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The Wyoming Department of Family Services in cooperation with Governor Dave Freudenthal's office and other partners is seeking \$ 500,000 over three years to develop a fully functioning Early Childhood State Advisory Council to better coordinate and improve early childhood services across the state.

### **Objectives and Need for Assistance**

Wyoming is a state with wild weather and wintry winds that help keep it the least populated among the 50 states. With about 544,000 residents scattered over 98,000 square miles, it is often referred to as one community with very long streets. It is a state with few pretensions and believes that its families know what is best for their children. It is a state that provides a college scholarship to nearly every young person graduating from one of Wyoming's high schools. Yet it is a state where not all young children are able to access high quality early care and education services that will lay the foundation for a child's kindergarten readiness and success in life.

It is estimated that 39,929 children ages birth through five live in diverse communities and families.<sup>1</sup> Some live in our two major cities – each with a population of over 50,000 – where services are more accessible, but others live in rural ranch communities which are separated from the next community by long distances. Over 66% of children ages birth through 5 live in families where all parents in the home work.<sup>2</sup> Over 3,900 grandparents are caring for their grandchildren.<sup>3</sup> The percentage of children under the age of 5 living in households below

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<sup>1</sup> Equality State Almanac, 2008

<sup>2</sup> U.S. Census, American Community Survey Comparison Profile Estimates, 2008

<sup>3</sup> Equality State Almanac, 2008

100% of the federal poverty is 15% (5,989) and 58% of the single parent households are below poverty as well.<sup>4</sup>

### ***Availability of Early Childhood Care and Education in Wyoming***

Young children in Wyoming are served through a variety of federal and state funded early childhood care and education programs. Despite this variety of programs, many children and families remain underserved. In 2007-2008, 2,323 children received services through Early Head Start and Head Start. However, the Head Start/Early Head Start (HS/EHS) enrollment numbers include only 38% of children that are potentially eligible for these programs. The 2007-2008 Head Start Program Information Report also reports that 1,738 of the children served by HS/EHS need full day/full year child care to meet the needs of parents who are working or attending job training, but only 271 of those children are able to receive child care services in a full day/full year HS/EHS program. Of the HS/EHS children attending child care outside of the HS/EHS program, only 36% of the children attended a licensed child care program.

Wyoming also has an established system of Child Development Centers (CDC) across the state to serve young children with disabilities. Wyoming's system of CDCs is divided into 14 regions. These programs operate 43 child development centers throughout the state. Like Head Start and Early Head Start programs in Wyoming, the majority of the programs operate part day with only a very few offering a wrap-around child care option for parents that are working. In 2009, 1,107 infants and toddlers were served through Part C and 2,217 children ages three through five received services through Part B. The CDCs also conduct a public awareness campaign called "1 Before 2" to educate parents about the importance of developmental

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<sup>4</sup> U.S. Census, American Community Survey Comparison Profile Estimates, 2008

screening and to encourage parents to have their child screened before the age of two but no later than the age of five. During the 2008-2009 program year, 4,754 children from birth to age three and 5,374 three- to five-year-olds received free developmental screenings through the CDCs.<sup>5</sup>

The Wyoming Legislature authorized the Public Health Nurses (PHN) Infant Home Visitation Services Program in 2001. These services include: prenatal care, welcome home visits, and other home visitation services. Eligibility includes any pregnant woman needing the services, but the primary focus is on first time pregnant women under the age of twenty (20) who are eligible for assistance under the Wyoming Medical Assistance and Services Act (“Medicaid”) or the Women's, Infants' and Children's (WIC) supplemental food program.

The Nurse-Family Partnership (NFP) program, although not specifically named, is a research-based, national program that the Wyoming Department of Health (WDH) chose to implement in counties which meet the national guidelines. In calendar year 2008, 87% of the eligible pregnant women were seen at least once, 158 premature infants were seen, of which 95 were TANF or Medicaid eligible, and 892 infants and their families with incomes under 185% FPL received services in the home.<sup>6</sup> The Infant Home Visitation Services Program works closely with Early Head Start and the Part C programs to coordinate services.

Child care assistance through the Child Care Development Fund is available for families when the parent(s) or caretaker(s) is working or going to school. Families with incomes up to 225% of the federal poverty level are eligible, and Wyoming has been fortunate to serve all eligible families that apply and has never had a waiting list. In FFY 2009, 8,378 children (4,940 families) received subsidized child care through this program, but only 54% of the children were

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<sup>5</sup> Wyoming Department of Health, Developmental Disabilities Division, 12/2009

<sup>6</sup> WY Department of Health Report to the Joint Labor, Health and Social Services Interim Committee, 10/2009

served in licensed child care programs.<sup>7</sup> The low percentage participation in licensed facilities can be attributed to a variety of factors. Currently, there are 846 facilities with a licensed capacity of 20,286 slots across the state. Potentially, 26,353 children between the ages of birth and 5 need child care because all parents in the household are employed. There is an immediate deficit between the number of young children needing care and the number of licensed slots. When school-aged children are factored, the deficit is even greater. There is a high demand for child care for infants and toddlers but few available slots and as the majority of licensed programs only operate during daytime hours Monday through Friday, parents with very young children and parents working non-traditional hours have fewer options for licensed child care.

In 2001, Wyoming Legislature established TANF Preschools to support improved educational opportunities for low-income children. The Department of Family Services contracts with the Department of Education to provide the preschools through a competitive grant process. The 13 agencies that currently receive funding serve 582 children in classrooms led by degreed early childhood teachers. The TANF Preschools serve children across the state, in both rural and metropolitan areas, as well as diverse settings such as licensed child care, Child Development Centers, Head Start and school district programs.

While early childhood care and education services do exist for some children in Wyoming, it is apparent that there are a large number of families who are unable to access licensed child care or pre-school. A study conducted by the Department of Workforce Services in 2006 on the availability of child care found: “If the potential demand (for child care) in 2016 represents a midpoint of the low and high ends of the anticipated unmet demand range, expanded

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<sup>7</sup> Wyoming Department of Family Services, Early Childhood Division, ACF 800

and new child care facilities will be needed to support approximately 14,695 children in Wyoming during the next decade. On a statewide basis, this correlation reveals that there is insufficient facility capacity in Wyoming to support future child care needs.”<sup>8</sup>

### ***Quality of Early Childhood Care and Education***

Identifying quality in early childhood care and education programs has been a challenge for Wyoming. Although there are 42 programs accredited by the National Association for the Education of Young Children (NAEYC) in Wyoming, all of the accredited programs are supported by federal and/or state funding. The National Association of Family Child Care (NAFCC) also lists five licensed family child care programs in Wyoming that are accredited through their program. Additionally, the programs receiving state and/or federal funds have higher quality requirements such as the Head Start performance standards and the requirement that the TANF At-Risk Preschools have a degreed teacher in each classroom, but child care programs relying solely on parent fees are generally unable to meet those requirements and are only held to the licensing standards for minimum health and safety.

