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**Exhibit A: Application Form**

Send this as a single Word document titled “Exhibit A: Application Form – YOUR ORGANIZATION NAME,” attached to an email to [dcyf.hsco@dcyf.wa.gov](mailto:dcyf.hsco@dcyf.wa.gov)along with **Exhibits B through D**.

Please read the Draft Early ECEAP Performance Standards at the DCYF Head Start Collaboration Office website <https://dcyf.wa.gov/services/early-learning-providers> before completing the rest of this application. Some of the Early ECEAP Performance Standards recommendations are currently being finalized and will be sent out for comment prior to final approval. We will keep updating them as the recommendations are finalized. It is highly advised to frequently visit the DCYF Head Start Collaboration Office website for updates on the Performance Standards and other updates pertaining to Early ECEAP.

Then sign below acknowledging that you have read these documents and understand that you will be required to implement the Early ECEAP policies and procedures as described if you receive an award of Early ECEAP.

# Contact Information (Mandatory)

**Organization Name *Click here to enter text.***

**Primary Contact Person and Title *Click here to enter text.***

**Mailing Address *Click here to enter text.***

**City, State, Zip Code *Click here to enter text.***

**Phone *Click here to enter text.***

**E-mail Address *Click here to enter text.***

**Secondary Contact Person (optional) *Click here to enter text.***

**Mailing Address *Click here to enter text.***

**City, State, Zip Code *Click here to enter text.***

**Phone *Click here to enter text.***

**E-mail Address *Click here to enter text.***

# 2. Organization Type (Mandatory)

Applicants must be a public or private organization including, but not limited to school districts, educational service districts, community and technical colleges, private businesses, local governments, or nonprofit organizations (per [RCW 43.216.515](http://apps.leg.wa.gov/rcw/default.aspx?cite=43.216.515)). Sectarian organizations must comply with all Early ECEAP requirements including classrooms and classroom practices free of any religious symbolism and no religious activities in the curriculum. This does not preclude children or families from sharing their traditions.

Check all that apply:

Non-sectarian

Sectarian

School district

Educational Services District

Community or Technical College

Local Government

Private Business - Child Care

Private Business - Other

Non-profit organization - Child Care

Non-profit organization - Other

Tribal organization

Other, describe ***Click here to enter text.***

1. Washington State Business License Number (Mandatory):
2. Number of Center Base Slots (SCORED)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Model**  (Applicant may select up to 3 Early ECEAP sites) | **Current**  **2019-20 slots** | **Requested new**  **Early ECEAP slots** | **Requested new**  **Early ECEAP Implementation**  **Classrooms (up to 3)** | **Requested total**  **2019-20 slots** |
| **Early ECEAP: Site #1** | **N/A** |  |  |  |
| **Early ECEAP: Site #2** | **N/A** |  |  |  |
| **Early ECEAP: Site #3** | **N/A** |  |  |  |
| **ECEAP Part Day** |  | **N/A** | **N/A** | **N/A** |
| **ECEAP Full School Day** |  | **N/A** | **N/A** | **N/A** |
| **ECEAP Extended Day** |  | **N/A** | **N/A** | **N/A** |
| **Head Start** |  | **N/A** | **N/A** | **N/A** |
| **Early Head Start** |  | **N/A** | **N/A** | **N/A** |
| **Licensed Child Care Center** |  | **N/A** | **N/A** | **N/A** |
| **Licensed Family Home Provider** |  | **N/A** | **N/A** | **N/A** |
| **Tribal Early Learning program** |  | **N/A** | **N/A** | **N/A** |
| **TOTALS** |  |  |  | *Total this horizontal row.* |

# Early ECEAP Infrastructure (SCORED)

Describe your experience and the systems you currently have in place to provide infrastructure for Early ECEAP services that meet the requirements of theEarly ECEAP, including the **Early ECEAP** **Performance Standards**, for each of the following. Refer to the RFA document, sections 1.3 and 1.4 for more information.

1. **Program planning and service system design (Scored)**

Describe experience, expertise, and plans. Include description of how you will plan and provide high-quality Early ECEAP services, including family support, early childhood education, nutrition, mental health consultation, and health coordination. Identify how you will include families in design and oversight of planned services (250 words or less). ***Click here to enter text.***

1. **Ongoing monitoring and continuous improvement** **(Scored)**

Describe the staff, structure and process you will use to provide ongoing monitoring and continuous improvement. Also, describe how you will use CQI data to strengthen program/services. (250 words or less).

