



# GRANTS MANUAL

Updated: Fall 2011

*Request for Proposals and Other Materials Available Online at*  
[www.vecf.org](http://www.vecf.org)  
[www.SmartBeginnings.org](http://www.SmartBeginnings.org)

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## **I. INTRODUCTION**

### **I-A. The Virginia Early Childhood Foundation**

The Virginia Early Childhood Foundation (the Foundation) is a public-private partnership led by a diverse board including business, civic, education, health, human services, and government leaders who are dedicated to school readiness issues. Created in December 2005, the Foundation provides leadership in the development of a statewide network of local "Smart Beginnings" Initiatives that focus on preparing all children ages 0-5 years for success in kindergarten and in life.

The Foundation co-leads with the state Office of Early Childhood Development the *Virginia's Plan for Smart Beginning* (see Appendices). Launched by the Governor's office, the *Plan for Smart Beginnings* provides a common vision for state and local leaders to use as they promote systems improvements in early childhood services. The plan promotes 5 goals that will lead to children ready for kindergarten.

The website can be accessed at [www.smartbeginnings.org](http://www.smartbeginnings.org)

### **I-B. Building a Comprehensive System of Early Childhood Services**

Historically in the United States, the approach to caring for young children has been fragmented and disjointed, without a comprehensive, strategic approach to program design, implementation, financing, or measurement of results. Increasingly, advocates for children have realized that it is not just *program improvement* that is needed. No single program is able to address the unique and varied needs of young children and their families. Rather, ensuring that young children develop well and arrive at school ready for success requires a *systemic approach* that-

- is carefully and methodically designed, using the very best research and evidence based practices available;
- includes and coordinates multiple institutions and layers of service delivery;
- involves both public and private sectors at every level and functions from both a top-down and bottom-up perspective;
- establishes a solid infrastructure for ensuring effective governance, high standards of program quality and professional competence, and financial sustainability;
- addresses not simply the needed programs and services, but also the systemic changes necessary to ensure effective and efficient delivery of high quality services;
- involves parents and provides them with opportunities to develop stronger parenting skills; and
- provides measurement of impact and results.

America's future success is directly tied to the healthy development of today's youngest children. To ensure a good start in life, all children need access to high-quality and affordable early child care and education, physical and mental health, and family support.

Programs and services that address these areas are essential, yet they are only as strong as the infrastructure that supports them. (Zero-to-Three: <http://www.zerotothree.org/site/DocServer/SystemsSinglesMarch5.pdf?docID=7903>)

The importance of school readiness coalition building is recognized at the national level and in many states. Applicants are encouraged to read further to better understand collaboration and systems building. Visit the following websites: [www.buildinitiative.org/statepartners.html](http://www.buildinitiative.org/statepartners.html); and <http://www.nga.org/Files/pdf/0806PARTNERINGEDUCATION.PDF>

The end result of the Foundation’s grants continuum is a self-sustained local school readiness initiative that maintains the **core characteristics of *Smart Beginnings***. They are the following:

<b>Criteria</b>	<b>Description</b>
<b>Leadership</b>	There are key leaders that meet regularly to address the community’s school readiness issues and to break down barriers. They are executives or top managers in sectors including business, civic, education, health, human services and government and non-profit.
<b>Organization</b>	A diverse group of partners meet on a regular basis. They implement plans based on assessment of community needs and resources, develop a strategic plan for children 0-5 years and seek ways to improve local systems.
<b>Contact Person</b>	There is an informed person, telephone number and email available to serve as a central point of contact for the Initiative.
<b>Vision and Mission</b>	The group’s vision and mission reflect common goals with the Virginia Early Childhood Foundation and the <i>Virginia Plan for Smart Beginnings</i> . Guiding values should include comprehensive membership, a commitment to quality, and the establishment of common standards.
<b>Community Presence</b>	The community at large sees the Initiative as a place to address school readiness issues.
<b>Programs</b>	The Initiative provides a central venue for a diverse group of systems to come together to collaborate and to work on establishing a common set of goals and strategies. At a minimum, systems include health, mental health, nutrition, early care and education, family education and support and special needs.

### **I-C. Purpose and Types of *Smart Beginnings* Grants**

The Virginia Early Childhood Foundation has established its grants continuum as a strategy in implementing *Smart Beginnings* statewide. *Smart Beginnings* Grantees join a network of other local initiatives that will sustain *Smart Beginnings* operation on the local level and collaborate as full partners with state initiatives.

It is the goal of the Foundation’s grants program to establish local public/private partnerships that coordinate and align early care and education, physical and mental health, and family support.

Development of a local *Smart Beginnings* Initiative is the result of months and maybe years of local leaders learning to trust and work together for the improvement of early childhood services. To aid in this process, Foundation grants are offered on a continuum that allows for this incremental development.

At each level of the Foundation’s grant continuum, grantees are expected to demonstrate an increased capacity and ability to implement the goals of *Smart Beginnings*. Only the most exemplary Initiatives will be funded at the Partnership level or higher.

Grants listed in the table below are available from the Foundation on a competitive basis. Application can be made for multiple grants in a sequence that best meets the needs of the local Initiative. The sequence of grants may include up-to two Getting Ready Grants and up-to two Partnership Grants. ***All funds allocated during the grant continuum are factored into the maximum total allowance for one community of \$650,000 over the course of all grants. The total dollar allowance may not exceed \$500,000 during the Getting Ready and Partnership phases.***

Grant Type	Grant	Grant Tasks and Purpose	Proposal Requirements
Planning	15-18 months  (\$50,000)	Forming leadership, governance, community assessment, strategic planning and public engagement	Provide a plan and timeline for completing planning grant tasks
Getting Ready I*	24 months  (approximate \$75,000-\$125,000)	Implement plans developed during planning grant and activities in one system based on assessment and strategic plan.	Successfully completed tasks under a Planning Grant; there is capacity for implementation and evaluation of collaborative activities in one system/substantive area of focus based on community assessment and strategic plan.
Getting Ready II**	24 months  (approximate \$75,000-\$125,000)	Implement collaborative activities in two systems based on community assessment and strategic plan.	Successfully completed tasks under Getting Ready I Grant; there is capacity for implementation and evaluation of collaborative activities in two systems/substantive areas of focus based on community assessment and strategic plan.
Partnership*** (up to 2 Partnership Grants)	24 -48 months  up to \$400,000 total for 1 or split between 2 Partnership phases	Fully operational leadership and governance with implementation and evaluation of collaborative activities in three systems based on community assessment and strategic plan.	Successfully completed Getting Ready Grant tasks. Local leadership and collaboration is in place; there is capacity for implementation and evaluation of collaborative activities in three systems/substantive areas of focus based on community assessment and strategic plan.
Sustaining****	24 months (up to \$100,000)	Sustain work implemented under Partnership Grant	Continues initiatives started as a Partnership Grantee
Sustaining Partners	Small award based on restricted expenses incurred as Partners	Grantees who have successfully completed the grant continuum and join the Foundation as a full partner in <i>Smart Beginnings</i>	Relationship with the Foundation is defined in a Memorandum of Understanding

- \*Limited to previous Planning Grantees
- \*\*Limited to previous Getting Ready I Grantees
- \*\*\*Limited to previous Getting Ready Grantees
- \*\*\*\*Limited to previous Partnership Grantees.