All TANF Preschools, which operate at child care centers, Child Development Centers, school districts and Head Starts are using the CLASS as an indicator of classroom quality. Wyoming was part of the research that studied early care and education quality and noted that the most important aspect of quality is the interaction between adult and child and in particular support in emotional support, classroom organization and instructional support for areas such as language, concept development, sensitivity to student needs and positive climate. Additional training is being offered to develop trainers to expand CLASS in Wyoming. The University of

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<sup>8</sup> “Wyoming Workforce Child Care Needs Assessment”, Pedersen Planning Consultants, November, 2006

Wyoming is partnering with the Wyoming Department of Education on several projects around readiness which will include ongoing research into the impacts of standards and quality related issues on kindergarten entry.

In 2003, through a public/private partnership, a project called the Wyoming Children and Families Initiative began. Governor Dave Freudenthal asked the task force working on the initiative to answer one question: “What do we want for Wyoming’s children and families?”<sup>9</sup> Through a statewide survey, the quality of child care was identified as one of the priority areas for Wyoming’s citizens. During the next two years, with support from the Department of Health, Early Childhood Comprehensive Systems grant and the Department of Family Services, a sub-committee worked to identify strategies to improve the quality of child care. The result of this effort was legislation that included a quality rating system, financial incentives, scholarships, and grants to improve the quality of care considered by the Legislature during the 2006 session. The legislation passed; however, none of the components in the legislation was funded. The Legislature did provide funding to the Department of Workforce Services to conduct a statewide assessment of the quality of child care in Wyoming. The assessment was conducted by Quality Assist, Inc. who noted in their report, “The findings of this baseline study indicate that as Wyoming develops its child care system, it is necessary to address issues of quality and to develop effective strategies to raise quality. It is important to note that Wyoming has excellent foundation and can build on the current strengths of safety and health practices, positive adult/child interactions, and excellent group size and adult to child ratios. These findings suggest that improvements in quality will be dependent upon workforce development for child care

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<sup>9</sup> “Children & Families Initiative, Recommendation Synopsis”, December, 2005

center teachers and family child care providers. Investment is needed to enrich learning environments across settings...specialized and targeted training, mentoring, and technical assistance can make a long-term difference in the quality of early care and education in Wyoming.”

The 2006 legislation also created a legislative oversight committee and a task force to study the results of the assessments of quality and availability that were conducted by the Department of Workforce Services and to make recommendations for a quality child care system. These efforts resulted in legislation that was considered during the 2007 session, in which lawmakers passed funding for scholarships, training for providers on business practices and public awareness activities. This legislation provided a foundation for Wyoming’s professional development system which has continued to grow to meet the recommendations from the Quality Assist, Inc. assessment that was conducted in 2005. This is an area where Wyoming is strong and additional discussion of Wyoming’s professional development system can be found later in this document starting on page 12. However, there continues to be no political support for a quality rating improvement system or incentives for facilities to support the higher costs of quality. The newly appointed SAC will work to identify areas in the statewide needs assessment and develop strategies in the strategic planning process where quality can be improved and supported in all early childhood programs.

### ***Kindergarten Readiness***

Through anecdotal reports from kindergarten teachers, many children in Wyoming have had no previous experience with social groups or adaptive, self help skills. Language delays may be creating a drop in scores at third grade due to the demand in third grade for reading

comprehension. In order to identify children who are entering kindergarten with few skills, the Department of Education has developed a kindergarten readiness assessment named the Instructional Foundations for Kindergarten (IF-K). This assessment was designed and field tested for three years by Wyoming preschool and kindergarten teachers and has high validity and reliability. The purpose of the IF-K is to provide guidance on instruction and to support local districts in strengthening transitions by providing a common, evidence-based measure of development and content. In a review of the common core standards for kindergarten, the assessment aligns with all areas of the proposed kindergarten common core which is likely to be adopted in Wyoming. With 100% of kindergartens reporting data in the fall 2009 submission, only 51.67% of the students were able to meet kindergarten readiness for the curricula across Wyoming. Preliminary data shows that certain groups of children, such as children in rural areas, Latino students and children on the Wind River Indian Reservation have lower scores. However, this may be due more to an opportunity gap rather than an achievement gap. Literacy scores were high except for language; however, the lowest scores were in science and social problem-solving. These two areas, with math, will be strengthened through professional development. The data collection has been developed on an interactive website where teachers can access their classroom reports as well as evidence-based activities and videos.<sup>10</sup>

The Wyoming Department of Education has a comprehensive data collection system for K-12 students with a unique student identifier (WISER ID). As one of only 11 states meeting all of the Data Quality Counts criteria for creating longitudinal systems, the IF-K data will become

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<sup>10</sup> Wyoming Department of Education

part of a longitudinal study to look at how readiness for kindergarten impacts future school success.

### ***Status of Coordination, Collaboration and Governance***

Although some coordination and collaboration among early childhood care and education programs has occurred at both the state and community levels, it has not been widespread and across all programs. However, during the past few years, several initiatives have begun which are increasing opportunities for improved coordination and collaboration across all sectors.

In 2007, agencies and early childhood organizations began meeting to discuss opportunities for coordination and collaboration on an informal basis. In 2008, Wyoming received a technical assistance grant from the Smart Start National Technical Assistance Center to assist the state in the development of a comprehensive early childhood system. As a result of the technical assistance, a public/private partnership, the Wyoming Early Childhood Partnership (WECP) was formed and implemented its first initiative, Wyoming Kids First (WKF), to help counties and communities build strong local partnerships to meet the needs of young children and their families. To date WKF has piloted their efforts in three counties/communities: Natrona County, Sweetwater County, and the Wind River Reservation in agreement with the Joint Tribal Council. Funding and technical assistance has been made available to assist these local partnerships in conducting a needs assessment and in completing a strategic plan based on the outcome of their needs assessment. With funding from the Ellbogen Foundation, grants will be made available to help the partnerships implement strategies to improve the quality and availability of services in their communities.

In 2009, the Department of Corrections, Department of Education, Department of Family Services, Department of Health, and Department of Workforce Services and a representative from the Governor's office began meeting to address issues related to at-risk children, youth and families. This collaborative effort was formalized as the Planning Team for At-Risk Children, Youth and Families (PTAC). The PTAC comprises the director of each participating agency and the Superintendent of Public Instruction from the Department of Education. This group meets quarterly to: "Collaborate and communicate on issues concerning at-risk children and youth (with a) commitment to identify and share resources within each department to support the activities of the partnership and charter."<sup>11</sup> A sub-group of the PTAC comprising agency deputy directors (or designees) meets on a monthly basis to problem solve, develop strategies and bring forward solutions to the PTAC. In January 2010, the PTAC created an Early Care and Education (ECE) Sub-committee to focus on issues specific to early childhood. The charter for the ECE Sub-committee articulates the following team purpose and goal: "To collaboratively create, implement, and evaluate an intergovernmental strategic plan for providing early care and education services (prenatal through 8 years old) to children in Wyoming."<sup>12</sup> While the ECE Sub-committee is in the early stages of formation, it is the first time that all agencies working with programs serving young children and their families are meeting for the purpose of formalized collaboration.

The Governor's Early Childhood Development Council was established by Executive Order in 1997 by then-Governor Jim Geringer. In 2000, the Council was reorganized under Executive Order 2000-2. The Council was responsible for implementing the Raising Readers in

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<sup>11</sup> PTAC Team Charter/Operational Standard Draft #5, 12/21/09

<sup>12</sup> ECE Sub-committee Team Charter/Operational Standard, Draft #2, 2/9/10

Wyoming program with funding from PacifiCorp Foundation for Learning. The program, modeled after Raising Readers in Maine, provides new books to young children as a part of the well child health care visits. More recently, the Council has been a partner in the development of the birth to 3 early learning guidelines. While the Council was charged with encouraging coordination and collaboration within the state, membership has not been reflective of all the necessary agencies and organizations to successfully accomplish the task.

