter 1	Core cross-sector competencies developed
Determine current structures, supports, mechanisms, approaches, and opportunities for professional development across agencies and professions	Year 1, Quarter 2	Matrix of current professional development practices
Develop a strategic action plan to provide cross-sector professional development to enhance identified core competencies	Year 1, Quarter 3	Strategic plan
Implement the action plan	Year 2, Quarter 1 and on-going	Documentation of accomplishing action plan timelines
Review existing courses at the University of the Virgin Islands to identify opportunities for imbedding core competencies and cross-listed courses	Year 1, Quarter 3 and 4	Documentation of findings
Make recommendations to amend course descriptions and course catalogues to reflect professional development in	Year 2, Quarter 1 and 2	Documentation of recommendations

U. S. Virgin Islands ECAC Grant Proposal

Goal 6: Design and advance a professional development system that ensures that individuals who work with and/or on behalf of children and families have access to a comprehensive coordinated cross-sector professional development system		
core competencies to the University of the Virgin Islands		

Goal 7: Design and advance an early childhood professional development system tied to <i>The Virgin Islands Early Learning Guidelines</i> , licensing, QRIS, credentialing, and compensation		
Objectives:		
<ol style="list-style-type: none"> 1. To identify core knowledge and competencies needed by early childhood practitioners 2. To develop early childhood practitioner qualifications, credentials, and pathways 3. To identify or establish an early childhood professional development entity or agency with authority to assess knowledge and skill levels for various roles, levels, or programs; and issue territorial credentials; maintain a professional development registry; maintain a professional development provider registry; and serve as a professional development clearinghouse 4. To develop a career advisory system 5. To develop a professional development provider registry to ensure that instructors have the credentials and are knowledgeable in their subject area 6. To assess the capacity and effectiveness of the University of the Virgin Islands to support the development of inclusive early childhood educators 7. To provide incentives and scholarships to those pursuing a career in early childhood education 8. To provide rewards and compensation for early childhood practitioners who successfully achieve various levels of professional competence 		
Strategies:		
The Professional Development Workgroup will be charged with drafting an early childhood professional development plan to submit to the ECAC as part of the ECAC Strategic Plan and make appropriate recommendations to the University of the Virgin Islands.		
Measurable Outcomes:		
Early childhood professional development plan		
Activities	Timeline for Implementation	Quantitative Accomplishments
Review research and identify core knowledge and competencies needed by early childhood practitioners to educate, nurture, and work effectively with young children and their families who are culturally, linguistically, and	Year 1, Quarter 1 and 2	Core competencies developed

U. S. Virgin Islands ECAC Grant Proposal

Goal 7: Design and advance an early childhood professional development system tied to <i>The Virgin Islands Early Learning Guidelines</i> , licensing, QRIS, credentialing, and compensation		
ability diverse and ensure these are tied to <i>The Virgin Islands Early Learning Guidelines</i>		
Delineate early childhood practitioner qualifications, credentials, and pathways that are linked to specific roles, levels, and programs; articulated; and linked to the QRIS	Year 1, Quarter 3 and 4	Early childhood professional development career lattice
Conduct a workforce study and needs assessment to determine early childhood practitioners' prior training, experiences, and competencies to guide individual professional needs and goals and structure the professional development system to assist practitioners in meeting their goals	Year 1, Quarter 3 and 4	
Develop strategic guidelines to structure an early childhood professional development agency – either within an existing agency or by establishing a new entity – with authority to assess knowledge and skill levels for various roles, levels, or programs; provide career advisement; issue territorial credentials or licenses; maintain a professional development registry; maintain a professional development provider registry; and serve as a professional development clearinghouse	Year 2, Quarter 1 and 2	Document outlining strategic guidelines and structure for agency
Make recommendations to the Children and Families Council to identify or establish an early childhood professional development agency	Year 2, Quarter 3	Agency identified or established
Support and assist the University of the Virgin Islands Inclusive Early Childhood Education Program in achieving NAEYC and NCATE accreditation for their AA and BA programs	Year 2, Quarters 1, 2, 3, and 4	Accreditation
Develop and implement strategies to assess the capacity and effectiveness of the University of the Virgin Islands to support the development of inclusive early childhood educators to meet the educational and nurturing needs of	Year 2, Quarter 1	Assessment plan completed

U. S. Virgin Islands ECAC Grant Proposal

Goal 7: Design and advance an early childhood professional development system tied to <i>The Virgin Islands Early Learning Guidelines</i> , licensing, QRIS, credentialing, and compensation		
children in the USVI		
Develop and implement a strategic plan to build in incentives, scholarships, rewards, and compensation with funding recommendations to submit to the Children and Families Council	Year 3, Quarter 1, 2, 3, and 4	Strategic plan submitted

U. S. Virgin Islands ECAC Grant Proposal

Periodic Needs Assessment

The ECAC Data Workgroup will assist the Coordinator in updating the community needs assessment annually utilizing information gathered from the annual USVI Kids Count Data Book and information gathered from cooperating agencies. Once established, the unified data system will provide information on key indicators to measure impact and success of the efforts throughout the early childhood system and the web-based child care information and management system will provide information on the quality and availability of early childhood programs and services

Public Hearings

Public Hearings on the ECAC Strategic Report (see Attachment B: “USVI ECAC Strategic Report”) were held on June 29, 2010 on St. Croix and on June 30, 2010 on St. Thomas. Announcements of the Public Hearings were posted in the two daily newspapers, the St. Croix Avis and the Virgin Islands Daily News; VI Source, the online newspaper, at <http://stthomassource.com/content/news/local-news/2010/06/24/vi-childhood-report-available-review> and announced on the radio. The report that went out for public review and comment and included the “Data and Needs Assessment Conducted” and the “Current Status of the Quality and Availability of Programs and Services” sections of this grant proposal as attachments. Copies of the report were made available at public libraries and libraries of the University of the Virgin Islands for public review. Accompanying the document, information was provided regarding how the public could submit comments via email and postal mail. The Strategic Report was emailed to members of all ECAC workgroups and Leadership in Action participants. A Strategic Report will be developed annually with input from the community through public

U. S. Virgin Islands ECAC Grant Proposal

hearings. The Strategic Report will be submitted to the Children and Families Council and the Governor and disseminated to inform the community of the work of the ECAC.

ECAC Meetings

The ECAC meetings were held on March 3, 2009; June 30, 2009; August 6, 2009; September 24, 2009; during which the parameters for the work were established by developing the vision, mission, guiding principles, and definition of school readiness. Subsequently, the ECAC established five workgroups to assist by making recommendations for the development of the strategic plan. Workgroups met to formulate goals and objectives. (See Attachment B the “USVI ECAC Strategic Report,” pp. 15-18 for the dates of workgroup meetings.) The ECAC convened again on June 9, 2010 to review the work of the workgroups and to provide input to the draft of the Strategic Report. Moving forward, with ARRA funding, the ECAC will meet at least quarterly, and more often as needed, to ensure that adequate progress is made on goals and objectives.

Sustainability Plan

The ECAC three-year plan described in this grant application will establish fundamental components of the early childhood system designed to exist beyond the grant period, including:

- MOAs among agencies to implement the ECAC strategic plan
- QRIS with incentives and rewards
- Early Learning Guidelines for educating and nurturing children birth to five years
- Web-based child care management and information system
- Plans for a unified data collection system
- Cross-sector professional development system
- Early childhood professional development system

U. S. Virgin Islands ECAC Grant Proposal

These systems support quality improvements to the territory-wide early childhood system designed to improve positive outcomes for children and school readiness. Once established, the ECAC will be responsible for engaging in continuous improvement efforts by evaluating and monitoring these systems, making quality adjustments, and building on these initiatives.

C. STAFF AND POSITION DATA and ORGANIZATIONAL PROFILE

The Community Foundation of the Virgin Islands (CFVI) and its Director of The Family Connection (TFC) has been designated by the Governor of the Virgin Islands to coordinate activities of the State Advisory Council, or ECAC. (See Attachment (C) Governor's letter.)

CFVI was established in 1990 to serve both donors and nonprofit organizations that want to ensure the highest quality of life for both present and future generations. Its primary goal is to build a collection of permanent funds to enhance the educational, physical, social, cultural, and environmental well-being of children, youth, and families of the USVI. (See Attachment (E) for CFVI Organization information.)

As part of the Annie E. Casey Foundation's national initiative, CFVI receives funding to compile and disseminate information in *The KIDS COUNT USVI Data Book*. Data collected on the status of children in the USVI brought the need to focus on improving the quality of early care and education to the forefront. In response, CFVI established an early childhood initiative, entitled "The Family Connection (TFC)," to strengthen the child care and early education infrastructure and to improve outcomes for children. TFC focuses its efforts in three areas: policy and infrastructure, quality improvement and capacity building, and community engagement. In the area of policy and infrastructure, staff serves on interagency planning committees and task forces including: revision of the Rules and Regulations for Child Care Facilities, development of Early Learning Guidelines, and planning for a Quality Rating

U. S. Virgin Islands ECAC Grant Proposal

Improvement System. In the area of quality improvement and capacity building, staff offers training and technical assistance to early childhood personnel, conducts workshops, and provides CDA training. In community engagement, staff provides resources to parents and professionals through its lending library and works to build community awareness of the importance of the early years to future success through adoption of the national “Born Learning” campaign.

Eleanor Hirsh, Director of TFC, has been designated as the Coordinator of the ECAC and is responsible for coordinating all activities of the State Advisory Council Grant. (To review her credentials, experience, and resume, see Attachment D.) In this leadership role, she works with community agency representatives on the ECAC and its workgroups, organizes ECAC meetings, and facilitates the discussions and decision-making process of the ECAC and its workgroups. The TFC Director has lived and worked in the USVI for 30 years in many leadership capacities, in direct service programs, and on interagency teams with a focus on early childhood education, child development, children with disabilities, and family support.

D. THIRD PARTY AGREEMENTS

It is the intention of the Office of the Governor to sub-grant the work of the State Advisory Council Grant with the Community Foundation of the Virgin Islands once the Office of the Governor receives the grant award. A signed third Party agreement between the Office of the Governor and the Community Foundation of the Virgin Islands will be forwarded to the Office of Head Start as soon as it becomes available. (See Attachment F: Third Party Agreement for a sample document.)

U. S. Virgin Islands ECAC Grant Proposal

E. BUDGET and BUDGET JUSTIFICATION

Budget Year One:

Category	Line Item Amount
Salaries and Fringe Benefits	\$ 0
Travel	\$ 0
Equipment	\$ 0
Supplies	\$ 0
Contractual	\$ 144,186.00
Other	\$ 0
Total Direct Costs	\$ 144,186.00

Local Match: \$1,166,667.00 (See Attachment G: Documentation of Local Match)

Projected Budget: YEAR TWO

Category	Contract
Salaries and Fringe Benefits	\$ 0
Travel	\$ 0
Equipment	\$ 0
Supplies	\$ 0
Contractual	\$ 196,186.00
Other	\$ 0
Total Direct Costs	\$ 196,186.00

Projected Budget: YEAR THREE

Category	Contract
Salaries and Fringe Benefits	\$ 0
Travel	\$ 0
Equipment	\$ 0
Supplies	\$ 0
Contractual	\$ 159,629.00
Other	\$ 0
Total Direct Costs	\$ 159,628.00

U. S. Virgin Islands ECAC Grant Proposal

CONTRACT BUDGET AND BUDGET JUSTIFICATION

Sub-Grantee: Community Foundation of the Virgin Islands (CFVI)

YEAR ONE: Total Requested: \$ 144,186.00

A. Personnel:

Contract: \$52,748.00

Position	Annual Salary/Rate	Fringe @ 7.65%	Level of Effort	Cost
Coordinator of ECAC Activities			50%	
Administrative Assistant			50%	
TOTAL				\$52,748.00

Justification:

- ECAC Coordinator is responsible for coordinating all activities of the ECAC will provide leadership regarding interagency collaboration; facilitation of workgroups; and creation of documents and reports as required and necessary.
- Administrative Assistant will provide support to the ECAC by coordinating logistics for meetings, disseminating information, preparing materials and meeting packets, ordering
- Fringe Benefit costs reflect current rates and policies for the agency.