*Note: Planning Grants do not include funding for service area components.*

## **I-D. Grant Review Process**

The grant review process is designed to ensure that *Smart Beginnings* Grant awards are based on the quality of the proposed project as well as its fit with the goals of the Virginia Early Childhood Foundation (the Foundation) and *Virginia's Plan for Smart Beginnings*. The intent of the process is to be both transparent and fair. It is the responsibility of the staff and the Board of Directors of the Foundation to ensure that the Grant Review Procedures are implemented and followed.

Each grant proposal will receive a preliminary review by the Senior Program Officer of the Foundation to determine that the proposal is complete and that it meets the goals of Foundation, the requirements of the Request for Proposals, and connects to *Virginia's Plan for Smart Beginnings*. If there are any questions or issues arising from this preliminary review, Foundation staff will call the applicant to discuss the proposal or to request additional information.

Multiple reviewers read each grant. Planning Grants receive a review and scoring by Foundation staff. A panel of in-state or out-of-state reviewers selected for their independence and expertise reviews other grant types. Specific criteria and the point system used by grant reviewers are included in "Request for Proposals." Each reviewer will be asked to sign a conflict of interest statement to assure their independence in reviewing and evaluation proposals. Reviewers will be given an evaluation matrix which corresponds directly to the Request for Proposals (RFP). Reviewers will be asked to write comments to support their decisions. Each proposal will receive a total rating by all reviewers. Also, reviewers are given the opportunity to verbally explain their ratings to Foundation staff.

### *Optional Presentations*

At the discretion of the Foundation, representatives from the highest scoring proposals may be invited to present their proposals in person to a review panel of Board members and staff. A simple scoring tool will be provided as a guide. All review panel members will be asked to document their rationale for recommending or not recommending funding of a specific proposal at the level of that funding.

The Grants Committee of the Foundation's Board will consider the reviewer's scoring of each proposal and will present their recommendations for approval or disapproval to the full Board along with the committee's recommendations for funding level for each proposal.

The President of the Foundation will confirm to the Board at that time that all Grant Review Procedures were followed to the best of his knowledge. Board members having any real or perceived conflict of interest with any of the recommended grant proposals will abstain from voting. The Foundation Board will then vote to accept or reject the recommended proposals.

Grants become final after the Foundation Board approves them. Foundation staff and approved applicants negotiate the final implementation details.

To be considered for funding, proposals must first meet the stated objectives, general and specific requirements outlined in the RFP. The following chart provides guidelines:

<b>Rating</b>	<b>Description</b>
Exceptional	Exceeds requirements and demonstrates an exceptional understanding of goals and objectives. One or more major strengths exist. No significant weaknesses exist.
Acceptable	Demonstrates an acceptable understanding of goals and objectives of the project. There may be strengths and weaknesses, however strengths outweigh the weaknesses.
Marginal	Demonstrates a fair understanding of the goals and objectives of the project. Weaknesses have been found that outweigh any strengths that exist. Weaknesses will be difficult to correct.
Unacceptable	Fails to meet an understanding of the goals and objectives of the project. The proposal has one or more significant weaknesses that will be very difficult to correct or are not correctable.

The following non-weighted criteria will be used in the review:

- a. Financial track record and strength
- b. The capacity, skill and experience of leadership who would be involved with oversight or implementation of the project
- c. Clarity of relationship between community assessment data and activities selected
- d. The extent that service area activities are evidence based
- e. Potential for innovative systems building and collaboration
- f. Potential for sustainability of project
- g. Commitment to evaluation and analysis of outcomes

## II. GRANT REQUIREMENTS/MANAGEMENT

(Relevant for all grant applicants unless otherwise indicated.)

### II-A. Grant Eligibility

- 1) A grantee must be a 501 (c)(3), non-profit entity or public body that functions as an independent entity. A history of sound financial management and an annual audit is required. (See Section III-B for details.) The applicant may rely upon the advisory support of a Coalition's Leadership Council in meeting its grant requirements.
- 2) Applicants must do the following to qualify for a grant:
  - Agree to the terms found in the General Conditions and Assurances (see Appendices).
  - Have a demonstrated track record of fiscal stability, fund management, and annual audit.
  - Designate a *Smart Beginnings* Program Coordinator.

### II-B. Participation in Learning Community

*All grant applicants must indicate a willingness to participate in a Smart Beginnings Learning Community. Some activities are mandatory.*

This "Learning Community" is a vehicle for continuous learning, sharing of evidence based practice, and improvement in both local systems and program activities.

Grantees are asked to commit to the following:

- discovering and sharing new knowledge and new materials;
- using new knowledge to achieve shared goals;
- participating in flexible and negotiated learning activities; and
- creating a high level of dialogue, interaction, and collaboration.

Some of the activities planned throughout the grant period may include:

- 4–6 technical assistance meetings/trainings each year;
- conference calls with other grantees and Foundation staff;
- *Smart Beginnings* message board;
- public engagement activities;
- mentoring from other *Smart Beginnings* coalition staff;
- web-based resource development; and
- technical assistance from their program officer via one-on-one coaching on-site and through phone/email contacts.

*Smart Beginnings* Grantees are required to participate in 4-6 Learning Community sessions each year. These sessions will be scheduled at least quarterly and the Grant Coordinator and at least one additional representative are expected to attend.

In addition, grantees are sometimes asked to make presentations about their work at these or other Foundation activities and meetings.