The newly formed Early Childhood State Advisory Council (SAC) does include all of the necessary membership to help move strong efforts for collaboration forward. The SAC will have the ability to connect PTAC with its focus on state programs, to the Wyoming Early Childhood Partnership with its focus on community needs. The SAC will also have an opportunity to increase collaboration and coordination with the Early Intervention Council with its focus on child birth to 5 with disabilities and the Head Start Collaboration Office.

### ***Status of Wyoming Early Learning Guidelines***

A project to develop Infant Toddler Early Learning Guidelines was implemented in the summer of 2009 by the Governor's Early Childhood Development Council. A workgroup of stakeholders from across the state was convened to develop the guidelines, and technical assistance was provided by Linda Gillespie and Tracie Dickson from Zero to Three through a technical assistance request from the Department of Family Services to the Child Care Bureau. Additional support for this project has been provided by the Wyoming Department of Education (WDE) through a contract with Catherine Scott Little from the University of North Carolina who has acted as an advisor to the workgroup and will review the Infant Toddler Early Learning Guidelines for alignment with the Wyoming K-12 Standards.

The intent of the workgroup is to create a seamless transition for children by developing Infant Toddler Early Learning Guidelines which align with the existing Early Childhood Readiness Standards for 3-to five-year-olds which were adopted by the Wyoming Board of Education in 2002. It is anticipated that the final draft will be completed late summer 2010 and at that time, a public review will be conducted. Upon finalization, both print- and web-based materials will be developed that can be used by parents and early childhood professionals. The materials will address the individual needs of all children and be both culturally and linguistically appropriate. Should birth to 5 common-core state standards be developed nationally, the Early Childhood State Advisory Council will review the Wyoming early learning guidelines to determine alignment with those standards.

### ***Status of Professional Development***

In 1994, Wyoming began working on a professional development system. A large group of stakeholders from all types of early childhood care and education programs, advocates, Department of Family Services, Department of Education and higher education met over a 3-year period and developed core knowledge areas and a career lattice for individuals working in early childhood programs. In January 2000, the Department of Family Services contracted with the Wyoming Children's Action Alliance to administer Wyoming's training registry known as STARS (Statewide Training and Resource System). The STARS program includes training approval, a trainer registry, career lattice, training calendar and a clearinghouse of educational materials. STARS awards training hours to individuals working in licensed child care programs. In 2009, 4,462 providers in the state were awarded training hours.<sup>13</sup> In 2008, STARS completed

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<sup>13</sup> Wyoming Children's Action Alliance, STARS, April 2010 Report.

core competencies in each of the eight core knowledge areas for early childhood professionals. This work was completed in partnership with the Department of Education, Department of Family Services, CCR&R, Head Start, and early childhood professionals from across the state. This work has become the foundation for improving training content and the process for training and trainer approval.

The 2006 Quality Child Care Bill was passed resulting in the creation of the WY Quality Counts!<sup>TM</sup> Program at the Department of Workforce Services. As legislated, WY Quality Counts!<sup>TM</sup> is responsible for three major services to support the early childhood workforce:

1. An awareness campaign to educate the general public, and parents in particular, about quality child care;
2. Scholarships and grants to individuals working in licensed child care facilities within the state to pursue advanced certificates, degrees, and training in the industry; and
3. Child care business management and quality/technical training throughout the state.

Operational since FY 2008, WY Quality Counts! Scholarships for higher education and grants for continuing education have increased annually as evidenced by the charts below:

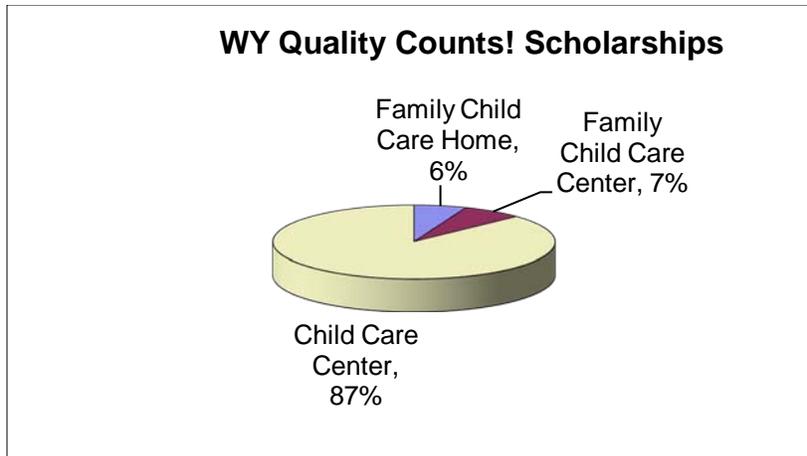
**Table 1. WY Quality Counts! Scholarships (CDA, Apprenticeship, College)**

FY2008: \$148,398.63 FY2009: \$221,344.85 Average Scholarship: \$713.98<sup>14</sup>

	<b>CDA</b>	<b>Associates</b>	<b>Bachelors</b>	<b>Graduate</b>
<b>FY 2008</b>	<b>71</b>	<b>46</b>	<b>16</b>	<b>10</b>
<b>FY 2009</b>	<b>52</b>	<b>24</b>	<b>28</b>	<b>76</b>

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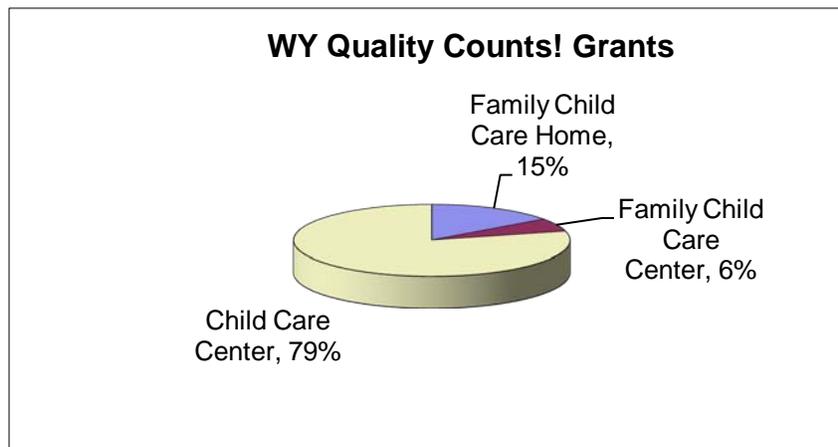
<sup>14</sup> Wyoming Department of Workforce Services Annual Report



**Table 2. WY Quality Counts! Grants for Continuing Education**

FY2008: \$109,937.41      FY2009: \$94,226.64      Average Grant: \$248.00

	FY 2008	FY 2009
<b>Total Individuals</b>	319	413



In FY2008, WY Quality Counts! provided free training in child care business management through ALIGN Organizational Development & Training, a business consulting firm, and early learning environment training through Children and Nutrition Services and Nutrition and Child Development, Inc. Business management classes were held in Casper,

Cheyenne, Gillette, Powell, and Rock Springs. Early learning environment training sessions were held in Casper, Cody, Green River, Lander, Sheridan, and Torrington. Statewide, there were 58 enrollments in the business management training and 116 in the early learning environment training.