C. Travel:

Contract: \$ 43,530

Purpose	Location	Item	Rate	Cost
Inter-island travel	Between St. Croix and St. Thomas	Airfare	\$175/flight for 20 trip/month (240 trips)	\$ 42,000
Grantee conference	Washington, DC	Airfare	\$600/flight	\$ 600
		Hotel	\$200/night x 3 days	\$ 600
		Per Diem (meals)	\$66/day x 5 days	\$ 330
TOTAL				\$ 43,530

Justification:

- Costs for inter-island travel is required for workgroups and ECAC members to meet.

U. S. Virgin Islands ECAC Grant Proposal

- It is a requirement for the coordinator of the State Advisory Trip to the mainland is required to attend the national State Advisory Councils meeting. Extra days for per diem reflects that travel to and from the mainland require one day each way.

D. Equipment:

Contract: \$0

Justification: Equipment will not be purchased using federal funds at an acquisition cost of greater than \$5,000 per unit.

E. Supplies:

Contract: \$ 4,800

Item(s)	Rate	Cost
General Office Supplies	\$100/month x 12 months	\$ 1,200
Copying	\$300/month x 12 months	\$ 3,600
TOTAL		\$ 4,800

Justification: Office supplies are needed for the general operation and coordination of the ECAC activities. Copying costs are for workgroup and ECAC meetings for resources and documents.

G. Construction: N/A

H. Other:

Contract: \$ 43,107.80

Item	Rate	Cost
Administrative costs	10% of costs (\$131,078)	\$ 13,108.00
Printing		\$ 10,000.00
Meeting costs		\$ 20,000.00
TOTAL		\$ 43,108.00

Justification:

- Administrative costs cover agency costs for fiscal documentation and reporting
- Printing costs include reports and documents for public awareness.

U. S. Virgin Islands ECAC Grant Proposal

- Meeting costs cover costs of holding ECAC quarterly and monthly workgroup meetings

Projected Budget: YEAR TWO

Category	Contract
Salaries and Fringe Benefits	\$ 52,748.00
Travel	\$ 43,530.00
Equipment	\$ 0
Supplies	\$ 4,800.00
Contractual	\$ 50,000.00
Other	\$ 45,108.00
Total Direct Costs	\$ 196,186.00

Justification:

- Additional contractual costs for consultant to assist in developing a plan for a unified data collection system

Projected Budget: YEAR THREE

Category	Contract
Salaries and Fringe Benefits	\$ 52,748.00
Travel	\$ 43,530.00
Equipment	\$ 0
Supplies	\$ 4,800.00
Contractual	\$ 0
Other	\$ 58,550.00
Total Direct Costs	\$ 159,628.00

Justification:

- At this time it is not anticipated that contractual services will be needed, however, printing costs will be increased to complete and disseminate final documents created through the grant.

U. S. Virgin Islands ECAC Grant Proposal

Attachment A: Governor's Executive Order



THE UNITED STATES VIRGIN ISLANDS
OFFICE OF THE GOVERNOR
GOVERNMENT HOUSE
Charlotte Amalie, V.I. 00802
340-774-0001

EXECUTIVE ORDER NO. 440 - 2008
TO ESTABLISH THE GOVERNOR'S CHILDREN AND FAMILIES COUNCIL AND
AN ADVISORY COMMITTEE ON EARLY CHILDHOOD EDUCATION AND CARE;
AND TO REPEAL EXECUTIVE ORDER NO. 344 - 1994

WHEREAS, the children and families of the United States Virgin Islands are our most precious resource and investing in their health, education, safety and livelihood is of utmost priority; and

WHEREAS, the Governor of the United States Virgin Islands is deeply committed to protecting the welfare, and ensuring the development of the children and families of the Virgin Islands; and

WHEREAS, it is in the best interest of all of the children of the Territory that the government, the community, businesses and families invest in their well-being now to provide to them a future of opportunity; and

WHEREAS, investing in high quality early childhood programs, saves on resources later committed to correct social welfare ills, special education and criminal justice costs; and

WHEREAS, the Governor of the Virgin Islands acknowledges the commitment that many stakeholders have to the children and families in the Territory and recognizes the need for a collaboration of efforts to insure educational success, positive socialization and economic opportunity;

NOW, THEREFORE, I, John P. de Jongh, Jr., Governor of the United States Virgin Islands, by virtue of the authority vested in me by the Revised Organic Act of 1954, as amended, do hereby order:

SECTION 1. There is established the Governor's Children and Families Council ("The Council").

U. S. Virgin Islands ECAC Grant Proposal

Executive Order No. 440 - 2008

Page 2

SECTION 2. The Mission of the Council shall be as follows:

- i. To study, plan, and recommend changes to improve the delivery of services to children and families, and to eliminate duplication of services;
- ii. To equip all children in the Virgin Islands with the tools and opportunities needed to mature into well-balanced, healthy, productive adults in society;
- iii. That all children in the Virgin Islands begin school safely, healthy, ready to learn and ready to succeed;
- iv. That all early childhood programs and services are better integrated and coordinated;
- v. To develop an integrated plan for men, women and children to thrive emotionally, and advance in education and technical training; and
- vi. To develop a strategy to empower families in the Virgin Islands through economic opportunity.

SECTION 3. The Council shall consist of a chairperson and members appointed by the Governor. The Children and Families Council members shall include the following:

- a. The Chairperson, who shall be the First Lady of the United States Virgin Islands or other person designated by the Governor
- b. Commissioner of the Department of Human Services
- c. Commissioner of the Department of Health
- d. Commissioner of the Department of Education
- e. Commissioner of the Department of Labor
- f. Commissioner of the Virgin Islands Police Department
- g. Commissioner of the Department of Housing, Parks and Recreation
- h. The Attorney General
- i. Coordinator or representative of the Committee on Early Childhood Education and Care
- j. Representative (s) of the private sector community
- k. Representative (s) of the non-profit community
- l. Representative (s) of the faith-based community
- m. Senior policy advisor to the Governor

In addition, the Governor may at his discretion remove or appoint additional members to serve on the Council.

SECTION 4. Every agency or department represented on the Council shall designate an individual to serve as the staff contact.

SECTION 5. The Children and Families Council's primary functions shall include, but are not limited to, the following:

U. S. Virgin Islands ECAC Grant Proposal

Executive Order No. 440 - 2008

Page 3

- a. Convening on a minimum quarterly basis to study, plan, and insure the execution of and recommend changes to the improvement of services to children and families;
- b. Collaborating with government departments and private organizations, non-profit organizations and faith based organizations that serve children and families to provide a coordinated, comprehensive, interagency approach to the delivery of services;
- c. Comprehensively examine on an ongoing basis the mission of all agencies with a focus on the education and protection of children, the strengthening of families and evaluate the efficiency of the delivery of services by these agencies; and
- d. Making policy and funding recommendations to the Governor which may serve as the basis for creating administrative policies and/or legislation for the provision of the highest level of services and programs to the children and families of the territory.

The Governor shall establish various sub-committees of the Council. These sub-committees shall arise out of the need to address other areas of concern necessary to the well-being of children and families or to assist the Children and Families Council in carrying out the mandates of this order.

SECTION 6. There is established in the United States Virgin Islands a Committee to act as the "Advisory Council on Early Childhood Education and Care" (hereinafter called "the Committee" or "Committee on Early Childhood Education and Care") pursuant to the Improving Head Start Act of 2007.

SECTION 7. The primary responsibilities of the Committee shall include, but are not limited to, the following:

- a. Working under and in collaboration with the Children and Families Council;
- b. Advising the Children and Families Council on all matters regarding the welfare of children from birth through school entry;
- c. Conducting a periodic Territorial needs assessment concerning the quality and availability of early childhood education and development programs for children from birth to school entry;
- d. Identifying opportunities for, and barriers to collaboration among Federally-funded and Territorially-funded child development, child care, and early childhood education programs and services;
- e. Providing recommendations for increasing the participation of children in childcare and early childhood education programs;

U. S. Virgin Islands ECAC Grant Proposal

Executive Order No. 440 - 2008

Page 4

- f. Providing recommendations for implementing a unified data collection system for kindergarten entry to track outcomes, determine needs, and measure success;
- g. Develop strategies and make recommendations to support optimal development and well-being in all domains of early childhood growth to include: physical well-being and motor development, social and emotional development, approaches to learning, language development, and cognitive and general knowledge;
- h. Providing recommendations for professional development and career advancement plans for early childhood educators;
- i. Assessing the capacity and effectiveness of programs at the University of the Virgin Islands toward supporting the development of early childhood educators, and their professional development and career advancement plans.
- j. Making recommendation for improvements in Territorial early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate;
- k. Submitting to the Governor a territorial strategic report addressing the activities prescribed herein;
- l. After submission of the strategic report, meet periodically to review any implementation of the recommendations in such report and any changes in territorial needs; and
- m. Create public awareness of early childhood issues and work of the Committee.

SECTION 8. The Committee shall consist of representative members of the following agencies or departments:

- a. Virgin Islands Department of Human Services
- b. Virgin Islands Police Department
- c. Virgin Islands Department of Education
- d. Virgin Islands Department Health
- e. Local Providers of early childhood education and development services
- f. University of the Virgin Islands
- g. Local Head Start agency Director or designee
- h. Private or non-profit entities determined to be relevant by the Governor

SECTION 9. The Governor hereby authorizes the Chairperson of the Council, to designate a Coordinator for the Committee, subject to the Governor's approval, and to add members to assist with accomplishing the goals of the Committee.

SECTION 10. Every Government agency or department shall cooperate with both the Council and the Committee, and furnish such information and assistance as is reasonably necessary to accomplish the purposes of the Council and the Committee.

U. S. Virgin Islands ECAC Grant Proposal

Executive Order No. 440 - 2008
Page 5

SECTION 11. Executive Order No. 344 – 1994 is hereby rescinded.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Seal of the Government of the United States Virgin Islands to be affixed at Charlotte Amalie, St. Thomas, Virgin Islands, this 2nd day of June, A.D., 2008.



Attest:



United States Virgin Islands

Early Childhood Advisory Committee (ECAC)

Strategic Report

June 2010



U. S. Virgin Islands ECAC Grant Proposal

Purpose of the Report

This report describes the formation of the Virgin Islands Early Learning Advisory Committee, its accomplishments, and goals. It serves as a mechanism to communicate with the Office of the Governor, the Children and Families Council, government and non-government agencies, and the general public regarding the work of the Committee.

Establishment of the Early Childhood Advisory Committee (ECAC)

The Early Childhood Advisory Committee (ECAC) was established through Executive Order #440-2008 by Governor John P. de Jongh, Jr. as a committee of the Children and Families Council and pursuant to the Improving Head Start Act of 2007, on June 2, 2008. Primary responsibilities of the ECAC are, but are not limited to, the following:

- Working under and in collaboration with the Children and Families Council;
- Advising the Children and Families Council on all matters regarding the welfare of children from birth through school entry;
- Conducting a periodic Territorial needs assessment concerning the quality and availability of early childhood education and development programs for children from birth to school entry;
- Identifying opportunities for and barriers to collaboration among Federally-funded and Territorially-funded child development, childcare, and early education programs and services;
- Providing recommendations for increasing the participation of children in childcare and early education programs;
- Providing recommendations for implementing a unified data collection system for kindergarten entry to track outcomes; determine needs, and measure success;
- Develop strategies and make recommendations to support optimal development and well-being in all domains of early childhood growth to include: physical development and motor development, social and emotional development, approaches to learning, language development, and cognitive and general knowledge;
- Providing recommendations for professional development and career advancement plans for early childhood educators;
- Assessing the capacity and effectiveness of programs at the University of the Virgin Islands toward supporting the development of early childhood educators, and their professional development and career advancement plans;
- Making recommendations for improvements in Territorial early learning standards and to undertake efforts to develop high quality comprehensive early learning standards, as appropriate;
- Submitting to the Governor a Territorial strategic report addressing the activities described;

U. S. Virgin Islands ECAC Grant Proposal

- After submission of the strategic report, meet periodically to review any implementation of the recommendations of the report and any changes in Territorial needs; and
- Create public awareness of early childhood issues and work of the committee.