## **II-C. Grant Budgets and Allowable Expenditures**

All grant expenses must be allowable under federal and state regulations, and must apply directly to the Initiative. Also, grant funds may not be used to:

- supplant current funding;
- make subsidy payments to child care providers;
- pay for construction, capital improvements, land, or vehicles;
- support sectarian purposes or activities, including worship or instruction; and
- pay an agency's indirect cost rate.

A proposal budget and budget justification is to be submitted on the Budget Summary and Justification Form (see Appendices). Expenses should be reasonable and necessary for the completion of grant activities.

Budgets will be evaluated for indications that grant activities are supported by the larger community and demonstrate local partnerships.

Applicants should keep in mind that the Foundation seeks long-term, sustainable grant activities that will continue after the grant period. These goals are met through activities that build a local system and develop local sustainable funding. Rarely does this model include long term funding for hiring staff to expand services, administrative support or the purchase of consumable supplies. The following priorities should be used to guide budget decisions:

Does the activity or project:

- promote use of evidence based practices and models as defined by the Foundation;
- approach service delivery or systems change in an innovative way;
- initiate new collaborations, or foster sharing of resources;
- sustain itself when the grant is complete;
- support initiative strategies;
- improve access and high quality early learning;
- support local collaboration and decision making, and
- result in outcome measures and supporting data.

## II-D. Funding Availability and Payments

*All Smart Beginnings Grants are contingent upon the availability of funding secured by the Foundation through public and private sources. The Virginia Early Childhood Foundation reserves the right to cancel any grant at any point if funding is not available.*

During the grant period, payments will be released based on receipt of a correctly completed invoice form and any required reports. **The Foundation reserves the right to adjust the payment amount, delay or withhold payment based on review of the invoice and reports.** Payments are generally made within 30 days of approval by a VECF Program Officer. A copy of the Grant Invoice Form and Instructions accompanies the official Letter of Agreement following a grant award. Invoices are submitted on the same schedule as program reports as specified in the Request for Proposals for each grant.

A percentage of the total grant allocation will be released within 30 days following the receipt of a signed Letter of Agreement. This initial payment is issued to cover costs incurred during the initial reporting period. Additional payments made at specified intervals will be based on the rate of expenditure shown on each submitted invoice with a target release of no more than the percentage of total grant award specified in the grant RFP.

*For example:*

24 Month \$100,000 Grant Award Invoice and Payment		
Invoice	Due Date	Targeted Payment Amount
With Proposal	Specified in RFP	\$20,000
2 <sup>nd</sup> Payment	Specified in RFP	\$20,000
3 <sup>rd</sup> Payment	Specified in RFP	\$20,000
4 <sup>th</sup> Payment	Specified in RFP	\$20,000
Final Payment	Specified in RFP	\$20,000
TOTAL	N/A	\$100,000

Throughout the course of the grant, if there are significant changes in the project or the management of the project that could undermine the project's success, the Foundation reserves the right to reassess, and possibly withdraw, its support.

## II-E. Local Match Requirement

Cash match requirements for each type of grant are indicated in the Request for Proposal (RFP).

Match must be documented on Match Documentation Form (see Appendices). Among other things, this document requires detailed information regarding the specific dollar amounts and sources of matching funds.

Other grant match criteria are the following:

- match may be received by either the Coalition or an Coalition partner as long as the *Smart Beginnings* Initiative shares authority in use of the funds and the activities are integral to the *Smart Beginnings* Strategic Plan;
- match is to be applied to expenses during the grant period and spent at approximately the same rate as the Foundation grant dollars; and
- match funds should be documented and approved in the budget documents and invoiced like the Foundation funds.

### Match Requirement

Partnership and Getting Ready Grants require a 50% match of the funding requested from the Foundation. Planning Grants require a 25% match unless the applicant qualifies for a match waiver as a locality that meets the criteria for an economic development area. The most competitive applicants will be able to provide all or a large percentage of this match in cash. However, in-kind match is also acceptable as long as it meets Foundation criteria and the grant program does not suffer from lack of cash recourses.

The ability to secure cash match is a major indicator of an Initiative’s sustainability, and the percentage increases with each grant level.

Grant Type	Match Requirement	Cash	In-Kind
Planning	25%	At least 50%	Up to 50%
Getting Ready	50%	At least 75%	Up to 25%
Partnership	50%	At least 75%	Up to 25%
Sustaining	200%	200%	N/A

### Cash Match

Cash match can be secured from a variety of sources. VECF does not require that cash match be new to the community or that it is issued directly to the Smart Beginnings fiscal agent. Cash match may be garnered from existing funds that are committed for a new use to support the activities of the Smart Beginnings Strategic Plan. Sources for cash match can include, but are not limited to, private grant awards, local government appropriations, private donations, and contributions provided by other non-profit organizations. Applicants may not use funds that have already been appropriated or are in use. Match must be expended during the grant period and at a rate that is consistent with the expenditure rate of VECF awarded funds.

State and federal funds may be used as match for Foundation grants. Applicants must clarify with potential donors that funds are intended to support the same activities as the grant. Example: Quality Incentive Funds (QI) are federal and state funds that come through the Department of Social Services (DSS). These funds may be used to support planning grant community assessments and strategic planning if “the result is specific to a county and not just to a regional effort.” Findings would need to be reported for each county or other jurisdiction. Assessment data would need to be reported for each county or other jurisdiction. QI funds may be used to match quality program activities in Getting Ready and Partnership Grants.

### **In-kind Match**

Donations of goods or services that are necessary and reasonable for the efficient accomplishment of Initiative objectives can be counted for grant types that allow a portion of match to be in-kind. These donations must support new efforts by the *Smart Beginnings* Initiative to meet the objectives stated in its proposal. A good test question to help determine whether the donation meets the necessary standards for in-kind match is, “Would it be necessary to buy the good or service in order to accomplish the primary objectives of the Initiative; and is the cost reasonable for this purpose?” Fair market value should be used in determining the worth of in-kind match contributions. Applicants may not use funds that have already been appropriated or are in use.

The Foundation reserves the right to determine an acceptable “in-kind match” and its acceptable value during the grant review process. In-kind match must be documented in the same way that cash match is documented. For instance, if a hospital is going to donate office space for the *Smart Beginnings* Coordinator then the hospital would need to put that donation in writing, and it should be submitted with the proposal. Grant applicants may be asked to provide additional information regarding match during the review process.