***Click here to enter text.***

1. **Early Achievers (Scored)**

Describe your current Early Achievers Ratings and your process to rate a Level **#3.** If not yet rated, describe your experience with Early Achievers and your plan to rate a Level **#3+** within the required amount of time in 250 words or less. ***Click here to enter text.***

1. **Developmental screening and quarterly child development assessment** **(Scored)**

Describe your experience and expertise. Include a description of how you will complete developmental screenings and assessments, train staff in the administration, collection, and reporting of assessment data, and use data to refine services to children and families (250 words or less). ***Click here to enter text.***

1. **Marketing and recruitment of potential Early ECEAP families, enrollment of eligible children (Scored)**

Describe your experience and expertise. Include a description of capacity to recruit and enroll eligible children (250 words or less). ***Click here to enter text.***

1. **Human Resources: Hiring qualified staff, training, professional development (Scored)**

Describe your experience and expertise. Include description of human resource policies for recruitment, selection, and training of qualified staff, and plans to recruit and prepare staff in time for services to begin (250 words or less). ***Click here to enter text.***

1. **Recordkeeping and Reporting (Scored)**

Describe your experience and expertise. Include staff time and expertise that will be dedicated to entering data into data systems (250 words or less).

***Click here to enter text.***

**H. Cultural Relevance (Scored)**

Describe your experience and expertise providing services that are culturally relevant to the community served, including outreach to potential families, staff recruitment, education services, health services coordination, and family support. Include a description of current services to children who are dual language learners and approaches to working with families with limited English proficiency (250 words or less). ***Click here to enter text.***

**I. Serving High Needs Community (Scored)**

Describe your high needs community. What specific need(s) are unmet, trends that you are currently seeing that impact children and families you currently serve. What strategies or plan do you have in place to address these needs that is culturally appropriate for your unique community? (250 words or less). ***Click here to enter text.***

# 6. Fiscal Management (SCORED)

All Applicants must complete this section:

* 1. Fiscal staffing – Describe positions involved in Early ECEAP budgeting, accounting, purchasing, payroll, and other financial tasks.

|  |  |  |
| --- | --- | --- |
| **Position Name**  *Add rows if needed* | **Summary of duties** | **How position supports or would support Early ECEAP fiscal needs.** |
| ***Click here to enter text.*** | ***Click here to enter text.*** | ***Click here to enter text.*** |
| ***Click here to enter text.*** | ***Click here to enter text.*** | ***Click here to enter text.*** |
| ***Click here to enter text.*** | ***Click here to enter text.*** | ***Click here to enter text.*** |
| ***Click here to enter text.*** | ***Click here to enter text.*** | ***Click here to enter text.*** |

* 1. Describe Applicant’s internal control practices such as cash management, signature authority, assurances of accuracy of payroll (time worked, leaves), purchasing policies, etc. ***Click here to enter text.***
  2. List account names, and codes if applicable. The purpose of this question is to ensure Applicant has an accounting system established to manage multiple funding sources and ensure Early ECEAP funds are managed separately. You may answer by pasting a chart of accounts here on this application or ***Click here to enter text.***
  3. Describe Applicant’s existing or proposed cost allocation methodology used to ensure that Early ECEAP funds are not spent for non-Early ECEAP purposes. For example, you may apportion some costs by square footage used, or number of children served by each funding source, or staff hours spent working in each program.

|  |  |
| --- | --- |
| **Category** | **Method for determining proportion of costs paid by Early ECEAP** **funds** |
| Staff costs | ***Click here to enter text.*** |
| Facilities costs | ***Click here to enter text.*** |
| Equipment & supplies | ***Click here to enter text.*** |
| Child transportation | ***Click here to enter text.*** |
| *Add rows if needed* | ***Click here to enter text.*** |

* 1. Describe Applicant’s inventory management. Include which items are tracked, the process when receiving or disposing of equipment, the inventory tracking system, process for ensuring security of inventoried items, and frequency of audits of inventory. ***Click here to enter text.***
  2. If Applicant has, or will have, Subcontractors, describe process for monitoring their fiscal practices: ***Click here to enter text.***
  3. Describe any outstanding fiscal findings or related compliance issues. Summarize current practices to prevent the finding, or issue, in the future: ***Click here to enter text.***

# 7. Staffing (SCORED)

1. **Organizational Chart (Scored)**

Paste in an organizational chart below. The organizational chart must include:

* Staff names and titles
* Early ECEAP roles added to existing staff.
* Additional staff titles that would be hired under this application.
* Lines of authority.