Membership

According to the Executive Order, the ECAC must consist of representatives from the following agencies or departments:

- Virgin Islands Department of Human Services
- Virgin Islands Police Department
- Virgin Islands Department of Education
- Virgin Islands Department of Health
- Local providers of early childhood education and development services
- University of the Virgin Islands
- Local Head Start Agency Director or designee
- Private or non-profit entities determined to be relevant by the Governor

The Governor authorized the Chairperson of the Children and Families Council to designate a Coordinator of the ECAC, subject to the Governor's approval, and to add members to assist with accomplishing the goals of the ECAC.

Chairperson of the Children and Families Council:

First Lady, Ms. Cecile deJongh

Coordinator of the ECAC:

Eleanor Hirsh

Members of the ECAC:

- Community Foundation of the Virgin Islands, Director The Family Connection, Ellie Hirsh
- Department of Health
 - Director Division of Mental Health and Substance Abuse Prevention, Doris Farrington-Hepburn
 - Director Early Intervention (Part C), Renee Joseph-Rhymer
 - Director Maternal Child Health, Patricia Penn
- Department of Human Services
 - Children and Family Services, Assistant Commissioner Kim Causey-Gomez
 - Director Head Start, Diane Jeffers

U. S. Virgin Islands ECAC Grant Proposal

- District Manager Head Start (STX), Shawn Miller
- District Manager Head Start (STT/STJ), Masikia Lewis
- Administrator Child Care and Regulatory Services, Olga Santos
- Lutheran Social Services, Coordinator of Early Head Start, Kellie Sullivan
- Department of Education
 - Deputy Commissioner, Sarah Mahurt
 - State Director Special Education, Carrie Johns
 - Coordinator Special Education (STT/STJ), Daphne Dawson
 - District Director Special Education (STX), Gail Perez
 - Coordinator Special Education Training/Child Find (STX), Maureen Moorehead
 - District Director Special Education (STT/STJ), Felicita Richards
 - Primary Supervisor (STT/STJ), April Monroe-Phillips
 - Primary Supervisor (STX), Nilaja Taylor
 - Coordinator English Language Learning, Yvonne Rivera
- Department of Justice, Attorney, Douglas Dick
- Board of Education, Janis Esannasan
- Special Assistant to the Governor, Angeli Ferdschneider
- University of the Virgin Islands
 - Center for Excellence on Disabilities, Assistant Director, Gerada Hanna
 - Professor of Inclusive Early Childhood Education, Beulah Lateef
- Inter-Island Parent Coalition for Change, VI FIND Michelle LaCoss
- Caribbean Literacy Network, Director, Beth Marshall
- VI Perinatal, Inc., Director, Eurkres Rallings
- Virgin Islands Behavioral Services, Clinical Director, Rita Dudley-Grant



U. S. Virgin Islands ECAC Grant Proposal

Vision: All children in the VI thrive, grow, and learn in safe, nurturing, healthy families and communities.

Mission: To develop a high-quality, coordinated, sustainable system of supports and services for young children and their families so all children begin school safe, healthy, and ready to succeed.

Guiding Principles:

1. Children and families are members of cultural groups.

Service systems and planning efforts reflect and respect the cultural and linguistic diversity of children and families in the Virgin Islands.

2. The family plays the most important role in a young child's life.

During the earliest years of a child's life from birth to age 5, a child's growth and development is shaped within the context of relationships with primary adults. Parents are children's primary and most important caregivers and educators. Because a child's first and most important learning occurs in the context of family, it is essential that families have the information, supports, and resources needed to help their children develop in optimal ways.

3. Families are the center of service-delivery.

Ensuring that all children develop to their maximum potential requires the involvement of many stakeholders, including multiple agencies and service providers. Early involvement with families, service coordination, interagency agreements, and resource flexibility and leveraging are required at the territory and community levels. The service system should be comprehensive, culturally responsive, and accessible to children and families. The system should ensure that services are of the highest quality and that all interactions with children and families are conducted with respect.

4. The first five years of life are a critical developmental period.

Children come into the world ready to learn, actively engaged in making sense of their world. The first years of a child's life are critical to optimal brain development and set the groundwork for a lifetime of learning and relationships. Important opportunities exist to influence the healthy development of children in the early years. Public policies should seek to address the risk factors affecting children's development from before birth to kindergarten entry. Quality early learning settings - whether preschool, child care, or informal family, friend or neighbor care - are essential in preparing young children for success.

U. S. Virgin Islands ECAC Grant Proposal

5. Responsibility for school readiness lies not with children, but with the adults who care for them and the systems that support them.

Systems responsible for the health, mental health, nutrition, education, and care, as well as systems designed to support families, need to take an active role in ensuring that children have the resources they need to succeed in school and beyond. Resources and programs across agencies need to collaborate so that services are integrated and coordinated to benefit children and families. Children should expect that all schools and programs are prepared to meet their needs. Schools and programs need to be ready for children and, therefore, must be responsive to children’s needs and development.

6. Child development occurs across equally important and interrelated domains — physical wellbeing and motor development; social, emotional, and values development; approaches to learning; cognition (including language and literacy, mathematical understanding, science, social studies); and creativity and the arts.

Early care and education must address the “whole child” and be continuously working with each child on multiple levels. Children learn best when their physical and health needs are met and they feel psychologically safe and secure. Children rely on parents and early care and education practitioners to know what to do if their needs are not being met, or are being compromised. Recognizing that all children do not develop at the same rate, each child should be treated as an individual with unique strengths, interests, and approaches to learning.



U. S. Virgin Islands ECAC Grant Proposal

VI Definition of School Readiness:

Children’s readiness for school is made up of multiple components and shaped by numerous factors. Improving school readiness, therefore, must address children’s development of skills and behaviors as well as the environments in which they spend their time. The Virgin Islands ECAC uses a comprehensive view of school readiness as the foundation for its work which describes the range of components that influence children’s ability to be ready for school.

Ready Virgin Islands..... Refers to the culturally appropriate and relevant policies and infrastructure necessary for supporting the system, which include governance, collaboration, communication systems, and financing.

Ready Communities..... Refers to the resources and supports that are available and impact young children and their families. These include businesses, faith-based institutions, advocacy organizations, and neighborhood and community groups.

Ready Health Services..... Refers to the comprehensive physical and mental health and wellness services available to support children and families from before birth to school entry.

Ready Early Care and Education..... Refers to access to high quality early learning environments and the infrastructure that supports and monitors the elements of quality including a well-trained workforce, low staff-child ratios and group sizes, developmentally and culturally appropriate curricula strong in all developmental domains, and adequate teacher compensation. There are four cornerstones to ready high quality Early Care and Education settings:

1. Knowledge of growth and development of typically and atypically developing children
2. Knowledge of the strengths, interests, and needs of each child
3. Knowledge of the social and cultural contexts in which each child and family lives
4. Ability to translate developmental and cultural knowledge into developmentally appropriate practices

U. S. Virgin Islands ECAC Grant Proposal

- Ready Schools**..... Refers to a school system that welcomes all children and has the capacity to serve all kindergarteners effectively by providing opportunities to enhance and build confidence in their skills, knowledge, and abilities. Ready schools have learning facilitated by teachers who are sensitive to cultural and individual differences; recognize, reinforce and extend children’s strengths; and assist them in overcoming their difficulties. Teachers and administrators have the knowledge, resources, and supports to ensure that they are ready to teach children who come into school with a broad range of skills, are ready to establish a nurturing atmosphere, and are ready to build strong positive relationships with families. There are four cornerstones to ready schools:
1. Knowledge of growth and development of typically and atypically developing children
 2. Knowledge of the strengths, interests, and needs of each child
 3. Knowledge of the social and cultural contexts in which each child and family lives
 4. Ability to translate developmental and cultural knowledge into developmentally appropriate practices
- Ready Families**..... Refers to children’s family context and home environment and includes the supports necessary for families to be “ready families.” A ready family recognizes their role as the child’s first and most important teacher, providing steady and supportive relationships, ensuring safe and consistent environments, promoting good health, and fostering curiosity excitement about learning, determination, and self-regulation. A ready family takes responsibility for the child’s school readiness through direct, frequent, and positive involvement and interest in the child and the child’s school.
- Ready Children**..... Refers to what children know and can do in each of the domains of physical well-being and motor development; social, emotional, and values development; approaches to learning; cognition (including language and literacy, mathematical understanding, science, social studies); and creativity and the arts.

VI Definition of School Readiness:



U. S. Virgin Islands ECAC Grant Proposal

Work Groups

The ECAC established workgroups in an effort to broaden input from wide cross-discipline expertise, to engage community stake-holders, and to assist in making recommendations for the development of the strategic plan in the following specific areas:²⁸

- Physical Health and Wellness
- Social and Emotional Health and Wellness
- Professional Development
- Quality Early Childhood Education and Elementary Education
- Family Support

Workgroups met to review and identify existing data sources; current initiatives; successful strategies; barriers to services; and service gaps, needs, and issues to be addressed as part of the needs assessment process. Based on the information gathered, workgroups made recommendations to the ECAC regarding goals and objectives to focus on as essential features of the strategic plan. The ECAC together with the workgroups will conduct periodic statewide needs assessments, identify opportunities for and barriers to collaboration and coordination, and develop recommendations to meet the responsibilities outlined in the Executive Order. The ECAC adopted the following goals and objectives outlined in the following chart:



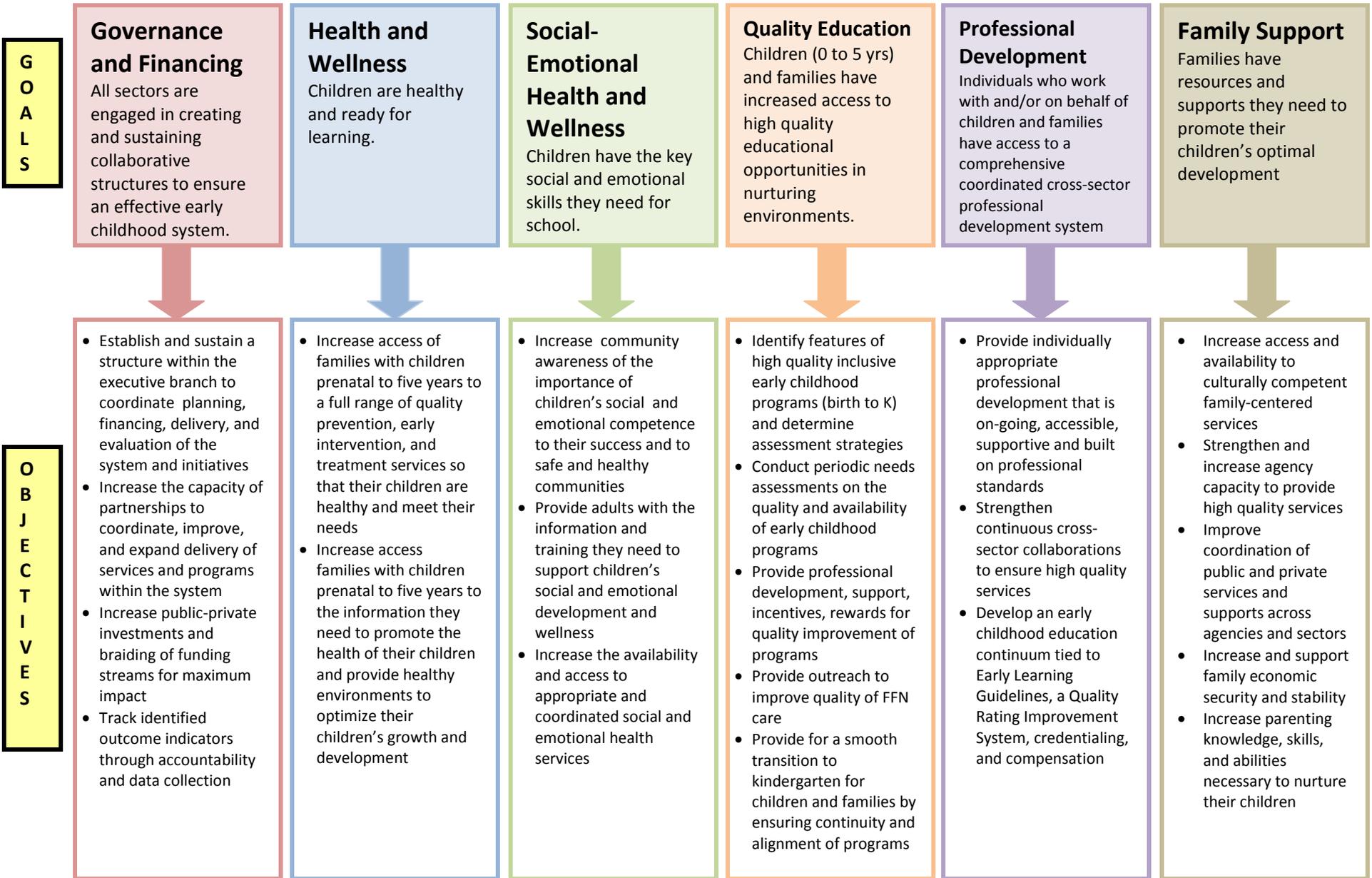
²⁸ See Attachment A for information concerning meeting dates and membership

U. S. Virgin Islands ECAC Grant Proposal

Virgin Islands ECAC Strategic Plan

Vision: All children in the VI thrive, grow, and learn in safe, nurturing, healthy families and communities.