<b>Examples of Acceptable and Unacceptable In-Kind Match</b>	
<b>Acceptable</b>	<b>Unacceptable</b>
Office space for project coordinator	Office space for staff that are being partially funded by grant as a sub-contractor
Marketing & printing services that are part of the Initiative’s public engagement work plan	Educational supplies and materials used by Initiative partners which are not critical to meeting proposal objectives
Reasonable, itemized administrative costs	Indirect cost rate or administrative fees for the fiscal agent for grantor personnel supervision
Needed office equipment and supplies	Volunteer time
Consulting fees for project evaluation and/or legal services	Program costs not directly related to approved grant activities

### **II-F. Staffing Requirements**

Every Planning Grantee must have a full or part-time paid *Smart Beginnings* Coordinator employed for a minimum of 25 hours per week. Getting Ready, Partnership and Sustaining Grants must have a full-time (32-40 hours) Coordinator. This person will be responsible for coordinating local activities and for insuring that grant requirements are met and reported as prescribed by the Foundation. Supervision of program staff or performing program activities may not be included in the coordinator’s job duties. Due to the importance and complexity of this systems work, coalitions are strongly encouraged to seek a person with well-developed skills in organizational development, programmatic implementation, community assessment, strategic planning and collaborative leadership.

A *Smart Beginnings* Coordinator should be hired within 90 days of the grant award. Someone must be designated to fulfill this function on an interim basis and to serve as the Foundation's point-of-contact until the Coordinator is hired.

Initiatives that wish to supplement the work of the coordinator with paid or unpaid consultants that carry responsibility for specific staff functions may request approval for a program coordinator that works less than the minimum number of hours.

A sample job description for *Smart Beginnings* Coordinator can be found in the Appendices section.

## **II-G. Program Reporting and Data Collection**

Grantees are required to report Coalition development, activities, outcomes, and financial reporting according to VECF guidelines and requests. This includes participation in state evaluation methodology for measurement of systems building and school readiness.

## **II-H. Reporting Requirements**

***I. Progress Reports:*** Reports are due at 3 or 6-month intervals. Reports include:

- **Grant Application and Cover Sheet.** This form insures that all contact information for the *Smart Beginnings* Coordinator and fiscal agent is up-to-date.
- **A Narrative** that summarized the accomplishments and activities during the reporting period. It should include Progress toward systems building and collaboration which may include information about budget and match, the amount of any leveraged funds, increases in partnerships, additional leaders joining the Initiative, improved use of resources, reduction in duplication of services, and new collaborative service delivery.
- **Activities and Outcomes Report Form** – The Activities and Outcomes Reporting Form provides details regarding progress or challenges to progress on completion of all grant activities outlined in the approved grant proposal.
- **Budget Amendments:** A revised Budget Summary Form and justification is required for approval of any line item change of more than 10%. This includes line item changes for match expenditures. Program Officers may also request a brief narrative summary to describe the rationale for making the change.
- **Coalition/Leadership Roster-** Coalition and Leadership Council membership often changes during the grant period. Updated Leadership Council and Coalition rosters are submitted with each grant report to reflect these changes. Coalitions are encouraged to obtain signed participant agreements from members that are included on the submitted rosters. Evidence of Leadership Council membership must be provided by signed by-laws, Leadership Council participation agreement, or a letter

of support agreeing to serve on the Leadership Council. The Council Chair should be noted on the Leadership Council roster.

- **Invoice-** Expenditures are tracked and invoiced using the Excel Invoice Spreadsheet provided by the Foundation. Each Invoice includes the current budget and expenditures for the reporting period.

*A Note on Back Up Documentation- Maintaining back up documentation for expenditures is required of all grantees. This practice assures capacity for detail monitoring of grant expenditures. The Foundation does not routinely require submission of back up documentation with grant reports but maintains the right to request back up documentation as needed to assure good stewardship of funds entrusted to our use or upon request from a specific funding source. **Back Up Requirements for Tobacco Region-** Grants that are supported through Tobacco Commission (TC) funding to the Foundation. Grantees are asked to submit back up documentation for all expenses organized in a way that easily links documents back to the line items in your invoice. This may be accomplished by noting the appropriate invoice line item on each back up document. Hand written labeling is accepted. Copies of all back up documentation are submitted directly to the Program Officer along with the invoice. This may be submitted in hard copy or emailed as a clearly scanned document.*

2. **Report on Leveraged Funds:** At the end of the fiscal year, the Foundation asks that grantees complete a report of all funds leveraged or used as match. The information will be used to prepare the Foundation's annual report.
3. **End-of-the-Grant Period Report:** This report is due approximately 3 weeks after the close of the grant year, which is typically June 30 of each year. It includes the same content as the Progress Report as well as an update to the *Smart Beginnings* governing body's roster, as well as the leveraged funds report mentioned above. Planning Grantees also submit copies of documents specified for completion as an activity of the grant phase- i.e. Community Assessment, Initial or updated Strategic Plan, Public Awareness Plan, Resource Development, or *Getting Ready* Indicators Grid.

*Planning Grantees* submit the base-line *Getting Ready Community Indicators* as part of their Community Assessment.

*Getting Ready and Partnership Grantees* include an update to the *Getting Ready Indicators* form (see Appendices) with their end-of-the-grant period report.

4. **Other reports,** as deemed necessary by the Foundation may be required during the grant period.

**5. Reporting Procedures**

- a) Reports are submitted directly to the Foundation Program Officer assigned to each grantee. Contact information for the Program Officer is provided upon approval of the grant award.
- b) Documents may be submitted via email with additional documentation provided in hard copy as requested by the Program Officer.
- c) Documents requiring signatures may be scanned for electronic submission.

**6. Ongoing Reporting.** As part of the requirement of participation in the Learning Community the Foundation Program Officers provide ongoing technical assistance to grantees through email, phone and on-site support. Information shared during these contacts allows provision of technical assistance that best supports the successful completion of grant activities. Grantees are asked to copy the Program Officer on agendas and minutes for Leadership Council and Coalition meetings.

**7. Other Reports.** Other reports required by Foundation funders may be requested during the grant period.

### III. INITIATIVE GOVERNANCE/ORGANIZATION

#### III-A. Initiative Organization and Leadership

An Initiative is an advisory body to the fiscal agent for *Smart Beginnings* at the local level. It has a governance structure that facilitates its role in the community. Typically Initiatives have a Leadership Council, along with a diverse coalition of program experts and advocates and various committees.