In FY2009, WY Quality Counts! provided free training to child care businesses and employees through ALIGN Organizational Development & Training. Statewide, 41 individuals attended the business management trainings offered in Casper, Cheyenne, Cody, Evanston, Gillette, Jackson, Laramie, Riverton, Sheridan, and Torrington. A total of 63 child care providers attended the “Cradling Literacy” classes offered in Casper, Cheyenne, Cody, Evanston, Gillette, Jackson, Laramie, Pinedale, Rawlins, Riverton, Sheridan, and Torrington.

The child care business management curriculum was designed and delivered by ALIGN Organizational Development & Training staff. The business management course is tailored to both in-home and center-based child care facilities. The course includes four separate modules that assist child care industry leaders in creating a business profile, conducting a business market analysis, drafting a business marketing plan, building effective customer communication practices, and hiring and retaining staff.

The “Cradling Literacy” curriculum was developed by the Zero to Three Organization. The decision to focus on early literacy stemmed from a 2006 child care quality assessment that encouraged statewide workforce investment to boost provider scores in Learning Environment, Curriculum Methods, Individualizing Dimensions, and Scheduling Dimensions. The main focus of this course is to educate providers on methods for enhancing literacy through environment and interaction.

The Wyoming Early Childhood Partnership created an early care and education taskforce in 2008 which began exploring strategies to improve the quality of care. A survey in 2008 by Child Care Finder (Wyoming's child care resource & referral agency) of individuals working in licensed child care programs showed that 32% of those individuals only had a high school diploma or GED. The taskforce determined that its priority would be the creation of a professional development system that would include a series of certificates and credentials continuing on through higher education. The system is now known as Pathways. Certificate 1, Certificate 2 and Credential 1 each contain 40 hours of classroom instruction. The certificates and credentials are sequential and upon completion of the first two certificates and credential, the individual will have completed the educational requirements for a CDA. Pathways also includes mentors for individuals in the first three levels and financial completion incentives for both the students and the mentors. Using CCDF ARRA funds through the Department of Family Services and state funding through the Department of Workforce Services WY Quality Counts!<sup>TM</sup> Program, Wyoming is currently in the development stage for the first three levels with implementation of the classes in FY2011.

The University of Wyoming and the state's community colleges work closely on the articulation of early childhood coursework. Currently, all seven of the community colleges offer an associate's degree in early childhood education as well as the coursework for CDAs. These courses articulate to the University of Wyoming and all of the colleges are articulating the CDA as three hours of elective credit. The University of Wyoming also offers three endorsements to provide certification for early care and education graduates: early childhood (birth through 5),

preschool through 3<sup>rd</sup> grade, and early childhood special education (birth through 5). A new mental health and a Director's certificate are also available through the University of Wyoming.

With the scholarships that are available through the WY Quality Counts!<sup>TM</sup> program, there has been a marked increase in the number of associate, bachelor and master's degrees in early childhood. However, high turnover in the field is a major problem. With the disparity in wages between school district salaries (\$50,481 average base salary with additional benefits<sup>15</sup>) compared to the average Head Start bachelor degreed teacher \$25,254, typically with no or limited benefits<sup>16</sup>) and a teacher in licensed child care (\$22,880 with no or limited benefits<sup>17</sup>), it is anticipated this trend will continue.

### ***Status of Data Systems***

Wyoming understands the need for longitudinal data needed to support informed decision-making across state agencies. In 2004, the Wyoming Health Information Network (WHIN) was created. WHIN contains de-identified claims information of services delivered through the Departments of Corrections, Health, Family Services, Workforce Services and Employment. The directors of these agencies, in concert with members from the Department of Insurance and the Governor's Office, formed the Executive Leadership Team (ELT) and oversee WHIN. The ELT partners with the private consulting firm HCMS Group LLC, collects the data and conducts sophisticated analytics creating information used for cross-agency policy development impacting residents who receive services from one or more of the represented agencies.

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<sup>15</sup> 2008 Wyoming Education Statistics Report

<sup>16</sup> 2008 Wyoming Head Start PIR

<sup>17</sup> 2008 Department of Family Services Child Care Market Survey

While there has been some information sharing between state agencies, there has not been action toward a unified data system specific to early care in education. The PTAC has formed a sub-committee to address the issue of information sharing and unified data collection. As the SAC works to identify quality indicators, they will make recommendation to the PTAC data collection sub-committee to help move the work forward.

### **Approach**

Although Wyoming has had an Early Childhood Council since 1997, the previous Council did not have the specific responsibilities outlined in the Head Start Act. Wyoming is in the starting blocks for an Early Childhood State Advisory Council (SAC) to meet those responsibilities. While this might be viewed as a challenge, it is also an opportunity to create from the ground up an SAC that will ultimately meet all of the requirements of the Head Start for School Readiness Act of 2007 (Head Start Act). As the result of the Head Start Act, Governor Freudenthal in partnership with the previous Early Childhood Development Council members has created by Executive Order the Wyoming Early Childhood State Advisory Council (attached in the Appendix). During the three years of the grant, the SAC will have four immediate goals:

1. Create a strong council that will successfully complete the responsibilities outlined in the Head Start School Readiness Act of 2007 and Executive Order 2010-2;
2. Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school entry, including an assessment of the availability of high quality pre-kindergarten services for low income children in Wyoming;

3. Develop recommendations for increasing the overall participation of children in existing federal, state and local child care and early childhood education programs and develop recommendations for the establishment of a unified data collection system.
4. Develop a plan to ensure the sustainability of the Early Childhood State Advisory Council.

While other states are further along in this process and already have well-established councils in place, Wyoming will need to focus on the organizational development of the SAC in order to make this council effective and productive. Wyoming's work plan reflects time that we feel is necessary to develop a charter, fully orientate all SAC members on their roles and responsibilities, develop mechanisms to gather input from the public, develop schedules for public hearings and develop and implement memorandums of understanding with partner agencies and organizations. Attention to this goal and Goal No. 4, planning for sustainability, will be the foundation for continued success of the SAC.

Wyoming's second goal of conducting a needs assessment is another foundational piece. Although some assessments are currently conducted in the state, there is not one assessment that is comprehensive for the entire state. Again, Wyoming is in the starting phase. We will need to identify exactly what data we need to collect, determine if the data is already collected, and if not, identify a means to collect it. Finally, thorough data analysis will provide us with information that will identify gaps and opportunities to enhance services to young children and their families through improved coordination and collaboration.

The third goal will be attainable when the needs assessment is finalized. Based on the information collected, the Council will be in a position to make recommendations for increasing

the number of children in federal and state pre-kindergarten programs, developing strategies for outreach to underserved populations and making recommendations in coordination with PTAC regarding a unified data collection system.

We do not anticipate any factors that may accelerate or decelerate the work of the SAC at this point. However, it must be noted that Wyoming will have a new Governor in January as well as many new members in the Legislature. It is possible that the work could decelerate if there is less political support for the SAC and time has to be taken to educate newly elected officials and garner support for the work of the SAC. However, should that happen, work will still continue on the needs assessment and strategic planning processes and we expect to be able to meet our projected timelines.