Mission: To develop a high-quality, coordinated, sustainable system of supports and services for young children and their families so all children begin school safe, healthy, and ready to succeed.



U. S. Virgin Islands ECAC Grant Proposal

Outcome Indicators:

The major indicator of progress to determine school readiness and the success of ECAC efforts and strategies to achieve its mission of “all children begin school safe, healthy, and ready to succeed” is the results of the Department of Education’s kindergarten entry testing. The Department of Education conducts the Learning Accomplishment Profile 3rd Edition (LAP-3) assessment to provide a method for observing and determining the skill levels of children as they enter kindergarten. Children are assessed in seven domains of development:

- Gross Motor – coordination of large body movements
- Fine Motor – coordination of small muscle movements, particularly those of the hands
- Pre-Writing – coordination and use of writing tools
- Cognitive – perception, memory, understanding of concepts, and reasoning
- Language – receptive and expressive communication
- Self-Help – independence in self care
- Personal/Social – ability to interact and get along with peers and adults and self-concept

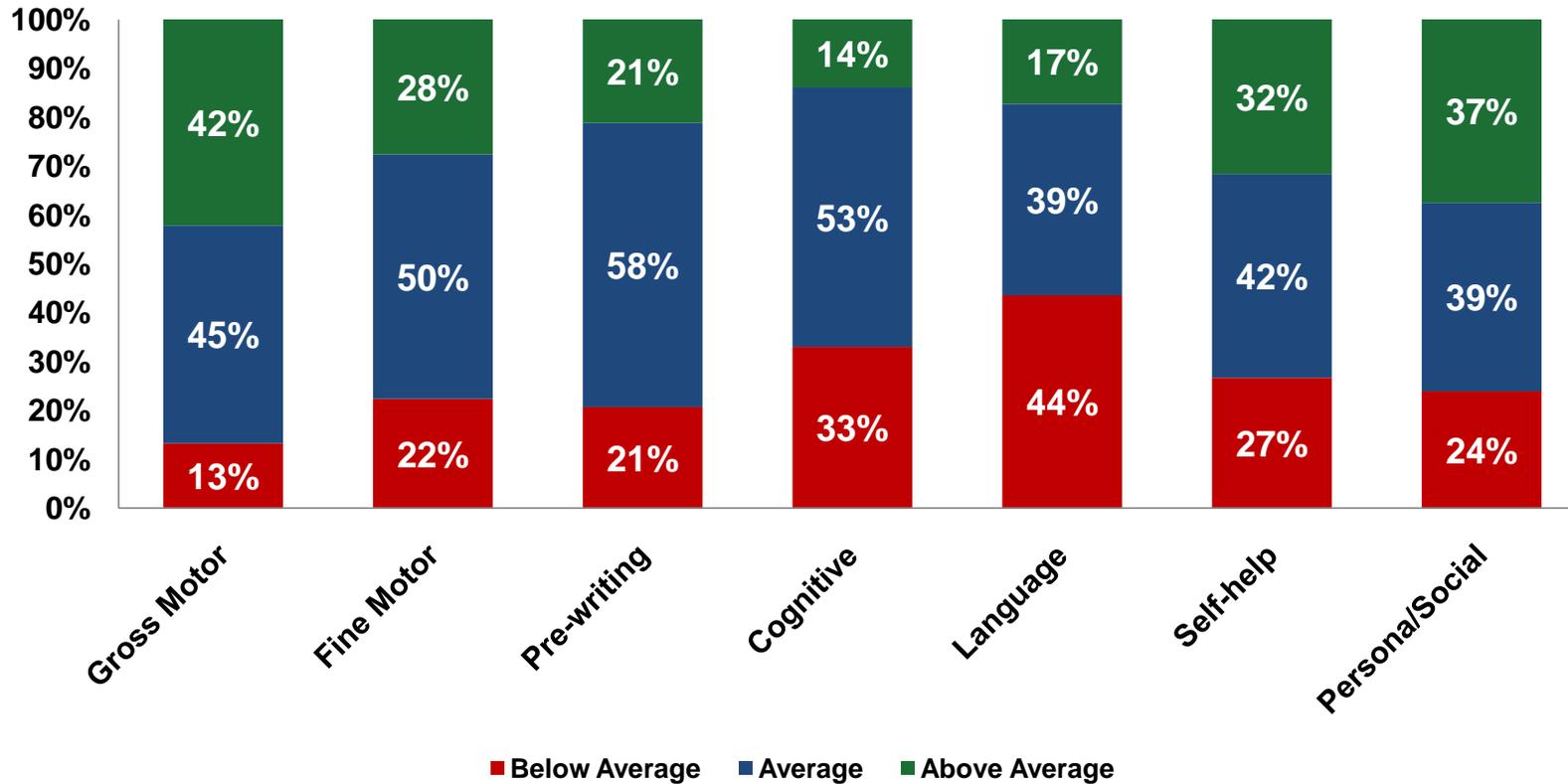


The results of the 2009-2010 school year kindergarten entry data (see below) indicate that many of our children are entering kindergarten lacking the necessary skills they need to succeed. The LAP-3 data for successive years will be used to monitor our progress.

As part of the planning process, the ECAC and its workgroups will identify other key indicators to determine progress on identified goals and objectives and measure outcomes.

US Virgin Islands Skill Development of Kindergarteners

Source: Virgin Islands Department of Education, Learning Accomplishment Profile, Third Edition , Fall 2009



Between 951 and 1038 US Virgin Islands kindergarteners were assessed, an average of 1004, depending on the domain being assessed.

U. S. Virgin Islands ECAC Grant Proposal

Moving Forward

ARRA funding will enable the ECAC to complete the planning process and focus on specific areas to meet the requirements set forth in the Governor's Executive Order and the Improving Head Start Act of 2007. Workgroups will continue to meet to advise and assist the ECAC in developing strategies and actions plans for meeting the established goals and objectives and identifying outcome indicators to measure progress. Priorities will be identified by the ECAC during its strategic planning process.

Emphasis will focus on the following key areas that meet the requirements set forth in the Governor's Executive Order and the Improving Head Start Act of 2007:

1. Complete the strategic planning process;
2. Increase access and participation of underserved populations in high-quality early childhood educational and nurturing environments;
3. Increase the capacity of partnerships to coordinate, improve, and expand delivery of services and programs within the system;
4. Conduct periodic needs assessments on the quality and availability of early childhood programs and services;
5. Develop recommendations regarding the establishment of a unified data collection system to track outcomes and indicators and inform the early childhood system; and
6. Design and advance a professional development system.



Two additional workgroups will be established to advise and assist the ECAC in fulfilling its mandates.

1. Data Workgroup to make recommendations for implementing a unified data collection system to track outcomes, determine needs, and measure success
2. Public Awareness Workgroup to inform the community about early childhood issues and work of the committee

U. S. Virgin Islands ECAC Grant Proposal

Workgroups:

Workgroup	Meeting Dates	Agencies Represented
Physical Health and Wellness	March 16, 2010 April 20, 2010	<ul style="list-style-type: none"> • Office of the Governor • Department of Health, Health Education • Private Pediatrician • Department of Health, Women Infants and Children (WIC) • Department of Human Services, Child Care and Regulatory Services • VI Medical Institute • Schneider Regional Medical Center • Department of Human Services, Head Start • Lutheran Social Services, Early Head Start • Department of Education, School Nurses • Department of Health, Maternal Child Health • VI Perinatal, Inc. • Myra Keating Smith Medical Center • Department of Health, Medicaid • Private Neonatologist • Frederiksted Health Care, Inc. • East End Medical Center • Department of Health, Infants and Toddlers Program (Part C) • Private Pediatric Dentist • ADA Coordinator
Social and Emotional Health and Wellness	March 22, 2010 April 23, 2010	<ul style="list-style-type: none"> • Office of the Governor • Department of Human Services, Child Care and Regulatory Services • Inter-Island Parent Coalition for Change • Nana Child Care Group Home

U. S. Virgin Islands ECAC Grant Proposal

Workgroup	Meeting Dates	Agencies Represented
		<ul style="list-style-type: none"> • Early Head Start Mental Health Consultant • Kids Scope • VI Perinatal, Inc. • VI University Center for Excellence in Developmental Disabilities • Department of Human Services, Division of Children Youth and Families • Department of Health, Medicaid • Department of Human Services, Head Start • Department of Health, Division of Mental Health • VI Conflict Resolution Organization for Peace • Department of Health, Maternal Child Health • Department of Health, Infants and Toddlers Program (Part C) • VI Behavioral Services • Lutheran Social Services
Professional Development	March 23, 2010 May 4, 2010	<ul style="list-style-type: none"> • Office of the Governor • Department of Labor • Caribbean Literacy Exchange • University of the Virgin Islands, Inclusive Early Childhood Program • University of the Virgin Islands, Division of Nursing • VI Medical Institute • Department of Health, Maternal Child Health • Department of Human Services, Head Start • Board of Education • University of the Virgin islands, Division of Humanities and Social Sciences • Department of Education, Curriculum, Instruction, and Evaluation

U. S. Virgin Islands ECAC Grant Proposal

Workgroup	Meeting Dates	Agencies Represented
		<ul style="list-style-type: none"> • VI Nurses Association • Lutheran Social Services, Early Head Start • Department of Education, Special Education Services • Department of Human Services, Child Care and Regulatory Services • Department of Health, Infants and Toddlers Program (Part C) • VI University Center for Excellence in Developmental Disabilities • Department of Education, Vocational Education
Quality Early Childhood Education and Elementary Education	March 22, 2010 April 22, 2010	<ul style="list-style-type: none"> • Office of the Governor • Kids R Us Child Care Center • Department of Education, Primary Education • Inter-Island Parents Coalition for Change • Giff Hill School • Caribbean Literacy Exchange • University of the Virgin Islands, Inclusive Early Childhood Education Program • Department of Education, Division of Special Education • Department of Health, Infants and Toddlers Program (Part C) • Mafolie Day Care Center • Department of Human Services, Child Care and Regulatory Services • Lutheran Social Services, Early Head Start • Department of Human Services, Head Start • Stone House Preschool • Department of Education, Curriculum, Instruction and Evaluation • Department of Education, Vocational Education • Department of Education, English Language Learners

U. S. Virgin Islands ECAC Grant Proposal

Workgroup	Meeting Dates	Agencies Represented
Family Support	March 23, 2010 May 6, 2010	<ul style="list-style-type: none"> • Office of the Governor • Department of Labor • Inter-Island Parent Coalition for Change • Women’s Coalition of St. Croix • Department of Human Services, Head Start • YWCA • VI Perinatal, Inc. • Department of Human Services, Division of Children, Youth, and, Families • Department of Human Services, Family Assistance Programs • VI Military Family Support • Department of Human Services, Child Care and Regulatory Services • Catholic Charities • VI Conflict Resolution Organization for Peace • Department of Health, Maternal Child Health • Department of Health, Infants and Toddlers Program (Part C) • Department of Health, Family Planning • ADA Coordinator

Attachment C: Governor's Letter

U. S. Virgin Islands ECAC Grant Proposal



THE UNITED STATES VIRGIN ISLANDS

OFFICE OF THE GOVERNOR
GOVERNMENT HOUSE

Charlotte Amalie, V.I. 00802
340-774-0001

July 13, 2010

The Honorable Kathleen Sebelius
Secretary
U.S. Department of Health and Human Services
200 Independence Avenue, S.W. – Room 120F
Washington, D.C. 20201

Dear Secretary Sebelius,

Pursuant to the application requirements of the State Advisory Council grant administered by HHS, this letter serves to inform you of the agency and individual I designate to coordinate the activities of the Virgin Islands Committee on Early Childhood Education and Care as described in the grant application.