Initiatives demonstrate their organization capabilities through-

- Organizational chart
- Chart of decision making process and bylaws
- Minutes and attendance for all meetings
- Guidelines and roles for each segment of the organization
- Job description for all staff position
- Common vision and mission statement

#### Leadership Council

Strong Leadership Councils are required for each *Smart Beginnings* Initiative. A Leadership Council is made up of community leaders and decision-makers who, along with the fiscal agent, will be accountable for the success of the local *Smart Beginnings* Initiative and work to achieve long-term strategic outcomes and sustainability. The Council is made up of senior level decision-makers that represent the major sectors of the community.

The Leadership Council holds periodic meetings (at least quarterly) to review the plans, work products and outcomes produced by the Initiative's other work groups. The role is to influence the work of the Initiative through review of strategic planning, consultation, guidance and leveraging of resources. The *Smart Beginnings* Coordinator receives program guidance from the Chairperson of the Council, and reports to the fiscal agent or Host Agency. The following guidelines apply to *Smart Beginnings* Leadership Councils:

- The fiscal or administrative agents may not chair the Council
- Members may send a representative but that person may not vote
- The *Smart Beginnings* Coordinator may not be a member
- Councils must have business representatives
- Minutes and attendance must be kept for all meetings

The Councils' membership should not be too large to be efficient, but should be comprised of people representing each jurisdiction participating in the *Smart Beginnings* Initiative, as well as a variety of public and private sector partners. Members should influence Initiative policy and practice, leverage resources, break down barriers and hold other Initiative members accountable for making measurable improvement in school readiness indicators.

Examples of Leadership Council roles:

- Break down barriers and promote new and efficient systems of service delivery
- Gain a higher level of community support for school readiness
- Advocate for local and state level policies that support *Smart Beginnings*
- Provide prominence in the community for *Smart Beginnings*
- Provide and leverage resources for *Smart Beginnings*
- Lend influence to *Smart Beginnings* operations
- Guide coalition functioning and practices
- Review community strategic plans for early childhood development
- Provide guidance and support to Initiative Coordinator
- Hold Coordinator accountable for tasks outlined by the Initiative

#### Membership of the Leadership Council

A Leadership Council with at least 3 members must be in place for a fiscal agent to receive a Planning Grant. A fully formed and functioning Leadership Council must be in place for a fiscal agent to qualify for a Getting Ready, Partnership or Sustaining Grant.

A representative of the fiscal agent may serve on the Leadership Council, but may not chair the Council. There is no maximum number of members for a Leadership Council as long as all members are senior level decision-makers who represent all jurisdictions, the diversity of the community and the multiple sectors that are concerned about school readiness. The following are some examples of effective leaders:

School Board Member or Superintendent of Schools  
Executive Director of Department of Social Services  
Executive Director of Health Department  
Director of Community Services Board  
Director of Infant Intervention Program  
Hospital CEO  
Leader in the Faith Community  
Workforce: Chamber Chair, Workforce Board/Employment Commission Director  
Business owner/CEO  
College or University President or Dean  
County or City Government Mayor/ Administrator/Councilman  
Director of major non-profit agency with diverse programs  
Director of Planning District or Community Action Agency

A deputy level staff person may represent an organization if they have authority to commit the organization's resources and report directly to the director level person.

See the Appendices for examples of Leadership Council Memberships for each type of Foundation Grant. A Sample Organizational Chart is provided in the Appendices.

## **Local Coalition of Providers and Advocates**

In addition to a strong Leadership Council, each Smart Beginnings Initiative has an organization of local early childhood stakeholders who work together to improve the school readiness of young children. These program experts and advocates are usually organized in a workgroup and/or a committee structure that represents subject areas such as health and mental health, parent support and education, early care and education, special needs, public engagement and resource development.

The membership should represent each jurisdiction in the coalition and a diverse group of systems.

## **Coalition, Workgroups and Committees**

The coalition, work groups and committees are the implementation arms the *Smart Beginnings* Initiative and have a reciprocal relationship to the Leadership Council. Both groups are of equal importance. These groups of program experts and stakeholders work to implement the local *Smart Beginnings* strategic plan. The groups identify and address school readiness issues, develop plans and strategies, carry out activities, prepare outcome and data reports, and coordinate service area activities and events. This work is conducted under the strategic review of the Leadership Council.

The structure and organization of a coalition workgroup may vary depending on local need. Some, usually smaller coalitions, have one large workgroup that represents the various components of the *Smart Beginnings* strategic plan. Other coalitions have a central workgroup, but also divide into topical committees. A committee structure allows for involvement of additional community representatives without making the central workgroup too large to be effective. A committee structure also allows for a small group to work intently on an issue and to make recommendations to the workgroup and Leadership Council.

## **III-B. Fiscal Agent**

Initiatives without 501c (3) status are required to designate a fiscal agent. The Foundation does not specify the type of organization that can be used as a fiscal agent as long as the organization has a demonstrated track record of fiscal stability and fund management. A satisfactory annual audit by an independent, third party auditor is required. The auditor may be a qualified Certified Public Accountant who is an individual, sole proprietor or a firm. Audits are to be conducted with Audit Standards for General Accounting in the United States and review the fiscal agent's management for compliance with generally accepted accounting principles.

The Foundation will not reimburse a fiscal agent's indirect cost rate but will reimburse for reasonable costs directly related to support of *Smart Beginnings*.

The fiscal agent applies for funding and allocates the funding to the Smart Beginnings Initiative with the advisory guidance of the Coalitions Leadership Council. A written agreement between the fiscal agent and *Smart Beginnings* Initiative may be appropriate. A sample Fiscal Agent Agreement is provided in the Appendices.

The Initiative and prospective fiscal agent should discuss their relationship in detail and may consider putting their understanding in a Fiscal Agent Agreement. Most fiscal agents provide service at no cost as a community service. Ideally, a fiscal agent will share expertise and experience with the younger group and be a mentor and coach. Some of the questions to ask a potential fiscal agent are the following:

- Will the fiscal agent's tax exempt status benefit the Initiative?
- Will the organization's board expect the Initiative to obtain approval for personnel, procurement or budget decisions?
- Is the organization comfortable with the Initiative conducting fundraising activities in the same community and with the same donors?
- Will the fiscal agent provide personnel and payroll services or will Payroll Management Services be necessary?
- Would the Initiative be required to comply with the organization's internal policy and procedures for personnel, procurement, fiscal and administration?
- Does the organization expect a percentage of any Initiative fundraising revenue?