***Council Membership***

The SAC membership will comprise all of the required individuals from the Head Start Act as well as additional members to ensure that the diversity of the state is reflected and that integral organizations that serve children and families are included. The SAC has developed roles and responsibilities for its members and they are included in the Appendix. Per Executive Order 2010-2 membership will include the following entities:

<b>Role</b>	<b>Agency/Representing</b>	<b>Name</b>
State agency responsible for child care*	Department of Family Services	Sue Bacon, Administrator Early Childhood Division
State educational agency*	Department of Education	Anita Sullivan, Consultant Early Childhood Programs
Local educational agencies*	Fremont Co. School District 2	Susan Bodar
Institution of higher education*	University of Wyoming	Michelle Buchanan, Associate Professor, College of Education
Institution of higher education*	Central Wyoming Community College	Carla Leech, President

<b>Role</b>	<b>Agency/Representing</b>	<b>Name</b>
Licensed child care provider*		Noamie Nimentalo, Director Campbell County Memorial Hospital Child Care
Local Child Development Services provider*		
Representative from Head Start Agencies including migrant and seasonal HS and Tribal HS*	WY Head Start Association	LaNelle Martin Executive Director
State Director of Head Start Collaboration*	Wyoming Institute for Disabilities (WIND)	Rick Hufnagel, Director Head Start Collaboration Office
State agency responsible for programs under 619 of the IDEA*	Wyoming Department of Education	Peg Brown-Clark, Director Special Education Unit
State agency responsible for programs under part C of the IDEA*	Department of Health Developmental Disabilities Division	Chris Newman, Administrator
State agency responsible for health or mental health*	Department of Health Substance Abuse and Mental Health Division	Eydie Trautwein, Interagency Coordinator
Representative of community health services	Maternal & Child Health	Karen Meyer, RN Nurse Family Partnership Coordinator
Representative of the Eastern Shoshone Tribe	Eastern Shoshone Tribe	Kathryn Ferris
Representative of the Northern Arapahoe Tribe		
Parent of a young child		
Representative of the WY Early Childhood Partnership	Wyoming Early Childhood Partnership	Becca Freeburn, Executive Director
State agency responsible for workforce development	Department of Workforce Services	Tobi Wickham, Administrator Business Training & Outreach
Representative from early childhood advocacy	Wyoming Children's Action Alliance	Deanna Frey, Executive Director
Legislator		
Governor's office	Governor's Office	Meredith Asay, Policy Analyst
Private foundation with a funding emphasis on early childhood programs and services	Ellbogen Foundation	Mary Garland
Legal advocate for children or person working in the legal system with children and their families	Wyoming Guardian Ad Litem Program	Stacy Obrecht

<b>Role</b>	<b>Agency/Representing</b>	<b>Name</b>
Individual working with young children and their families or with an interest in early care and education		Cathy Lance Absoraka Head Start
Individual working with young children and their families or with an interest in early care and education		Kendra West, Executive Director Evanston Childhood Development Center
Individual working with young children and their families or with an interest in early care and education		Dianna Webb, Apple Tree Learning Center
Individual working with young children and their families or with an interest in early care and education		Jean Day

\* As required in the Head Start Act

**Work Plan**

<b>Goal 1: Create a strong council that will successfully complete the responsibilities outlined in the Head Start School Readiness Act of 2007, 642B (b)(1)(A)</b>			
<b>Strategy</b>	<b>Objective</b>	<b>Responsibility</b>	<b>Timeline</b>
1.1 Council fully appointed by Governor.	1.1.1 The Council membership is complete	Governor's office	Year 1/ Q1
1.2 Develop, release and award a request for proposal for coordination of the council.	1.2.1 A highly qualified individual is hired as the SAC Coordinator.  1.2.2 Contract with SAC Coordinator is monitored for compliance and monitoring reports are submitted to SAC.	DFS and State Advisory Council (SAC)  DFS	Year 1/ Q1  Year 1, 2 and 3/ all quarters.
1.3 State Advisory Council members receive orientation on their roles and responsibilities.	1.3.1 Orientation for council members is documented in the minutes.	Council Coordinator	Year 1/ Q1 and ongoing as necessary.
1.4 Hold quarterly SAC meetings to monitor progress on goals.	1.4.1 At a minimum, quarterly council meetings are held and progress monitored as documented by agendas and minutes of the meetings.  1.4.2 SAC charter is developed and adopted.  1.4.3 Memorandums of Understanding are developed and implemented with partner agencies and organizations as necessary.  1.4.4 Progress on the implementation plan is documented in the minutes of each SAC meeting.	SAC and Council Coordinator  SAC and Council Coordinator  SAC and Council Coordinator  SAC and Council Coordinator	Year 1, 2 and 3/ all quarters  Year 1/ Q 1  Year 1, 2, and 3/ all quarters  Year 1, 2, and 3/ all quarters

<b>Strategy</b>	<b>Objective</b>	<b>Responsibility</b>	<b>Timeline</b>
1.5 Conduct all SAC meetings in accordance with the Open Meetings Law and provide opportunities for public comments at the meetings.	1.5.1 All comments will be recorded in the meeting minutes.	SAC and Council Coordinator	Year 1, 2, and 3/ all quarters
1.6 Conduct an annual public hearing on the activities conducted by the SAC	1.6.1 A record of the public hearings will be maintained in the SAC's minutes	SAC and Council Coordinator	Year 1, Q4; Year 2, Q4, Year 3, Q4

**Goal 2: Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school entry, including an assessment of the availability of high-quality pre-kindergarten services for low-income children in Wyoming.**

<b>Strategy</b>	<b>Objective</b>	<b>Responsibility</b>	<b>Timeline</b>
2.1 Identify evidence based quality indicators for needs assessment.	2.1.1 Review of research is documented in work products and SAC minutes.	Council Coordinator	Year 1/ Q 2, 3
	2.1.2 The data elements to measure the quality indicators are selected by the SAC as documented.	SAC	Year 1/ Q4
2.2 Based on the quality indicators selected, review current assessments that are conducted in the state as they pertain to the quality indicators.	2.2.1 Any gaps that exist in current needs assessments are identified.	SAC and Council Coordinator	Year 2/ Q 1 & 2
	2.2.2 Requests for assistance in statewide data collection are sent to PTAC, if necessary.	SAC and Council Coordinator	Year 2/ Q 1 & 2
2.3 Identify assessment tool(s) to be used for statewide assessment and modify if necessary.	2.3.1 Assessment tool is identified.	SAC and Council Coordinator	Year 2/ Q 3