Through a signed agreement with the Office of the Governor, I authorize the Community Foundation of the Virgin Islands (“CFVI”) to coordinate the activities of our State Advisory Council, the Committee on Early Childhood Education and Care (or Early Childhood Advisory Committee (“ECAC”)) of the Governor’s Children and Families Council.

The Community Foundation of the Virgin Islands was established in 1990 and administers an endowment of \$6.0 million. It is a member of Voices for America’s Children, the National Association for the Education of Young Children, and the Annie E. Casey Foundation/Kids Count Network, among others. The Foundation has long been committed to the care and well-being of the young children of the Territory. I have every confidence that it will assist my Administration to successfully achieve the goals and objectives stated in our proposal.

The individual I formally designate to coordinate the activities of the ECAC is Ms. Eleanor Hirsh. Ms. Hirsh is the Coordinator of our Early Childhood Committee and by virtue of that position, she is a member of the Governor’s Children and Families Council. Ms. Hirsh is currently the Director of CFVI’s Family Connection. Early

U. S. Virgin Islands ECAC Grant Proposal

Sebelius Letter re State Advisory Council Grant
Page | 2

childhood issues have long been her passion and thus far she has demonstrated her leadership capacity as coordinator. I have every confidence in her ability to see this project to completion.

We anticipate your favorable review of our application.

Sincerely,



U. S. Virgin Islands ECAC Grant Proposal

Attachment D: Resume of ECAC Coordinator

Eleanor Hirsh



SELECTED ACCOMPLISHMENTS

Administration and Supervision

- Coordinate Governor's ECAC to develop comprehensive strategic plans for ensuring school readiness
- Supervise and coordinate Community Foundation of the Virgin Islands early childhood initiative
- Serve on policy development committees on revising Child Care Rules and Regulations, developing Early Learning Guidelines, and plans to provide outreach to Family, Friend, and Neighbor care providers
- Coordinated and facilitated a coalition of agencies and support groups focusing on improvement of services and advocacy for people with disabilities
- Coordinated Inclusive Early Childhood Education Certificate and Associate Degree Programs
- Coordinated Paraeducator Certificate Program
- Provided academic counseling to university students
- Chaired task forces to develop university Certificate, Associate Degree, and Bachelor Degree programs
- Implemented and directed VI Early Intervention (Part C) Program
- Designed and implemented VI Early Childhood Special Education Program
- Coordinated and administered Federally funded projects including: Project of National Significance, Family Support Project, Training Initiative Projects, Early Intervention Program, Demonstration Model Project, and State Implementation Grants
- Developed and administered a parent-to-parent service coordination program
- Supervised VI programs with multidisciplinary staff
- Collaborated with community agencies to provide conferences on early childhood education and issues important to people with disabilities and their families
- Organized and chaired an interagency council for coordinating services to young children with disabilities
- Developed interagency agreements
- Chaired Individualized Education Plan (IEP) and Individualized Family Support Plan (IFSP) meetings
- Advocated for people with disabilities and their families in relation to ADA and IDEA

Training and Technical Assistance

- Taught graduate and undergraduate courses in early childhood education, child development, and special education and supervised practicum students
- Provided training and technical assistance to the Head Start and Early Head Start Programs through federally funded Training and Technical Assistance Center, Region II
- Provided technical assistance to the Early Intervention Program (Part C)
- Provided technical assistance to the BVI in developing an early intervention program
- Provided training to early childhood centers seeking accreditation from the National Association for the Education of Young Children
- Coordinated and conducted training in Partners in Policymaking, a self-advocacy training program for people with disabilities and family members
- Provided training and TA to public schools implementing inclusive education
- Provided training and TA to public schools implementing programs focusing on positive behavioral supports
- Provided training and TA to child care directors and staff in the inclusion of children with disabilities
- Conducted training to parents of children with disabilities to serve as service coordinators for other parents.
- Conducted Child Development Associate (CDA) training, including on-site observations and seminars
- Conducted Social Service Competency Based Training (SSCBT), including on-site observation and seminars
- Co-conducted Child Welfare League of America training for foster parents
- Conducted numerous workshops for parents and professionals on topics related to early intervention, early childhood education and development, special education, family-centered practice, service coordination, and the rights of people with disabilities under federal laws

U. S. Virgin Islands ECAC Grant Proposal

Writing Experiences

- Grants – Program of National Significance, Family Support Project, Training Initiative Projects, Early Intervention Program, Demonstration Model Project for children with disabilities, housing for people with disabilities, parent training programs, drug abuse prevention programs for youth
- Procedural Manuals – Respite Care, Early Intervention Programs, Early Childhood Special Education Program, Queen Louise Home for Children (home for abused/neglected children), Identification and Assessment of Bilingual/ESL Students, Group homes for adults with disabilities
- Training Programs – Service Coordination Train-the-Trainer, Parent-to-Parent Service Coordination, Technical Assistance Guide for Creating Inclusive Schools, Technical Assistance Guide for School-Wide Positive Behavioral Support, Count Us In” (training modules on issues related to people with disabilities), Family Welcome Notebook for the early intervention program
- Other –
 - Course descriptions and curricula
 - Training materials and Power Point presentations for numerous workshops
 - Brochures and newsletters on topics related to child care and early childhood education
 - Position papers
 - Articles for the VI University Center for Excellence on Developmental Disabilities magazine

Experiences with Children

- Taught pre-school children with and without disabilities
- Taught primary aged children with cognitive disabilities
- Conducted diagnostic evaluations and observations

PROFESSIONAL EXPERIENCES

1/09 – present	Director, The Family Connection, early childhood initiative of the Community Foundation of the Virgin Islands
6/09 – present	Coordinator of the Governor’s Committee on Early Childhood Education and Care
9/04 – present	Educational Consultant, clients include: Booz Allen Hamilton (Head Start and Early Head Start Training and Technical Assistance System); Virgin Islands University Center for Excellence in Developmental Disabilities; Special Quest Training Coach (training for serving children with disabilities in Early Head Start); Community Foundation of the Virgin Islands; Government of the British Virgin Islands
6/96 – 5/07	Part-Time Faculty, University of the Virgin Islands, St. Croix, VI
4/96 – 9/04	Assistant Director, Virgin Islands University Center for Excellence in Developmental Disabilities, University of the Virgin Islands, St. Croix VI
7/95 – 4/96	Director, Infants and Toddlers Program (Part C), VI Dept of Health
9/88 – 7/95	Educational Consultant, clients included: VI Dept of Health, Infants and Toddlers Program; VI Dept of Human Services, Head Start Program and Child Care and Development Fund; VI Dept of Education, Bilingual/ESL Program; Lutheran Social Services, Queen Louise Home for Children, Counseling and Housing Services
9/87 – 5/88	Instructor, Wheelock College, Boston MA
9/87 – 5/88	Educational Consultant, Community Teamwork, Inc. Head Start Program, Lowell MA
9/86 – 6/87	Teacher, The Educational Cooperative, Wellesley MA
5/80 – 2/85	State Coordinator, Early Childhood Special Education, Dept of Education, St. Croix VI

U. S. Virgin Islands ECAC Grant Proposal

1/84 – 12/84 Part-time Faculty, College of the Virgin Islands
1/77 – 5/80 Consultant/Teacher, Fairfax County Public Schools, Fairfax VA
10/73 – 1/77 Teacher, National Child Day Care Association, Washington DC

BOARDS, COMMITTEES, AND COUNCILS

9/07 – present Board of Trustees of Good Hope School, St. Croix, VI
12/97 – present Member and Official Designee of the Interagency coordinating Council for Part C of IDEA, VI
8/07 – 5-10 Member of the VI Child Care Rules and Regulations Task Force convened by the VI Department of Human Services
1/09 – present Member of the Governor's Early Childhood Advisory Committee
5/03 – present Member of the VI Early Learning Guidelines Task Force convened by the Department of Human Services
Fall 99 – present Co-founder and member of the Best Beginnings conference planning committee, an annual interagency conference focusing on early childhood development and education
12/01 – 12/07 Executive Committee, AARP of the VI
Position: Member for Communications
4/00 – 04 VI Medicaid Task Force
Position: Coordinator
10/02 – 10/03 VI State Planning Grant for Health Insurance Coverage
1/92 – 9/95 Board of Directors, VI Advocacy Agency, Inc.
Positions: Secretary, Chairperson
9/92 – 9/94 Good Hope School Parents Association
Position: Chairperson of the Community Involvement Committee
1/90 – 1/93 Board of Directors, Interfaith Coalition of St. Croix
Position: Treasurer

EDUCATION

■ MA in Early Childhood Special Education
George Washington University, Washington DC
■ BS in Early Childhood and Elementary Education
Syracuse University, Syracuse NY

Attachment E: Organizational Documents

U. S. Virgin Islands ECAC Grant Proposal

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
31 HOPKINS PLAZA
BALTIMORE, MD 21201

DEPARTMENT OF THE TREASURY

Date: MAY 08 1996

CFVI INC
P O BOX 1709
ST THOMAS, VI 00803

Employer Identification Number:
[REDACTED]

Case Number:
526129041
Contact Person:
EP/EO CUSTOMER SERVICE UNIT
Contact Telephone Number:
(410) 962-6058
Our Letter Dated:
December 1990
Addendum Applies:
Yes

Dear Applicant:

This modifies our letter of the above date in which we stated that you would be treated as an organization that is not a private foundation until the expiration of your advance ruling period.

Your exempt status under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3) is still in effect. Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Code because you are an organization of the type described in section 509(a)(1) and 170(b)(1)(A)(vi).