Fiscal agents or another organization may provide administrative and personnel services to the Initiative. This organization may house and provide personnel services for the Initiative's staff. They do not provide program supervision of staff. The value of the fiscal agent service can be considered as in-kind match for the Foundation.

For additional information, the following website is suggested:  
[http://foundationcenter.org/getstarted/faqs/html/fiscal\\_agent.html](http://foundationcenter.org/getstarted/faqs/html/fiscal_agent.html)

Coalitions may obtain legal counsel to determine the appropriate governance structure for their respective organizations as well as to review any pertinent agreements or documents.

### **III-C. Community Assessment and Strategic Planning**

Partnership, Sustaining and Getting Ready Grantees must provide a community assessment and strategic plan in a format prescribed by the Foundation. Planning Grantees will complete these tasks during their grant period.

## Community Assessment

The Foundation provides grantees with a set of tools to facilitate the process of a community needs assessment. The tools and format for community needs assessment are provided in The Toolkit for Building Effective Smart Beginnings Coalitions. See the Appendices for the Community Assessment Guide. The full Community Assessment Guide and its appendices will be provided by VECF in hardcopy and can also be found in the Toolkit PDF at [www.vecf.org/downloads](http://www.vecf.org/downloads). Completion of a community needs assessment is a requirement of the Planning Grant phase, however other grantees may be asked to revise their community needs assessment to comply with the expectations of the Foundation's needs assessment model adopted in 2010.

The community assessment is the Coalition's first collaborative project. The final product should demonstrate participation from a diverse group representing all sectors of the *Getting Ready* Model: Ready Children, Ready Families, Ready Services, Ready Communities and Ready Schools. It should involve multiple sectors and systems such as health, nutrition, mental health, early care and education, parent support and education, and special needs. Public and private representatives from early care and education, health and mental health, and family support should be included. It is important that a *Smart Beginnings* Leadership Council exists with authority and influence to speak for the larger community. To support this purpose, the Leadership Council should participate in the community assessment process and provide input into the resulting document.

A community assessment is a method of gathering and analyzing information as a foundation to developing a strategic plan. The model provided in the Toolkit for Building Effective Smart Beginnings Coalitions supports community exploration of data trends and current environmental indicators related to school readiness and prevents planning based on incorrect assumptions or anecdotes. It will also take the community into new areas not usually considered. Methods for collecting data include previous needs assessments or studies, surveys, focus groups, and key informant interviews.

At a mid-point during the collection of community assessment data, the Planning Grantee Coalition will hold an ***Indicator Review Meeting*** to allow the community to examine the data and provide additional input into the process. This Indicator Review Meeting must be facilitated by a qualified external facilitator from the Virginia Cooperative Extension. Grant funds may be used to cover the costs of this facilitation. The Indicator Review Meeting is designed to accomplish the following:

- Spark discussion and encourage offers of support for the rest of the assessment
- Help with the interpretation of the data
- Help identify questions that still need to be answered
- Help to identify sources for information that still needs to be collected
- Provide an opportunity to discuss the best way to collect the data that are still needed
- Help send the message that the Smart Beginnings initiative involves the coalition identifying the strengths and challenges in the community/ies and collectively

working together to develop goals and strategies for strengthening the early childhood system

Additional Data Sources are provided in the Appendices. The following websites are suggested as additional resources for the community assessment process:

<http://toolkit.childwelfare.gov/toolkit/viewToolkit/viewToolkit.do> (Logic Model Builder);

<http://www.extension.iastate.edu/Publications/CRD334.pdf> (Iowa State University);

[http://www.findyouthinfo.gov/cf\\_pages/assessment.htm](http://www.findyouthinfo.gov/cf_pages/assessment.htm) (Federal Collaborative on Youth) and

<http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Management%20and%20Administration/Community%20Assessment> (Administration on Children and Youth.)

A draft of the community assessment should be submitted to the Program Officer for review and feedback prior to finalization. The completed community assessment is submitted as an attachment to Getting Ready and Partnership proposals. A brief summary may be included as background in the proposal narrative.

The **format for a community assessment** should include the following:

**Demographic Data.** VECF lists a variety of demographic data for you to collect. Some of the most important data include population levels by race and income. It is helpful to show the racial and ethnic make-up of the total population of your various jurisdictions and of your early childhood population since these sometimes differ considerably. In order to understand demographic data, it is sometimes useful to look at and include data from previous years. For example, if your community has a growing Hispanic population you might want to show how the population of Hispanics has grown over the past decade or so.

**Getting Ready Indicators.** VECF has become more selective about the indicator data you are being asked to collect. The toolkit includes an **indicator grid** (appendix B of the Toolkit for Building Effective Smart Beginnings Coalitions) with a list of the most recent indicators along with state level data for the indicators. If you like, you can use this form to report the indicator data you collected. As we note multiple times in this document, it is useful to include data going back a few years as well as comparisons to the state as a whole. Some of you might find it useful to include comparisons to counties or cities that are similar to yours. The goal of having these additional data is to help make it easier to understand what the data mean.

**Environmental Scan Data.** The environmental scan is where you attempt to compile and collect data to understand the early childhood system in your community. That is a big task and it is important to develop a strategy and set priorities. While you should try to be as thorough as possible, you probably won't get everything right the first time. You should be prepared to revise the information in your community assessment as new information comes in and as your planning process moves forward.

The completed community assessment is reviewed by the Program Officer, using the Community Assessment Quality Review form, as part of the VECF Evaluation of Effective Coalitions.

### **Strategic Planning**

Grantees are responsible for developing a *Smart Beginnings* Strategic Plan. Grantees will use the strategic planning format provided in the Toolkit for Building Effective Smart Beginnings Coalitions. *The Strategic Plan Guide can be found in the Appendices.* The full Strategic Planning Guide and its appendices will be provided in hardcopy and can also be found in the Toolkit PDF at [www.vecf.org/downloads](http://www.vecf.org/downloads). Older grantees may be asked to revise their existing Strategic Plan framework to comply with the expectations of the Foundation's model adopted in 2010.

During the strategic planning process, Coalitions develop goals, strategies, activities and outcome measures based on the information gathered during the community assessment. This is the time to develop a vision statement and major goals. It should be an inclusive process that involves the Leadership Council and the broader Coalition including representatives from all sectors.