<b>Strategy</b>	<b>Objective</b>	<b>Responsibility</b>	<b>Timeline</b>
2.4 Identify the frequency for conducting statewide assessment.	2.4.1 Frequency for assessment is documented in SAC meeting minutes.	SAC	Year 2/ Q 3
2.5 Develop a budget for conducting needs assessment and data analysis and if necessary, secure funding.	2.5.1 Budget is developed.	SAC and Council Coordinator	Year 2/ Q 3
	2.5.2 Funding is secured, if necessary.	SAC and Council Coordinator	Year 2/ Q 3
	2.5.3 Contracting for needs assessment and data analysis is completed if necessary.	SAC and Council Coordinator	Year 2/ Q 3
2.6 Conduct initial statewide assessment.	2.6.1 Pilot the assessment in a minimum of 3 counties (small, medium and large) if necessary.	SAC and Contractor for needs assessment	Year 2/ Q4
	2.6.2 Needs assessment for all indicators of quality and availability is completed.	SAC and Contractor for needs assessment	Year 2/ Q4
2.7 Analyze data from the statewide assessment.	2.7.1 In collaboration with PTAC and other partners as appropriate, opportunities for and barriers to collaboration and coordination will be identified.	SAC and Council Coordinator	Year 3/ Q 1
	2.7.1 An action plan to increase collaboration and coordination will be developed.		Year 3/ Q 2
	2.7.3 Mechanisms for improved collaboration and collaboration with partners, including the use of memorandums of understanding developed in coordination with PTAC, and technology tools, will be developed.		Year 3, Q 3 & 4

<b>Goal 3: The State Advisory Council will develop recommendations as outlined in the Head Start School Readiness Act of 2007, 642B (b)(1)(A).</b>			
<b>Strategy</b>	<b>Objective</b>	<b>Responsibility</b>	<b>Timeline</b>
3.1 Develop recommendations for increasing the overall participation of children in existing federal, state and local child care and early childhood education programs, including outreach to underrepresented and special population.	3.1.1 Create a map of the current federal, state and local early childhood programs and the populations they serve.	SAC and Council Coordinator	Year 3/ Q 3
	3.1.2 Identify outreach tools and resources for underrepresented and special populations.	SAC and Council Coordinator	Year 3/ Q 4
	3.1.3 Implement an outreach plan to increase participation.	SAC and Council Coordinator	Year 3/ Q 4 and ongoing
3.2 Develop recommendations in coordination with PTAC, regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the state.	3.2.1 Prepare a data map for the data currently being collected.	SAC and Council Coordinator	Year 3/ Q4 and ongoing
	3.2.2 Identify gaps in the existing systems.	SAC and Council Coordinator	Ongoing
	3.2.3 Recommendations for a unified data collection system are made to PTAC.	SAC and Council Coordinator	Ongoing

<b>Goal 4: Develop a plan to ensure the sustainability of the Early Childhood State Advisory Council.</b>			
<b>Strategy</b>	<b>Objective</b>	<b>Responsibility</b>	<b>Timeline</b>
4.1 Create a charter for the State Advisory Council to articulate the long-term purpose, activities, membership, resources and expected results/measures of success.	4.1.1 Charter is completed and adopted by the SAC	SAC and Council Coordinator	Year 1/ Q 1
4.2 Recommend funding mechanisms for sustainability.	4.2.1 State and federal funding streams have been identified with the help of PTAC.	SAC and Council Coordinator	Year 1, 2, 3/ all quarters
4.3 Recommend statutory, policy and/or executive order changes to achieve sustainability.	4.3.1 Changes are documented through statutes, policies and/or executive orders.	SAC	Year 1, 2, 3/ all quarters as appropriate.

Wyoming understands the responsibilities of the State Advisory Council as outlined in the Head Start for School Readiness Act of 2007 and shares a commitment to increasing the availability and access to high quality early care and education programs in the state so that we might increase the number of children entering kindergarten ready to succeed. Goal #3 specifically addresses recommendations for increasing the participation of children in existing federal, state and local programs and outreach to under-represented and special populations. Additionally, the Wyoming SAC will work on recommendations for a unified data collection system. To include the other responsibilities in the work plan will require completion of the statewide needs assessment and until that is accomplished, it would be premature to commit this newly formed SAC to specific strategies.

### ***Organizations and Cooperating Entities***

The Department of Family Services will be the designated agency to provide support, contract monitoring, reporting and fiscal services to the SAC. Additionally, the Department of Workforce Services (DWS) will partner closely with the Department of Family Services as expenditures in the WY Quality Counts!™ program at DWS will provide the required match for the grant funding.

At this time, we have not identified other organizations and cooperating entities. Membership on the Wyoming State Advisory Council has been expanded to include other groups that are important stakeholders. As the work of the SAC expands, it is possible that other organizations and groups will be engaged and may participate on sub-committees or work groups formed by the SAC. The Grants Manager will be notified if this happens.

### ***Sustainability***

A discussion of sustainability cannot wait until year three. As evidenced by the work plan, the SAC will begin to explore funding opportunities at the beginning of year one and work to find both public and private funding sources to sustain a high quality early childhood system. The SAC will also look at potential funding from existing federal sources such as the Early Childhood Comprehensive Systems Grant, the Child Care and Development Fund and the Head Start Collaboration Grant as well as potential state funding from sources such as the WY Quality Counts!™ program.

### ***Staff and Position Data***

The Department of Family Services (DFS) will provide administrative and fiscal support services for the SAC. DFS will also monitor compliance with this grant and contracts, fiscal

reporting and be the point of contact for federal staff. Due to the current fiscal climate, a new position in state government as either a permanent or contract employee is not possible. A coordinator for the SAC will be critical to its success and the Department of Family Services (DFS) will release a request for proposal (RFP) on behalf of the SAC for a professional services contractor to provide coordination and facilitation services for the SAC. We do not feel that this course of action will decelerate the work of the SAC as Sue Bacon, Administrator of the Early Childhood Division in DFS, will serve as the interim coordinator for the Council until the contracting process is completed. Ms. Bacon has served in the capacity of State Child Care Administrator for the Child Care Development Fund (CCDF) for the past 13 years and as the Administrator for the Early Childhood Division for the past three years. The Early Childhood Division encompasses Child Care Licensing, Substitute Care Licensing (youth residential programs) as well as the subsidy and quality activities of the CCDF.

Finding a highly qualified individual for the position of SAC will be vital to the success of the Council. The job description which outlines the skills and qualifications required for the coordinator position follows:

#### **JOB DESCRIPTION**

##### **EARLY CHILDHOOD STATE ADVISORY COUNCIL COORDINATOR**

**Position requirement:** 100% FTE

#### **Major Responsibilities and Tasks**

##### Technical:

- Coordinate the logistics and work of the Council.
- Serve as the key contact for technical assistance.

- Assure timely responses to action requests.
- Communicate critical developments to the State Advisory Council.
- Provide thorough and timely assistance to external and internal constituents that reflects current best practices and comprehensive knowledge; make referrals to state and national resources; identify areas where future issues and emerging trends may occur.
- Meet reporting requirements as identified in the state's contract for professional services.

### Leadership/Facilitation:

Under the direction of the State Advisory Council, the coordinator will:

- Research and provide information related to the early childhood system in Wyoming.
- Facilitate the collection of information related to the statewide needs assessment; make recommendations to the State Advisory Council related to priorities discovered in need assessment.
- Assess the communication structure within the early childhood system and make recommendations for improvement.
- Communicate with and develop shared responsibility to improve the early childhood system in Wyoming among the chief entities within the early childhood system in Wyoming, including state agencies, the Wyoming Planning Team for At-risk Children, Youth and Families (PTAC), the Wyoming Early Childhood Partnership (WECP) and other councils and associations.
- Implement and monitor plans related to State Advisory Council recommendations.
- Assist in developing a plan for sustainability beyond the three-year funding period.

### Educational Requirements:

- Master's degree in education, early education, public policy or related field preferred.
- Five years of administration experience and/or any combination of knowledge, skills and experience that is equivalent.