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

If we have indicated in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Because this letter could help resolve any questions about your private foundation status, please keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely yours,

[REDACTED]
District Director

Enclosure:
Addendum

Letter 1050 (00/CG)

U. S. Virgin Islands ECAC Grant Proposal

-2-

CFVI INC

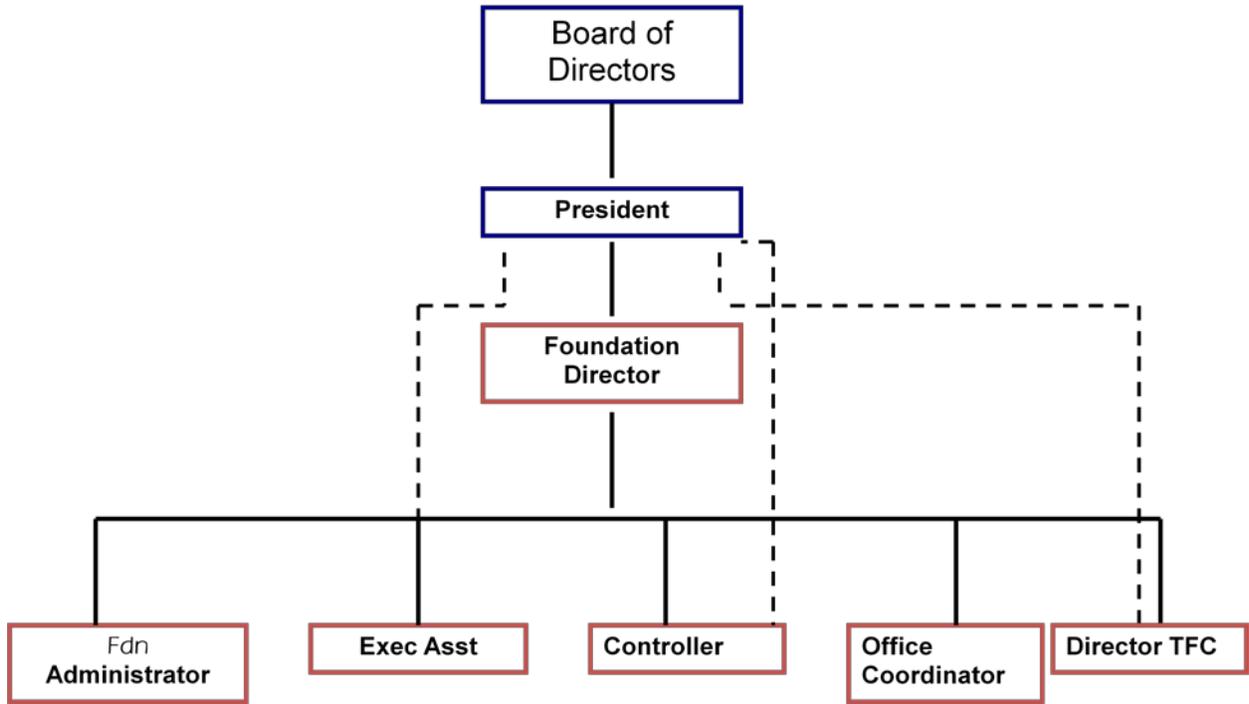
Guidelines under which private foundations may rely on this determination, for gifts, grants, and contributions made after March 13, 1989, were liberalized and published in Rev. Proc. 89-23, Cumulative Bulletin 1989-1, page 844.

You are required to make available for public inspection a copy of your exemption application, and supporting documents, and this exemption letter. If you are required to file an annual information return, you are also required to make a copy of the return available for public inspection for three years after the return is due. Failure to make these documents available for public inspection may subject you to a penalty of \$10 per day for each day there is a failure to comply (up to a maximum of \$5,000 in the case of an annual return). See Internal Revenue Service Notice 88-120, 1988-2 C.B. 454, for additional information.

Letter 1050 (DD/CG)

U. S. Virgin Islands ECAC Grant Proposal

Community Foundation of the Virgin Islands



U. S. Virgin Islands ECAC Grant Proposal

Jeanne Brennan LLC *Certified Public Accountant*

Jeanne Brennan Wiebracht, CPA

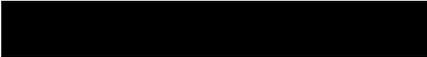
INDEPENDENT AUDITOR'S REPORT

The Board of Directors
CFVI, Inc.
Community Foundation of the Virgin Islands

I have audited the accompanying statements of financial position of CFVI, Inc., Community Foundation of the Virgin Islands, (a Virgin Islands non-profit corporation) as of December 31, 2008 and 2007, and the related statements of activities and changes in net assets, cash flows and functional expenses for the years then ended. These financial statements are the responsibility of the Foundation's management. My responsibility is to express an opinion on these financial statements based on my audits.

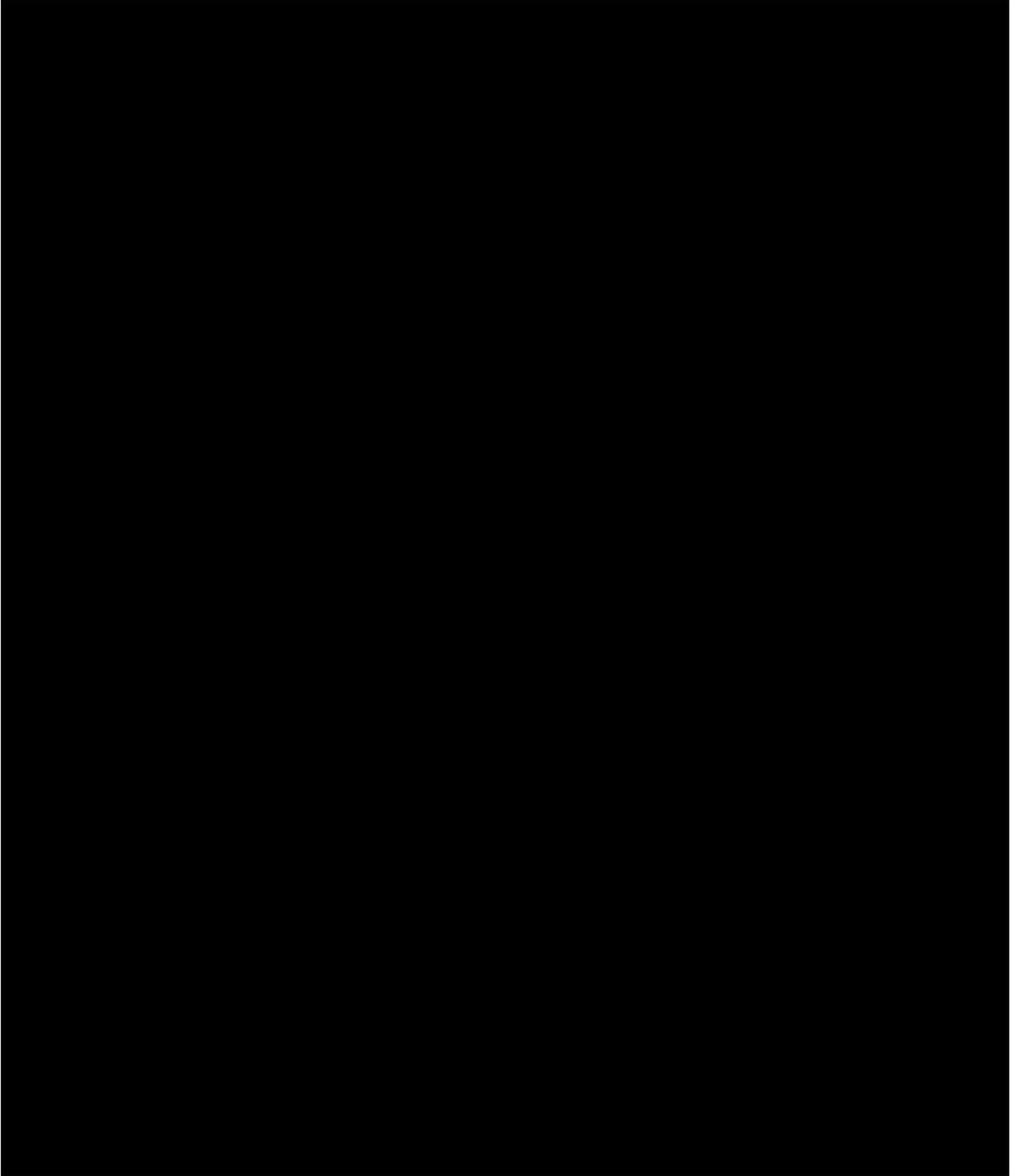
I conducted my audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that I plan and perform the audit to obtain a reasonable assurance about whether the financial statements are free of material misstatements. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audits provide a reasonable basis for my opinion.

In my opinion, the financial statements referred to above, present fairly, in all material respects, the financial position of CFVI, Inc., Community Foundation of the Virgin Islands, as of December 31, 2008 and 2007, and the changes in its net assets and cash flows for the years then ended in conformity with generally accepted accounting principles.


St. Thomas, Virgin Islands
November 9, 2009

6501 Red Hook Plaza, Suite 201 St. Thomas, USVI 00802
Phone (340) 690-1494 email: jabwcpa@gmail.com

U. S. Virgin Islands ECAC Grant Proposal



**GOVERNMENT OF THE VIRGIN ISLANDS
NOTIFICATION OF GRANT AWARD**

THE GOVERNMENT of the Territory of the United States Virgin Islands, through its **DEPARTMENT OF PROPERTY & PROCUREMENT**, Building No. 1 Subbase, St. Thomas, VI 00802; and the **OFFICE OF THE GOVERNOR**, (hereinafter referred to as "Government"); Kongens Gade No. 21-2, St. Thomas, VI 00802 does hereby provide a financial grant as per the following:

1. **AUTHORIZATION:** Grant No. _____
2. **TERM OF PERIOD OF AWARD:** Beginning: _____
Ending: _____
3. **TYPE OF AWARD:** (New Continuous; Reinstatement; Revision; Supplement; or Amendment): New
4. **NAME AND ADDRESS OF PROJECT:** _____
5. **DESCRIPTION OF PROJECT:** _____

6. **PROJECT PERIOD:** Beginning : _____
Ending: _____
7. **NAME AND ADDRESS OF GRANTEE:** _____
8. **APPROVED COSTS:** The Office of the Governor shall pay _____ as follows:
9. **APPROVED GRANT AWARD AMOUNT:** \$ _____
10. **TERMS AND CONDITIONS OF AWARD:** The above award is subject to the terms and condition of Attachment 1, Agreement, attached hereto and made a part of this Award.

NAME AND SIGNATURE OF AUTHORIZING OFFICIAL:

Name & Title
Office of the Governor

Date: _____

Lynn A. Millin Maduro, Commissioner
Department of Property & Procurement

Date: _____

AGREEMENT

1. Unless revised, the amount of Line 8 above, **APPROVED GRANT AWARD AMOUNT**, will constitute a ceiling for the approved cost. Additionally, this award is subject to the appropriation and availability of funds.

U. S. Virgin Islands ECAC Grant Proposal

2. The Grantee is responsible for the conduct of the project and will exercise appropriate judgment toward attaining the stated goals and the objectives within the terms and conditions of the Grant Award, to include these general terms and conditions.
3. The Grantee understands that no funds awarded by this Notification will be released until all required reports have been completed in the formats and times prescribed by the Office of the Governor. The required reports are to be submitted to and accepted by _____ in the Office of the Governor (“GO”). The _____ in the Office of the Governor shall certify that all terms of this Award and Agreement are being met prior to the approval of payment. All reports and correspondence submitted under the Grant Award Agreement shall include the Agreement number (assigned by the Department of Property and Procurement). A copy of the transmittal shall be provided to the _____ in the Office of the Governor.

Important: *The progress report must be accompanied by a financial status report including cumulative funds spent. Funds spent during the budget period covered by the report, and remaining unspent balances by budget category.*

4. All prior approvals are required for the following:
 - a. **Change in Scope.** Prior approval is required for changes in scope, direction or the areas that constitute a significant change from the aims, objectives or purpose of the approved project.
 - b. **Change in Key/Personnel.** Prior approval is required if the Project Manager or other key person named in the grant application and/or agreement will withdraw from the project entirely, be absent from the project during any continuous period of 3 months or more, or reduce his or her time devoted to the project by 25 or more percent from the level approved at the time of the award. The Office of the Governor **must** approve any alternative arrangement, including any replacement Program Manager and/or other key person proposed by the Grantee. The request for approval of a substitute Program Manger and/or key person should include a justification for the change, the biographical sketch of the individual proposed, other sources of support, and any budget changes resulting from the proposed change. If the arrangement proposed by Grantee, including the qualifications of any proposed replacement, is not acceptable to the Office of the Governor, the Grantee must provide an acceptable proposal to avoid suspension and/or termination.
 - c. **Equipment Purchase.** Prior approval is required, unless otherwise identified in the budget incorporated as a part of the award, for expenditures for individual items of general purpose equipment and specific purpose equipment costing one thousand dollars (\$1,000) or more.
 - d. **Program Income.** Any alternative use or disposition or program income other than that specified in the terms and conditions of the award must have prior approval from the Office of the Governor.
 - e. **Grant Award Modification.** The only method by which this Grant Award may be modified is by a formal written modification signed by the grant agreement signatories (or their successors). No other communications, whether oral or in writing are valid. Requests by the Grantee to modify the Grant Award must be made in writing to the Office of the Governor. Modifications shall not be effective until a written modification is signed by the grant agreement signatories (or their successors).