During this process, a Strategic Planning meeting will be held and facilitated by a qualified external consultant from the Virginia Cooperative Extension. In some cases this may be the same consultant as used for the community assessment. Grant funds may be used to cover the costs of this facilitation.

The Strategic Planning meeting(s) should include:

- A brief review the purpose of the Smart Beginnings Initiative
- Highlight key findings from the Community Assessment
- Brainstorming of goals
- Prioritizing goals
- Developing strategies
- Developing action steps or activities
- Discussing next steps

The Leadership Council involvement in selecting priorities for implementation should be documented. They should concur on priorities that are selected for immediate and deferred action. A *Smart Beginnings* Strategic Plan is broader than a plan for use of Foundation grant funds. Some priorities may be funded with a Foundation grant or other funding sources can be found. It should be a living document that guides the work of the Smart Beginnings Coalition over a 3-5 year period.

### **III-D. Smart Beginnings Branding**

*Smart Beginnings* is the brand behind the Virginia Early Childhood Foundation. Although trademarked and managed by the Foundation, *Smart Beginnings* is an Initiative that

belongs to every family, organization, business, agency, and community interested in making the most of the years from birth to five for Virginia’s children.

*Local Initiatives funded by the Foundation are required to adopt the Smart Beginnings name: “Smart Beginnings [insert name of locality or region].”*

The Virginia Early Childhood Foundation will provide all grantees with their own customized logo, brand mark guidelines and usage requirements consistent with industry standards and norms.

All materials developed and printed in whole or in part with grant funds will at a minimum bear the *Smart Beginnings* approved logo and words, “Support provided by the Virginia Early Childhood Foundation.”

It is the responsibility of the grantee to ensure that all materials meet Virginia Early Childhood Foundation guidelines, and that local initiatives uphold *Smart Beginnings* values and goals. Grantees agree to cease the use of the logo and brand if ongoing activities or approaches are in conflict with stated *Smart Beginnings* values and goals, as determined by the Virginia Early Childhood Foundation. The Virginia Early Childhood Foundation reserves the right to assert ownership of materials developed with grant funds.

*Smart Beginnings* Grantees are required to submit materials bearing the *Smart Beginnings* trademark to the Virginia Early Childhood Foundation. These materials will be made available to the Learning Community.

The Virginia Early Childhood Foundation is charged with encouraging statewide best practices and communications, as are its grantees. Materials will be made available to partnering organizations, in accordance with the values and goals of *Smart Beginnings*. Monetary compensation for the use of materials will only be made when direct costs are incurred as a result of third party use with materials valued at cost.

Any questions or concerns regarding branding, proper usage and ownership of materials should be made in writing to the Virginia Early Childhood Foundation prior to the undertaking of a project.

Applicants will indicate their willingness to participate in branding activities by signing the General Conditions and Assurances form (see Appendices).

### **III-E. Local Public Engagement Plan**

Local *Smart Beginnings* Grantees are encouraged to develop a local public engagement plan appropriate for their locality. The plan will identify local audiences, types of materials to be used, plans for dissemination, amount of funding required, and a plan for evaluating the effectiveness of a campaign. The Foundation believes public engagement is integral to the long-term sustainability of early childhood initiatives in Virginia and in ensuring that all children in Virginia enter kindergarten healthy and ready to succeed in school and in

life. As Virginia continues to build a statewide early childhood system, it is critical that those involved at the state and local level use the same language and share a common message frame.

The Virginia Early Childhood Foundation will make materials available to grantees for the purposes of increasing public awareness of the early years and to increase public will and support for high quality early childhood services. Grantees without a public engagement plan will receive technical assistance from the Foundation to develop a plan. Public Engagement resources are also available in the Toolkit for Building Effective Smart Beginnings Coalitions, provided to grantees in hardcopy and also available at [www.vecf.org/downloads](http://www.vecf.org/downloads).

Conditions may be made regarding the customization and use of materials for the purposes of consistency and in accordance with *Smart Beginnings* branding efforts.

Applicants will indicate their willingness to participate in development of a public engagement plan by signing the General Conditions and Assurances form (see Appendices).

## IV. EVIDENCE BASED PRACTICES

### IV-A. Projects and Activities

The Foundation does not provide continuation funding for existing services. Priorities include expansion or development of new evidence based service area activities that are supported by local collaboration and systems development. Funding for service area activities will be evaluated against Foundation criteria and should:

- result in efficiencies that reduce costs and make services more accessible;
- be implemented through collaborations;
- improve local systems;
- develop a sustainable, region wide system;
- promote shared goals, vocabulary, procedures;
- share common program outcome measures; and
- meet the criteria as evidence based or evidence informed practices or programs.

The Foundation offers a Definition of Evidence Based Practices (see Appendices) and the 2010 “Directory of Evidence Based Practices and Programs” to guide initiatives in their choice of service area activities. Applicants can propose activities not listed in the Directory. They will be considered on a case-by-case basis for research base, history of prior implementation and measurable outcomes, and a plan for how the grantee will evaluate the activity.

The following are types of service area activities previously funded by the Foundation:

1. Creation of a professional development system for child care workers that is overseen by an interagency consortium of professionals from groups including a child care association, community college, Department of Social Services, school district and workforce board. A curriculum is developed that aligns with the Milestones of Child Development and Competencies for Early Childhood Professionals. Incentives and scholarships promote child workers movement to the next highest level of the Virginia Career Lattice.
2. Four (4) home visiting programs work together to create a common intake system and referral form. MOU’s are in place to allow data sharing. It is anticipated that duplication will be reduced, access to services will increase, and administrative cost will decrease. Consultation is being sought for the state level Home Visiting Consortium to determine “Best Practices.”
3. Pre-K PALS will be used with private providers and Head Start as well as VPI programs. The school districts have been able to track individual children through the system and will collaborate to compare kindergarten scores with pre-kindergarten scores to determine which programs result in the most school readiness gains. Meetings are scheduled to coordinate pre-kindergarten curriculum with kindergarten curriculum.