### Required Work Experience, Skills and Abilities:

- Knowledge of early childhood programs and policy in Wyoming.
- Public policy administration and political sensitivity.
- Strong partnering and communications techniques to build awareness and support.
- Skill in directing research, writing, oral presentation; analyzing complex child development issues.
- Ability to translate strategic direction into concrete plans and activities.
- Ability to establish methods and approaches to achieve objectives and exceed goals successfully.
- Motivated toward execution and anticipates opportunities to excel.
- Skilled in utilizing multiple strategies simultaneously and solving problems.
- Ability to work well within a team structure and with diverse groups.
- Skilled in facilitating groups and communicating effectively (written and verbal).
- Ability to follow direction from the Wyoming State Advisory Council.

### ***Organizational Profiles***

The Department of Family Services (DFS) will provide support to the SAC, monitor the contract and be responsible for all federal reporting. DFS is the lead agency responsible for the CCDF, TANF, SNAP, Child Support Enforcement, Social Services, and Juvenile Justice programs. The Department has extensive knowledge in the management of federal grants and ARRA reporting requirements. Council support and contract monitoring will occur under the

direction of Sue Bacon, Administrator of the Early Childhood Division and financial support and reporting will occur under the direction of Paul Yaksic, Administrator of the Financial Services Division. Ms. Bacon and Mr. Yaksic will work closely to coordinate those functions. All state agencies are subject to the Comprehensive Annual Financial Report (CAFR) and the Statewide Single Audit. The results of the audits can be found at: <http://sao.state.wy.us/saopubs.htm>.

### ***Third Party Agreements***

All contracts with the Department of Family Services are required to be performance-based. The contract for professional services for SAC coordination and facilitation will be specific to the responsibilities of the Head Start Act, Executive Order 2010-2 and reflect the needs of the SAC. When the contract is executed, a copy will be made available to the ACF Grants Management Officer.

### ***Budget and Budget Justification***

As the majority of the costs for the SAC will be contracted, the following calculations are estimates of what the costs might be. Final amounts will be determined through an RFP process and award of a contract to the successful bidder. Wyoming will apprise the ACF Grant Administrator of the outcome of the RFP process and the actual budgeted costs when they are finalized.

Travel costs for the SAC meetings are also a high line item due to Wyoming's large geographic size. It will be critical for the SAC to meet in person during its organizational development phase to develop relationships among the members. The SAC meetings are budgeted to allow meetings to be held around the state and give individuals in local communities an opportunity to provide public comments at those meetings.

### Budget Detail and Justification Year 1

Category	Federal Budget	Non-Federal Budget	Total Budget
Personnel	\$ -		
Fringe Benefits	\$ -		
Travel	\$ 9,972		\$ 9,972
Equipment	\$ -		
Supplies	\$ -		
Contractual	\$ 124,630		\$ 124,630
Other Costs	\$ -		
Indirect	\$ -		
Non-federal resources	\$ -	\$ 314,067	\$ 314,067
<b>Total</b>	<b>\$ 134,602</b>	<b>\$ 314,067</b>	<b>\$ 448,669</b>

#### Budget Justification Year 1: \$134,602

**Travel - \$ 9,972:** Travel is budgeted for the first quarter to cover the costs for mileage, lodging, and meals and incidentals (M&IE) for 26 council members to attend a Council meeting in the first quarter. Lodging and M&IE was calculated at \$172/per 2 day meeting for 26 members (total \$4,472). Mileage is budgeted at an average of 500 miles per round trip at \$ .55 per mile. Mileage was only calculated for 20 vehicles as some of the members will be able to share transportation (total \$5,500). Only one SAC meeting was included in this line item. When contracting is completed for an entity to coordinate the council and facilitate the SAC's meeting, the contractor will pay those expenses and they will be reflected under contractual.

**Contractual - \$124,630:** As the RFP has not been awarded, actual costs are not known at this time. Costs have been estimated as follows:

- Personnel - [REDACTED] annual salary for one FTE for the position of Council Coordinator, [REDACTED] hourly wage rate;

- Fringe - [REDACTED] calculated at 30% to cover FICA, Health, Retirement, Worker's Compensation, etc.
- Travel – Travel is budgeted as follows:
  - \$5,484 for instate travel to allow for up to 12 nights of lodging, 24 days of M&IE and a potential of 6000 miles for reimbursement. Four of the nights for lodging and the other associated costs in the above figure will support the coordinator's travel for SAC meetings.
  - \$1,900 is budgeted for the required ACF meeting. Airfare is estimated at \$600 and 4 nights lodging and M&IE at the current federal travel rates have been estimated.
  - \$29,916 is budgeted for the remaining 3 quarters of year 1 to cover the costs for mileage, lodging, and meals and incidentals (M&IE) for 26 council members to attend SAC meetings. Lodging and M&IE was calculated at \$172/per 2 day for 3 meetings for 26 members (total \$13,416). Mileage is budgeted at an average of 500 miles per round trip at \$.55/per mile. Mileage was only calculated for 20 vehicles as some of the members will be able to share transportation (total \$16,500).
- Supplies – \$4,500 is estimated for year one. This will allow for the purchase of a laptop and docking station and multi-media projector (est. \$3,000) if necessary. Additionally, \$1,500 has been budgeted to cover the costs of miscellaneous office supplies and copies.
- Other - \$11,330 is budgeted to cover the costs associated with administrative costs, space rental, audit, insurance, phone, postage, and public notices in newspapers for SAC meetings.

**Non Federal Resources - \$314,067:** Wyoming’s match will be made based on expenditures from the WY Quality Counts!™ at the Department of Workforce Services. The funds are entirely State General Funds and support professional development for licensed child care providers in the form of scholarships for higher education and CDA’s, training grants and the direct delivery of training programs. The funds fall into the contractual category as all scholarships and training grants are contracted directly with the provider with no administrative or personnel costs.

**Budget Detail and Justification Year 2**

Category	Federal Budget	Non-Federal Budget	Total Budget
Personnel	\$ -	\$ -	\$ -
Fringe Benefits	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Supplies	\$ -	\$ -	\$ -
Contractual	\$ 184,659	\$ -	\$ 184,659
Other Costs	\$ -	\$ -	\$ -
Indirect	\$ -	\$ -	\$ -
Non-federal resources	\$ -	\$ 430,850	\$ 430,850
<b>Total</b>	<b>\$ 184,659</b>	<b>\$ 430,850</b>	<b>\$ 615,509</b>

**Budget Justification Year 2:**

**Contractual – \$184,659:** As the RFP has not been awarded, actual costs are not known at this time. Costs have been estimated as follows:

- Personnel - [REDACTED] annual salary for one FTE for the position of Council Coordinator, [REDACTED] hourly wage rate. This amount includes an 3% cost of living adjustment;
- Fringe - [REDACTED] calculated at 30% to cover FICA, Health, Retirement, Worker’s Compensation, etc.