U. S. Virgin Islands ECAC Grant Proposal

- f. **Waiver of Rights.** Any waiver of any requirement contained in the grant agreement, to include these general terms and conditions, shall be by mutual agreement of the parties, any waiver shall be reduced to writing and a copy of the waiver shall be provided to each party.
5. The Grantee covenants that no person shall be excluded from participating in, be denied the proceeds of, or be subject to discrimination in the performance of this project on account of race, creed, color, sex, religion, national origin or handicap. The Grantee further agrees that information regarding existing architectural barriers into the facilities of the Grantee and plans to remove the same will be submitted to the Office of the Governor within thirty (30) days of receipt of this Notification of Grant Award.
 6. The Grantee agrees to have the purpose and costs of any and all off-island travel identified in the budget approved by the Office of the Governor in advance of each date of travel.
 7. The Grantee agrees that the Office of the Governor shall have the right of prior approval for all revisions, including but not limited to, changes in cost categories, program content, and project period.
 8. The Grantee agrees that any books, reports, pamphlets, papers, articles and press releases on project activities will contain acknowledgement of the support of the Government. The following statement shall be included in any and all information released through any media such as news releases, articles, manuscripts, brochures, advertisements, posters, motion or still photography (including electronic), speeches, trade and professional association proceedings and symposia:
“This project is (or was) sponsored by the Government of the Virgin Islands Office of the Governor; however, the information or content and conclusions do not necessarily represent the official position or policy of, nor should any official endorsement be inferred on the part of, Grantee, the Office of the Governor, Government of the Virgin Islands.”
 9. **Title of Property Acquired with GO Funds.** Unless otherwise specified in the Grant Award, title to all items of tangible personal property acquired with government and/or federal funds under this award shall vest in the Grantee upon acquisition without further obligation to the Government.
 10. The Grantee agrees to maintain current records of the use of cash and in-kind contributions to the project, and to further maintain records of all other funds supplementing the project.
 11. The Grantee agrees to maintain adequate records of attendance of paid staff, employees and/or agents in order to facilitate the identification of personnel services in the project proposal, and of unpaid volunteers providing in-kind services in the project proposal. The Grantee agrees to retain all above-referenced records for the purpose of program review and audit for a period of three (3) years.
 12. In accepting this award, the Grantee shall operate the project in accordance with the proposal and any modification made by the Office of the Governor, which is contained in the Notification of Grant Award.
 13. The Grantee agrees to exercise continuing effort to secure and/or increase private financial participation with a view towards total independent, private funding.
 14. Grantee’s staff shall attend meetings and training sessions as may be requested by the Office of the Governor, providing that reasonable notice of the same is given to Grantee.
 15. Nothing in this Agreement shall be construed to impose any liability upon the Government to persons, firms, associations, or corporations engaged by Grantee as servants, agents, or independent Grantees, or in any other capacity whatsoever, or make Government liable to

U. S. Virgin Islands ECAC Grant Proposal

any such persons, firms, associations, or corporations for the acts, omissions, liabilities, obligations and taxes of Grantee of whatsoever nature, including but not limited to unemployment insurance and social security taxes for Grantee, its servants, agents or independent Grantees.

16. The Grantee shall not subcontract or assign any part of the services of the project without the prior written consent of the Government.
17. The Grantee agrees to investigate, defend and hold harmless Government and/or the federal grantor agency from and against any and all loss, damage, liability, claims, demands, detriments, cost, charges and expense (including attorney's fees) and causes of action of whatsoever character which Government and/or the federal grantor agency may incur, sustain or be subjected to, arising out of or in any way connected to the services to be performed by Grantee under this Agreement and arising from any cause, except the sole negligence of Government.
18. The Grantee covenants that this Agreement constitutes the entire agreement between the parties hereto, and all prior understanding or communications, written or oral, with respect to the Project, which is the subject matter of this Agreement, are merged herein.
19. The Government, through the Office of the Governor, shall conduct program monitoring to endure that program goals are met. The Office of the Governor has the right at all reasonable times to make site visits to review project accomplishments and provide such technical assistance as may be required. If any site visit is made by the Government representative on the premises of the Grantee or sub-Grantee, the Grantee shall provide, and shall require its sub-grantees to provide, all reasonable facilities and assistance for the safety and convenience of the Government representatives in the performance of their duties. All site visits and evaluation shall be performed in such a manner that will not unduly interfere with or delay the work.
20. If the project is not conducted in accordance with the terms hereof, Government will have the right to withhold out of any payment due to Grantee, such sums as Government may deem ample to protect it against loss or to assure payment of claims arising therefrom, and, at its option, Government may apply such sums in such manner as Government may deem proper to secure itself or to satisfy such claims. Government will immediately notify the Grantee in writing in the event that it elects to exercise its right to withhold. No such withholding or application shall, be made by Government if and while Grantee gives satisfactory assurance to Government that such claims will be paid by Grantee or its insurance carrier, if applicable in the event that such contest is not successful.
21. **Disputes.** Disagreements between the Grantee and GO shall, to the maximum extent possible, be resolved by negotiation and mutual agreement at the _____ level, If agreement cannot be reached, then alternative dispute resolution (ADR) may be implemented, provided the parties agree to ADR. If the parties cannot agree on the use of ADR procedures, the Grantee can submit in writing, a disputed claim or issue to the _____.

U. S. Virgin Islands ECAC Grant Proposal

22. The Government may terminate this agreement or suspend it in whole or in part, by written notice to the Grantee upon finding that the Grantee has failed to comply with material provisions of this agreement, if the Grantee materially changes the objective of the Grant or if appropriated funds are not available to support the program. The Government may immediately suspend or terminate the award without prior notice when such action is necessary to protect the interest of the Government.
23. Either party will have the right to terminate this Contract with or without cause on **thirty (30)** days written notice to the other party specifying the date of termination, and based upon a reasonable determination that the project will not produce beneficial results commensurate with the expenditure of resources. Such written notice shall be preceded by consultation between parties. Provided, however, should grantee elect to terminate this agreement and has in its possession funds that have been unexpended, said funds shall be returned to the Government. If this Agreement is being terminate by either party or a third party due to Grantee's misuse of said funds, Grantee shall reimburse said funds to the Government.
24. **Suspension.** No cost incurred during a suspension period or after the effective date of a termination will be allowable, except those cost which, in the opinion of the Government, the Grantee could not reasonably avoid or eliminate, or which were otherwise authorized by the suspension or termination notice, provided such cost would otherwise be allowable under the terms of the award and the applicable government cost principals. In no event will the total of payments under a terminated award exceed the amount obligated in this award.
25. The Grantee covenants that it (include owners, principal, partners, directors or officers) is:
- (1) not a territorial officer or employee (i.e., the Governor, Lieutenant Governor, member of the Legislature, or any other elected territorial official; or an officer or employee of the legislative, executive or judicial branch of the Government or any agency, board, commission or independent instrumentality of the Government, whether compensated on a salary, fee or contractual basis); or
 - (2) a territorial officer or employee and, as such, has:
 - (i) familiarized itself with the provisions of Title 3, Chapter 37 of the Virgin Islands Code, pertaining to conflicts of interest, including the penalties provision set forth in section 1108 thereof;
 - (ii) not made, negotiated or influenced this Contract, in its official capacity;
 - (iii) no financial interest in the Contract as that term is defined in section 1101 (1) of said Code chapter.
26. No member of the V.I. Legislature or delegate to Congress or appointed V.I. Government official shall be admitted to share any part of this agreement, to any benefit arising from it.
27. **FALSE CLAIMS**

U. S. Virgin Islands ECAC Grant Proposal

Contractor warrants that it shall not, with respect to this Contract, make or present any claim upon or against the Government of the Virgin Islands, or any officer, department, board, commission, or other agency thereof, knowing such claim to be false, fictitious, or fraudulent. Contractor acknowledges that making such a false, fictitious, or fraudulent claim is an offense under Virgin Islands law.

28. **NOTICE OF FEDERAL FUNDING**

Contractor acknowledges that this Contract is funded, in whole or in part, by federal funds. Contractor warrants that it shall not, with respect to this Contract, make, or present any claim knowing such claim to be false, fictitious, or fraudulent. Contractor acknowledges that making such a false, fictitious, or fraudulent claim is a federal offense.

29. **DEBARMENT CERTIFICATION**

By execution of this contract, the Contractor certifies that it is eligible to receive contract awards using federally appropriated funds and that it has not been suspended or debarred from entering into contracts with any federal agency. The Contractor shall include this provision in each of its subcontracts hereunder and shall furnish its subcontractors with the current **“LIST OF PARTIES EXCLUDED FROM FEDERAL PROCUREMENT OR NON PROCUREMENT”**. In the event the Contractor or any subcontractor misrepresents its eligibility to receive contract awards using federal funds, the Contractor or subcontractor agrees that it shall not be entitled to payment for any work performed under this contract or any subcontract and that the Contractor or subcontractor shall promptly reimburse the Government of the Virgin Islands for any progress payments heretofore made.

If, during the term of this Grant Award, the Grantee shall become ineligible to receive Grant Award using federal funds, this Grant Award shall be terminated forthwith for cause and the Grantee shall not be entitled to payment for any work performed under this Grant Award or sub-contract after the effective date of such ineligibility.

30. The Grantee understands that closeout, i.e., successful completion and expensing, of the project outlined in this Agreement must occur by no later than _____, GO will close out grants as soon as possible after the expiration of a grant that will not be extended or after termination of a grant. Closeout includes timely submission of all required reports and adjustment for amounts due to the Grantee. Following the closeout, the Grantee remains obligated to return funds due as a result of later refunds, corrections, or other transactions, and the Government may recover amounts based on the results of an audit covering any part of the period of grant support.

31. By signing this agreement or accepting funds under this agreement, the Grantee assures that it will:

Comply with the Clean Air Act (42 U.S.C. 1857), as amendment, the Water Pollution Control Act (33 U.S.C. 1251), as amendment; Executive Order No. 11738, and the related regulations of the Environmental Protection Agency (40 CFR, Part 15). In accordance with the EPA regulations, the Grantee further assumed that it will:

- a. Not use any facility in the EPA’s List of Violating Facilities in performing any award that is not expiring under 40 CFR 15.5 as long as the facility remains on the list; and

U. S. Virgin Islands ECAC Grant Proposal

- b. Notify the awarding agency if it intends to use a facility in performing this award that the Grantee knows has been recommended for placement on List of Violating Facilities.
- 32. For any agreement that may impact a historic property, the Grantee agrees identify to the Granting Agency any property listed or eligible for listing on the National Register of Historic Places affected by this award, and to provide any help Granting Agency may need with respect to this award to comply with Section 106 of the National Historic Preservation Act of 1966 (16 U.S.C. 470, et. seq.) as implemented by the Advisory Council on Historic Preservation regulations at 36 CFR, Part 800 and Executive Order 11595 [3 CFR, 1971-1975 Comp., page 559).
- 33. Any notice required to be given, by the Terms of this Agreement shall be deemed to have been given when the same is sent by certified mail, postage prepaid or personally delivered, addressed to the parties as follows:

GOVERNMENT

Name
Office of the Governor
Government House
No. 21-22 Kongens Gade
St. Thomas, VI 00802
Attention: _____
Telephone: (340) _____
Fax: (340) _____

cc: **Lynn A. Millin Maduro, Commissioner**
Department of Property and Procurement
Sub Base, Building #1, Third Floor
St. Thomas, Virgin Islands 00802
Telephone/Fax (340)774-0828 / (340)777-9587

Grantee: [NAME]
Mailing Address: [PHYSICAL ADDRESS]
[MAILING ADDRESS]
[CITY, STATE, ZIP CODE]
Attention: _____
Telephone/Fax
Tax I.D.No.