## **IV-B. *Getting Ready Model* – A Framework for School Readiness**

Virginia was one of seventeen states that participated from 2002 – 2005 in a three-year School Readiness Indicators Initiative. This *Getting Ready Model* is the framework for the grants provided by the Virginia Early Childhood Foundation. It asserts that a child's readiness should be measured and addressed across the following five interconnected areas:

*Ready children* – age appropriate in all five developmental domains:

- Physical well-being and motor development
- Social and emotional development
- Approaches to learning
- Language development
- Cognition and general knowledge

*Ready families* – able to support and provide for healthy children

- Steady and loving relationships with primary caregivers
- Safe and predictable environment
- Promotion of good health
- Knowledge of developmental stages and appropriate expectations

*Ready communities* – able to support families as child's first teacher

- Early identification and treatment of developmental problems
- High quality early childhood programs
- Resources for families
- Home visitor programs

*Ready services* – able to provide high quality care to all young children

- Medical homes
- Access to quality health care, services, behavioral health care, and dental care
- Accessible supportive early education programs (e.g., early intervention, Early Head Start, Head Start, public preschool programs)

*Ready schools* – able to accept “ready” children and provide seamless transition

- Developmentally appropriate practices
- Highly qualified teachers
- Support for transitioning from early care and education to kindergarten

Additional information on this model can be found at the *Getting Ready* Website: <http://www.gettingready.org>.

An executive summary and report of findings can be ordered from: [KIDS COUNT rikids@count.org](mailto:KIDS_COUNT_rikids@count.org). (401) 351-9400.

## IV-C. Getting Ready Framework

As the framework for grant activities, applicants use the *Getting Ready* Model in three ways:

1. *Community Assessment*: As part of its community assessment, applicants complete the *Indicator Review Form*, which is Appendix B of the Toolkit for Building Effective Smart Beginnings Coalitions (see Appendices). The form contains a table with community measures or indicators for each component of the *Getting Ready Model*. Those indicators provided on the attachment may be supplemented with other data related to their local needs. Planning Grantees submit established baseline Indicators with the final grant report in preparation for moving into the Getting Ready phase. A list of Data Sources is provided in the Appendices or you may consult the following websites:

- Kids Count: <http://www.vakids.org/work/kcdata.htm>
- Virginia Department of Health: <http://www.vdh.state.va.us/healthstats/>
- Governor’s Office of Substance Abuse Prevention: <http://www.gosap.state.va.us/communityprofile.htm>
- Department of Social Services, Child Care Licensing: <http://www.dss.virginia.gov/family/cc/index.html>
- US Census Data: [http://factfinder.census.gov/servlet/SAFFPopulation?\\_submenuId=population\\_0&sse=on](http://factfinder.census.gov/servlet/SAFFPopulation?_submenuId=population_0&sse=on)

Locally, community data may be available from Head Start, Resource and Referral, police and sheriff departments, hospitals, school districts, newspapers and public and private agencies.

2. *Activities and Outcomes*: Program and systems activities listed on the Activities/Outcomes Form must have a clear connection to the *Getting Ready* Model and the *Getting Ready* Indicators Grid. The *Getting Ready* Model is a useful framework for conceptualizing the many arenas in which *Smart Beginnings* Initiatives can build “ready children” by improving school readiness (families, schools, services, and communities). This framework broadens the stage for the strategies that are incorporated in the Activities and Outcomes form. Grantees should closely follow the instructions provided with the Activities and Outcomes form.
3. *Getting Ready* Indicators, found on the *Indicator Grid*, also can be used as part of an outcome and evaluation plan for Smart Beginnings Initiatives. While a grant project may not have a direct impact on all community indicators during the grant period,

grantees will have baseline data that can be tracked over the course of the grant as part of an evaluation plan. Applicants should demonstrate their understanding of how their proposal relates to community indicators. Grantees should also track community indicators as new data becomes available and will include this update in their final report to the Foundation.

#### **IV-D. Alignment Project/Milestones and Competencies**

The *Milestones of Child Development*, *Competencies for Early Childhood Professionals* and *Early Childhood and Child Care Professional Development Career Lattice* are documents developed in Virginia to serve as guides to assist adults in their important roles with young children. These documents form a foundation for VDSS' future professional development initiatives and create the framework for coordinating professional development activities across the Commonwealth.

The *Milestones of Child Development* are early learning guidelines that provide adults with a set of child development indicators and strategies to support the growth and development of young children from birth to kindergarten entry. The *Milestones* are aligned with Virginia's Pre-K – 12 school system Standards of Learning, the Virginia Preschool Initiative Foundation Blocks for Early Learning, and the Head Start Child Outcomes Framework. A copy of the *Milestones* can be found at [www.dss.virginia.gov/family/cc/professionals\\_resources](http://www.dss.virginia.gov/family/cc/professionals_resources)

The *Competencies for Early Childhood Professionals* support the *Milestones* and outline standards for competent practice, identifying what early childhood professionals must know, be able to do, and care about to provide quality early childhood services. A copy of the *Competencies* can be found at <http://www.dss.virginia.gov/family/cc/publications.cgi>

The *Career Lattice* defines a progression of training, education and experience in early childhood education and child care based on Virginia Department of Social Services licensing standards. The *Lattice* also sets the framework for establishing training/education requirements for staff positions. A copy of the *Career Lattice* can be found at <http://www.dss.virginia.gov/family/cc/publications.cgi>

The three documents compliment each other and are a compilation of practical information for the early childhood professional. These are useful tools designed to: aid the professional in recognizing their level of knowledge and skill in standard areas of competence; provide practical strategies for using knowledge to support a quality learning environment, and provide an outline for combining knowledge skill and experience in the planning of realistic professional goals.

## **V. APPENDICES**

### **V-A. VECF GRANT DOCUMENTS**

1. Grant Proposal Document Order and Checklist
2. Grant Application Cover Sheet
3. Activities and Outcomes Reporting Form
4. Budget Summary and Justification Form
5. Match Documentation
6. Leadership Council Membership Roster
7. Coalition/Workgroup/Committee Roster
8. General Conditions and Assurances
9. Community Assessment Guide
10. Community Assessment Indicator Grid
11. Strategic Plan Guide

### **V-B. RESOURCES**

- A. Data Sources
- B. Suggested Leadership Council Membership and Roles
- C. Sample Organizational Chart
- D. Sample *Smart Beginnings* Coordinator Job Description
- E. Virginia's Plan for *Smart Beginnings*
- F. Sample Fiscal Agent Agreement
- G. VECF Definition of Evidence Based Practice
- H. Collaboration for a Change
- I. Sample Coalition Membership Agreement
- J. State Early Childhood Collaborative Systems
- K. Sample Public Awareness Plan
- L. *Smart Beginnings* Theory of Change