- Travel – Travel is budgeted as follows:
  - \$5,484 for the SAC coordinator for instate travel to allow for up to 12 nights of lodging, 24 days of M&IE and a potential of 6000 miles for reimbursement. Four of the nights for lodging and the other associated costs in the above figure will support the coordinator’s travel for SAC meetings.
  - \$1,900 is budgeted for the required ACF meeting. Airfare is estimated at \$600 and 4 nights lodging and M&IE at the current federal travel rates have been estimated.
  - \$39,888 is budgeted to cover the costs for mileage, lodging, and meals and incidentals (M&IE) for 26 council members to attend quarterly SAC meetings. Lodging and M&IE was calculated at \$172/per 2 day for 3 meetings for 26 members (total \$13,416). Mileage is budgeted at an average of 500 miles per round trip at \$.55/per mile. Mileage was only calculated for 20 vehicles as some of the members will be able to share transportation (total \$16,500).
- Supplies – \$1,500 is estimated for year two to cover the costs of miscellaneous office supplies and copies.
- Other - \$11,338 is budgeted to cover the costs associated with administrative costs, space rental, audit, insurance, phone, postage, and public notices for SAC meetings.
- Contract for Needs Assessment - \$50,000: This amount has been set aside for contractual services for a needs assessment. The contract will be awarded through a competitive bid process.

**Non Federal Resources - \$430,850:** Wyoming’s match will be made based on expenditures from the WY Quality Counts!<sup>TM</sup> at the Department of Workforce Services. The funds are

entirely State General Funds and support professional development for licensed child care providers in the form of scholarships for higher education and CDA's, training grants and the direct delivery of training programs. The funds fall into the contractual category as all scholarships and training grants are contracted directly with the provider with no administrative or personnel costs.

**Budget Detail and Justification for Year 3**

Category	Federal Budget	Non-Federal Budget	Total Budget
Personnel	\$ -	\$ -	\$ -
Fringe Benefits	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Supplies	\$ -	\$ -	\$ -
Contractual	\$ 180,739	\$ -	\$ 180,739
Other Costs	\$ -	\$ -	\$ -
Indirect	\$ -	\$ -	\$ -
Non-federal resources	\$ -	\$ 421,750	\$ 421,750
<b>Total</b>	<b>\$ 180,739</b>	<b>\$ 421,750</b>	<b>\$ 602,489</b>

**Budget Justification Year 3:**

**Contractual:** As the RFP has not been awarded, actual costs are not known at this time. Costs have been estimated as follows:

- Personnel - [REDACTED] annual salary for one FTE for the position of Council Coordinator, [REDACTED] hourly wage rate. This amount includes an 3% cost of living adjustment;
- Fringe - [REDACTED] calculated at 30% to cover FICA, Health, Retirement, Worker's Compensation, etc.
- Travel – Travel is budgeted as follows:

- \$5,484 for the SAC coordinator for instate travel to allow for up to 12 nights of lodging, 24 days of M&IE and a potential of 6000 miles for reimbursement. Four of the nights for lodging and the other associated costs in the above figure will support the coordinator's travel for SAC meetings.
- \$1,900 is budgeted for the required ACF meeting. Airfare is estimated at \$600 and 4 nights lodging and M&IE at the current federal travel rates have been estimated.
- \$39,888 is budgeted to cover the costs for mileage, lodging, and meals and incidentals (M&IE) for 26 council members to attend quarterly SAC meetings. Lodging and M&IE was calculated at \$172/per 2 day for 3 meetings for 26 members (total \$13,416). Mileage is budgeted at an average of 500 miles per round trip at \$.55/per mile. Mileage was only calculated for 20 vehicles as some of the members will be able to share transportation (total \$16,500).
- Supplies – \$1,500 is estimated for year three to cover the costs of miscellaneous office supplies and copies.
- Other - \$11,338 is budgeted to cover the costs associated with administrative costs, space rental, audit, insurance, phone, postage, and public notices for SAC meetings. \$5,000 has been added to fund the cost of printed materials to educate stakeholders and legislators about the results of the needs assessment and the SAC's recommendations.
- Contract for Data Analysis - \$38,150: This amount has been set aside for contractual services for a data analysis. The contract will be awarded through a competitive bid process.

**Non Federal Resources - \$421,750:** Wyoming's match will be made based on expenditures from the WY Quality Counts!<sup>TM</sup> at the Department of Workforce Services. The funds are entirely State General Funds and support professional development for licensed child care providers in the form of scholarships for higher education and CDAs, training grants and the direct delivery of training programs. The funds fall into the contractual category as all scholarships and training grants are contracted directly with the provider with no administrative or personnel costs.

### ***Public Hearing***

A public hearing on the Council's work plan was held via the state's video-conferencing system as part of the grant application on May 3, 2010. Notice of the hearing was posted in Wyoming newspapers, sent to constituents via listserves and the plan was posted on the DFS website. Individuals were also given an opportunity to submit written comments if they were unable to attend the live hearing. No recommendations for changes were made during the hearing process.

### ***Conclusion***

We envision a state where all children enter school ready for success both in school and in life. The establishment of a highly functional Early Childhood State Advisory Council will give us the opportunity to coordinate efforts between the private and public sector, develop strategies to increase the availability of high quality services and programs and show positive outcomes for the children in our State.

### ***WY Early Childhood State Advisory Council: Roles and Responsibilities***

The roles and responsibilities of the Wyoming State Advisory Council fall into three major categories:

- Evaluation,
- Building structures for collaboration, and
- Developing policy recommendations for improving the early childhood system in Wyoming.

#### **Evaluation:**

1. The Council will undertake a periodic needs assessment to evaluate the quality and availability of programs and services related to the early childhood system in Wyoming.
  - The Council will conduct the needs assessment once every three years.
  - An update of the demographic information within the needs assessment will occur annually.
2. Based on outcomes in needs assessment, the Council will analyze the data to identify opportunities and barriers for improving the early childhood system in Wyoming and develop action plans to address these improvements.
3. The Council will assist in the development of a unified data collection system, including identifying data to be collected and determining the unique identifier.

#### **Collaboration:**

The Council will lead the effort to develop a communication structure to improve collaboration, grassroots involvement, transparency and feedback mechanisms within the early childhood system in Wyoming, with special emphasis on the use of technology in the development of improved communications. Partners in this effort should include policymakers, the Wyoming Early Childhood Partnership, PTAC, healthcare providers, parents/families and providers.

#### **Recommendations:**

1. The Council will develop recommendations for the Governor, lawmakers and state agencies on statutory, policy and program improvements related to the early childhood system in Wyoming.
2. The Council will create recommendations for the continued work to build a professional development system and career ladder for early childhood providers and educators, in coordination with the Department of Workforce Services, the Early Childhood Task Force, the Wyoming Early Childhood Partnership and institutions of higher education.

3. The Council will develop recommendations related to building strong leadership from families within Wyoming's early childhood system, such as building leadership through training programs.
4. The Council will generate recommendations related to the work associated with creating and disseminating early learning standards by undertaking a review of those standards and recommending program standards to measure and assess quality.
5. The Council will create recommendations related to the issue of "quality" in Wyoming's early childhood programs and services, including creating a definition for quality that corresponds to requirements with the federal government, setting standards associated with this definition and generating support for these standards throughout the early childhood system in Wyoming.
6. The Council will develop a plan to ensure the sustainability in the work of the State Advisory Council, including creating a charter, recommending possible statutory/executive order changes and an identification of funding mechanisms.

In addition to the responsibilities listed above the State Advisory Council will:

- Monitor the work of its Coordinator, and
- Meet not less than quarterly.