I HEREBY ACCEPT the terms and conditions of the above notification of Grant award and agreement.

Witness: For the Grantee:

Date		Grantee's name Grantee's title	Date

Attachment G: Documentation of Local Match



OFFICE OF THE COMMISSIONER

August 19, 2010

Secretary Kathleen Sebelius
Department of Health and Human Services
200 Independence Ave., SW
Washington, DC 20201

Dear Honorable Secretary Sebelius:

The Virgin Islands Department of Human Services is providing the required match for the Virgin Islands State Advisory Council supplemental grant application submitted by the Office of the Governor through the Governor's Children and Family Council - Virgin Islands Early Childhood Advisory Committee (ECAC). It is our understanding that the HHS grant will total \$198,000 over three years and the required amount of match is \$462,000.

The match will be met through crediting part of the Virgin Islands Government's overmatch of our local Head Start program in fiscal year 2011. In the Virgin Islands, Head Start is operated solely by the Government of the Virgin Islands. Annually, the government provides a significant overmatch to meet the Head Start program costs and fully comply with the performance standards. For example, in the upcoming fiscal year, for the period 9/01/2010 – 8/31/2011, our total Head Start program cost is \$11,790,898. Of that amount, \$7,631,214 or 65% is provided by the federal OHS grant and \$4,083,846 or 35% is provided by the Government of the Virgin Islands as a cash match. This translates to an overmatch of \$2,176,043 for the fiscal year.

We understand the match requirement definition to include any non-Federal resources including cash contributions made to investments in early childhood education and development programs. Our overmatch to Head Start operating costs fits the definition and thus we are applying \$462,000 of the fiscal year 2011 Head Start match as our match for the Virgin Islands State Advisory Council grant application.

Respectfully submitted,

Chris Finch
Commissioner

U. S. Virgin Islands ECAC Grant Proposal

Attachment H: References

- Amato, P.R. & Booth, A. (1997). *A Generation at Risk: Growing Up in an Era of Family Upheaval*. Cambridge, MA: Harvard University Press.
- Center on the Developing Child at Harvard University (2007). *A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children*.
<http://www.developingchild.harvard.edu>.
- Children's Defense Fund, "Child Poverty in America" (2008).
http://www.childrensdefense.org/site/DocServer/Chld_Poverty_in_America_Aguust_2008_.pdf?docID=8341
- Jaeger & Hirsh (December 2009). *Taking Stock: Early Care and Education in the USVI*. Community Foundation of the Virgin Islands.
- Moore, K., Jekielek, S. and Emig, C., (2002). *Marriage from a Child's perspective: How Does a Family Structure Affect Children, and What Can We Do About It?* Washington, DC: Child Trends.
- *Results from the Virgin Islands 2009 Health Insurance Survey* (January 2010). Prepared by State University of Minnesota School of Public Health Minneapolis, MN: Health Access Data Assistance Center.
- US Department of Health and Human Services (1999). *Trends in the Well-Being of America's Children and Youth*. Washington, DC: Office of the Assistant Secretary for Planning and Evaluation, US Department of health and Human Services.
- US Department of Labor, Bureau of Labor Statistics (1998). *Longitudinal Survey of Youth, 1997*. Washington, DC.
- *U. S. Virgin Islands Kids Count Data Book 2009*. Community foundation of the Virgin Islands. St. Thomas, VI.
- World Fact Book (2009). Central Intelligence Agency
<https://www.cia.gov/library/publications/the-world-factbook/geos/vq.html>

**Virgin Islands Early Childhood Advisory Committee (ECAC)
Supplemental Application**

NARRATIVE:

The work to be accomplished through the Supplemental Grant Award will be concentrated on public awareness in relation to: 1) services and supports available to children and their families and service providers and 2) the importance of high quality early childhood experiences to optimal growth and development and long-term success.

As indicated in our needs assessment, currently there is interagency collaboration on an as-needed basis (ex. the annual *Best Beginnings Early Childhood Conference* and development of *The Virgin Islands Early Learning Guidelines*). The ECAC represents the first opportunity for the Territory to embark on comprehensive interagency strategic planning and an opportunity to coordinate and braid together strategies and resources to improve services and reach common goals for young children and their families. Supplemental funding will enable the ECAC to engage the services of a consultant to design and maintain a website that informs service providers and the community about activities of the ECAC; services, programs, and supports available to children and families; and professional development activities and opportunities. It will provide a one-stop resource of information about available services and resources focused on young children and their families.

The needs assessment also speaks to the lack of developmentally appropriate practices within most private licensed facilities, as well as, the numbers of children who spend their day either at home or in Family, Friend or, Neighbor care. There is a general lack of awareness of the importance of the early years to future development and what constitutes quality early childhood experiences. Supplemental funding will be used to engage a public relations consultant to assist the ECAC in an extensive public awareness media campaign to increase community awareness of the importance of high quality health and developmental experiences in the early years to later success and what constitutes “high quality experiences.” This media campaign will include TV, radio, and print that is culturally and linguistically appropriate to meet the information needs of the Virgin Islands community (see demographic information in ECAC grant application). The Public Awareness Work Group will coordinate with the other Work Groups and the ECAC to determine the messages to be disseminated and will work with the public relations consultant to develop the campaign.

As in the initial U. S. Virgin Islands ECAC grant proposal, the Office of the Governor is the applicant and will be the recipient of the State Advisory Council Supplemental Grant award. The Office of the Governor will contract with the Community Foundation of the Virgin Islands to coordinate the activities of the grant to ensure continuity and consistency through the continued efforts of the current Coordinator, an employee of the Community Foundation.

Goal 1: Increase community awareness		
Objectives:		
<ol style="list-style-type: none"> 1. To provide a “one-stop shop” of information for young children and their families and service providers regarding available supports and services and activities of the ECAC through an ECAC website 2. To provide families and services providers information regarding the importance of high quality health and developmental experiences in the early years to later success and what constitutes “high quality experiences” through a media campaign 		
Strategies:		
Workgroups will meet to make recommendations to the ECAC regarding the content of information to be placed on the ECAC website as well as important messaging to promote high quality health and development. The ECAC will review the recommendations and work with consultants to design the website and the media campaign.		
Measurable Outcomes:		
An ECAC website and public awareness media campaign		
Activities	Timeline for Implementation	Quantitative Accomplishments
Identify a consultant to assist in the design and maintenance of the website and a consultant to assist in the design of the media campaign	Year 1, Quarter 1	Consultants identified
Workgroups will convene to identify content to include on website and messaging for media campaign	Year 1, Quarter 2	Outline of content to include
Public Awareness Work Group will convene to work with consultants to develop media campaign and website	Year 1, Quarter 2 and On-going	Recommendations developed with consultants
ECAC members will convene to review workgroup recommendations	Year 1, Quarter 2 and On-going	Review of recommendations provided to consultants
Engage public and private agencies to include information and links on the website	Year 1, Quarter 2	List of agencies and their information and/or links to include
Draft of website provided to ECAC for their review.	Year 1, Quarter 3	Draft of website
Draft of TV, radio, and print materials	Year 1, Quarter 3	Draft of materials
Website available	Year 1, Quarter 4	Website up and running
Public awareness campaign through TV, radio, and print translated as necessary and disseminated	Year 1, Quarter 4 Year 2 and Year 3	Materials developed and disseminated
Public awareness and maintenance of the ECAC website	Year 2 and Year 3	Website updated and maintained
Continue to work with the PR consultant to develop public awareness materials and campaign	Year 2 and 3	Materials developed and disseminated

BUDGET AND BUDGET JUSTIFICATION:

Total Federal Request for 3 years: \$198,000.00

Budget Year One:

Category	Line Item Amount
Salaries and Fringe Benefits	\$ 0
Travel	\$ 0
Equipment	\$ 0
Supplies	\$ 0
Contractual	\$ 66,000.00
Other	\$ 0
Total Direct Costs	\$ 66,000.00

Projected Budget: YEAR TWO

Category	Contract
Salaries and Fringe Benefits	\$ 0
Travel	\$ 0
Equipment	\$ 0
Supplies	\$ 0
Contractual	\$ 66,000.00
Other	\$ 0
Total Direct Costs	\$ 66,000.00

Local Match: \$ 466,667.00 (See Attachment: Documentation of Local Match)

Projected Budget: YEAR THREE

Category	Contract
Salaries and Fringe Benefits	\$ 0
Travel	\$ 0
Equipment	\$ 0
Supplies	\$ 0
Contractual	\$ 66,000.00
Other	\$ 0
Total Direct Costs	\$ 66,000.00

CONTRACT BUDGET AND BUDGET JUSTIFICATION
Sub-Grantee: Community Foundation of the Virgin Islands (CFVI)

YEAR ONE: Total Requested: \$

A/B. Personnel and Fringe Benefits:

Contract: \$ 0

Justification: There will be no personnel costs in the Supplemental Grant

C. Travel:

Contract: \$ 7,000.00

Purpose	Location	Item	Rate	Cost
Inter-island travel	Between St. Croix and St. Thomas	Airfare	\$175/flight for 40 trips	\$ 7,000.00
TOTAL				\$ 7,000.00

Justification: Costs for inter-island travel is required for the Public Awareness Work Group to meet.

D. Equipment:

Contract: \$ 0

Justification: Equipment will not be purchased using federal funds at an acquisition cost of greater than \$5,000 per unit.

E. Supplies:

Contract: \$ 0

G. Construction: N/A

H. Contractual:

Contract: \$ 53,000.00

Item	Rate	Cost
Contract with website designer	\$5,000.00 to design and maintain website	\$ 5,000.00
Contract with PR professional	\$48,000.00 to assist in design and implementation of a media campaign	\$48,000.00
TOTAL		\$ 53,000.00

Justification: To complete the work as outlined in the Narrative

I. Other:

Contract: \$ 6,000.00

Item	Rate	Cost
Administrative costs	10% of costs (sum of A through H = \$60,000.00)	\$ 6,000.00
TOTAL		\$ 6,000.00

Justification: Administrative costs cover agency costs for fiscal documentation and reporting

Budget Summary: YEAR ONE

Category	Contract
Salaries and Fringe Benefits	\$ 0
Travel	\$ 7,000.00
Equipment	\$ 0
Supplies	\$ 0
Contractual	\$ 53,000.00
Other	\$ 6,000.00
Total Direct Costs	\$ 66,000.00

Projected Budget: YEAR TWO

Category	Contract
Salaries and Fringe Benefits	\$ 0
Travel	\$ 7,000.00
Equipment	\$ 0
Supplies	\$ 0
Contractual	\$ 53,000.00
Other	\$ 6,000.00
Total Direct Costs	\$ 66,000.00

Projected Budget: YEAR THREE

Category	Contract
Salaries and Fringe Benefits	\$ 0
Travel	\$ 7,000.00
Equipment	\$ 0
Supplies	\$ 0
Contractual	\$ 53,000.00
Other	\$ 6,000.00
Total Direct Costs	\$ 66,000.00

Eleanor Hirsh, Coordinator
Virgin Islands Early Childhood Advisory Council
Community Foundation of the Virgin Islands
PO Box 11790
St. Thomas, USVI 00801

August 23, 2010

Richard Gonzales
Senior Advisor for Early Childhood Development and Education
Administration for Children and Families
Office of the Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood
Development
Aerospace Building
901 D Street, SW
7th Floor West
Washington, D.C. 20447

Dear Mr. Gonzales:

I, Eleanor Hirsh, Virgin Islands Early Childhood Advisory Council Coordinator, appointed by the Honorable John P. de Jongh, Jr., Governor of the United States Virgin Islands, confirm that I have communicated to the Office of the Governor the opportunity for our Territory to apply for a supplemental State Advisory Council grant award and I have received approval to submit this supplemental application.