Provide information about staff who will be responsible for key Early ECEAP roles:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Role** | **Sample responsibilities** | **Staff name or**  **“to be hired”** | **Percent of full time to be dedicated to Early ECEAP** | **Degree & major, or credential** |
| Early ECEAP Director | Overseeing all Early ECEAP components. Interacting with DCYF. | ***Click here to enter text.*** | ***Click here to enter text.*** | ***Click here to enter text.*** |
| Monitor(s)/ Coordinator(s) | Ensuring compliance with all Early ECEAP requirements. Providing technical assistance to sites and subcontractors, if any | ***Click here to enter text.*** | ***Click here to enter text.*** | ***Click here to enter text.*** |
| Trainer(s) | Training staff and subcontractors, if any, on Early ECEAP requirements, use of required curricula, assessments, and other tools | ***Click here to enter text.*** | ***Click here to enter text.*** | ***Click here to enter text.*** |
| Data manager(s) | Entering and maintaining eligibility, child, family and organization data. | ***Click here to enter text.*** | ***Click here to enter text.*** | ***Click here to enter text.*** |
| Human resource staff | Hiring qualified staff, training staff and subcontractors if any on Early ECEAP requirements, ensuring full participation in MERIT and Early Achievers | ***Click here to enter text.*** | ***Click here to enter text.*** | ***Click here to enter text.*** |
| Coach  (see Early ECEAP Performance Standards) | A practice-based coach supporting rating readiness and continuous quality improvement, and helping the Contractor identify goals and make quality improvement plans. | ***Click here to enter text.*** | ***Click here to enter text.*** | ***Click here to enter text.*** |
| Family Support Staff | Work directly with families on the family partnership process. | ***Click here to enter text.*** | ***Click here to enter text.*** | ***Click here to enter text.*** |
| Health, nutrition, and mental health services | Conduct and review child health screens, review immunization records, provide behavioral health supports, oversee nutrition and food plans. | Health Advocate:  ***Click here to enter text.***  Nutrition:  ***Click here to enter text.***  Mental Health:  ***Click here to enter text.*** | Health Advocate:  ***Click here to enter text.***  Nutrition:  ***Click here to enter text.***  Mental Health:  ***Click here to enter text.*** | Health Advocate:  ***Click here to enter text.***  Nutrition:  ***Click here to enter text.***  Mental Health:  ***Click here to enter text.*** |

1. **Lead Teacher (Scored)**

* Enter the number of current infant and toddler lead teachers
* How many of your current infant and toddler lead teachers meet *one* of the following Early ECEAP qualifications:
  + A minimum of a Child Development Associate (CDA) credential or comparable credential, and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development.
* Describe the lead teacher hourly wage and the benefit package you would provide under this application: ***Click here to enter text.***

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1. **Family Support Staff (Scored)**

* Enter number of current staff in a family support or similar role (see **Early ECEAP** **Performance Standards**):
* How many of your current family support staff meet *one* of the following qualifications:
  + A minimum, a baccalaureate degree in adult education, human development, human services, family support, social work, early childhood education, child development, psychology, or another field directly related to their job responsibilities or DCYF equivalent; or
  + A DCYF-approved credential from a comprehensive and competency-based Family/Social Service training program that increases knowledge and skills in providing direct services to families; or
  + A Home Visitor Child Development Associate (CDA) Credential from the Council of Professional Recognition.
* Describe the current responsibilities of these staff and the percentages of their time that would be available for Early ECEAP family support: ***Click here to enter text.***

1. **Contracting Capacity (Scored)**

* List contracts or grants the Applicant has managed during the last five years that relate to the Applicant’s ability to perform Early ECEAP services. Include contract reference numbers, period of performance, contact persons, telephone numbers, and e-mail addresses:

***Click here to enter text.***

* If the Applicant, has contracted with the state of Washington during the past 24 months, list the name of the contractor(s), state agencies, contract numbers, and brief project descriptions:

# *Click here to enter text.*

1. **Disclosure of Improvement Plans (Scored)**

Describe any outstanding compliance issues or agreements, action plans, or improvement plans with any state or federal agency, including but not limited to agencies administering ECEAP, Head Start, Migrant/Seasonal Head Start, American Indian/Alaska Native Head Start, Child and Adult Care Food Program (CACFP), school lunch program, child care licensing, local health jurisdictions, or school district improvement plans: ***Click here to enter text.***

1. **Applicant’s Employee Relationship with Washington State (Mandatory)**

If any officer or employee of the Applicant is or was an employee of the state of Washington during the past 24 months, provide the individual’s name, dates of employment, state agency where employed, and position held. If none, enter “**None**.”

*If, following a review of this information, it is determined by DCYF that a conflict of interest exists or may exist; the Applicant may be disqualified from further consideration at the sole discretion of DCYF.* ***Click here to enter text.***

# 8. Tribal Community Assessment Data (OPTIONAL)

If the Applicant is a federally recognized tribe and would like to include tribe and community-based data around numbers of eligible children for DCYF’s consideration, please add it here. A tribal program may propose a service area that includes areas where members of Indian tribes or those eligible for such membership reside, including but not limited to Indian reservation land, areas designated as near-reservation by the Bureau of Indian Affairs (BIA) provided that the service area is approved by the tribe’s governing council, Alaska Native Villages, Alaska Native Regional Corporations with land-based authorities, Oklahoma Tribal Statistical Areas, and Tribal Designated Statistical Areas where federally recognized Indian tribes do not have a federally established reservation. ***Click here to enter text.***

Please add any optional community assessment data: words or less). ***Click here to enter text.***

# 9. Is there anything else you would like DCYF to know? (OPTIONAL)

# (Limit 500 words). *Click here to enter text.*