**PROPOSAL NARRATIVE: GRANT QUESTIONS**

This document contains the narrative questions; it is part of the FY13 grant application. All questions must be answered in the space provided and in the order they are asked. Please limit your responses to **1.5 pages per question**. Your answer should be typed in Arial font, **font size 12**, and single-spaced. Some questions cover different aspects of the topic being addressed and some have several sub questions; please take time to cover all aspects of each question and sub question in your responses.

Please note: all proposals will be scored according to the scoring criteria provided in Appendix B.

**The Department of Early Education and Care defines high needs children as:**

* **Children and parents with special needs;**
* **Children whose home language is not English;**
* **Families and children involved with multiple state agencies;**
* **English language learners;**
* **Recent immigrants;**
* **Children with parents who are deployed and are not living on a military base;**
* **Low-income households;**
* **Parents with less than a high school education;**
* **Children who are homeless or move more than once a year; and**
* **Children in racial and ethnic communities that experience social exclusion.**

**Research indicates that children who have these multiple risk factors may have poor school and life outcomes. Please consider this and address this when you are responding to the questions below.**

**Question I: Required Services**

Provide a detailed plan for accomplishing the work required by this RFP for all four years, 2012 to 2015; refer to grant required services for requirements:

1. The plan must include an outline of specific activities, proposed timeline, and persons/entities responsible for achieving the activities listed in the application.
2. Attach a copy of the Memorandum of Understanding between the Regional Readiness Center and the Educator and Provider Support grantee(s) for your region/ service delivery area.
3. Attach a letter of support from participating Regional Readiness Center partners.
4. Identify methods of outreach to early childhood educators and providers of varying backgrounds including how you will prioritize providers serving children who are high needs and/or who are in ESE’s Commissioner’s Districts;

**Question II: Academic Advising and Career Counseling**

1. Identify methods of providing access, resources, and sharing information that supports planning, coaching, mentoring, and competency development for early educators and providers in EEC’s mixed delivery system.
2. Explain your shared plan/process with the EPS grantee(s) for your region/ service delivery area for:
	1. Assessing educator and provider needs for academic advising and career counseling;
	2. Service delivery/implementation of academic advising and career counseling services;
	3. Utilizing IPDPs;
	4. Avoiding duplication of services; and
	5. Determined if services are not having the desired effect, and what steps may be taken if they are not.

**Question III: Quality Rating and Improvement System (QRIS) Professional Development**

1. Describe your Readiness Center’s method(s) for assessing regional professional development needs, including how you consult or plan to consult with EPS and other EEC grantees, public schools, and other local entities. List the entities you consulted with or plan to consult with to determine regional professional development needs.
2. For each professional development opportunity to be offered through the grant identify the following:
	1. Course Title
	2. Course Type (CEU or College Course)
	3. Course Description
	4. Course Provider (entity or college providing the course)
	5. Core Competency Area(s) addressed
	6. Course Schedule (day/date and location)
3. Does your Readiness Center intend to collect fees for the professional development opportunities that will be supported through this RFP? If so identify how those fees will be collected and how they will be used to support the objectives of the grant.
4. Explain how you will ensure that the professional development opportunities offered are part of an on-going continuum of competency development in your region including:
	1. Ensuring professional development opportunities are aligned with QRIS Standards and EEC Core Competencies;
	2. Partnering with 2 year and/or 4 year institutions of higher education to ensure linkages to credit bearing courses; and
	3. Partnering with EPS grantee(s), public schools, head start, etc. on local, regional and statewide professional development initiatives to leverage resources and avoid duplication of services

**Question IV: Data Management**

1. What is your capacity to supply EEC with the necessary data required by EEC and the ELCG? How will you collaboration with EPS grantees and IHEs within your region/ service delivery area to collect and verify this information?
	1. Information on student demographics
	2. Number of colleges and courses aligned with EEC Core Competencies and QRIS Standards
	3. Number of professional development opportunities hosted and participants served.

**Question V: Kindergarten Entry Assessment (KEA)**

1. Identify resources for providing professional development opportunities required by the KEA.
2. Provide information on current level of knowledge of the formative assessment tools listed in the RFP. Identify plan for building the capacity to support the development and maintenance of the KEA. Including staff or entities that may be trained as trainers to deliver required professional development.
3. Identify point person/entity for organizing and facilitating professional learning communities, quarterly cohort meetings, and regional meetings in collaboration with EPS grantees and local stakeholders, etc.