



Title Page

**State Pre-K: 4 YEAR OLD AT RISK
Program Application 2018-2019**

Application Deadline: April 13, 2018

Vision: State Pre-K programs will provide ready educational environments that effectively provide evidence-based, safe, high-quality learning experiences for every child.

EXPECTED PROGRAM OUTCOME:

Children will enter school ready to succeed.

“Kansas leads the world in the success of each student”

KANSAS STATE BOARD OF EDUCATION

Division of Learning Services

Early Childhood, Special Education and Title Services

Randy Watson
Commissioner of Education

Brad Neuenswander
Deputy Commissioner

Colleen Riley
Director

2018-19 Edition

Kansas State Department of Education
Landon State Office Building
900 SW Jackson Street, Suite 620
Topeka, Kansas 66612-1212

Contact person:

Natalie McClane

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Earlylearning@ksde.org

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State Pre-K: 4 YEAR OLD AT RISK Program Application 2018-2019

Instructions

General Information:

This is an invitation for proposals for projects that will result in high quality education programs for preschool aged children.

REVIEW AND APPROVAL OF APPLICATIONS

Applications for approved **State Pre-K: 4 Year Old At Risk** programs shall be completed by submitting applications developed by the Kansas State Board of Education (KSBE). **Applications shall be submitted to the Kansas State Department of Education (KSDE) and received no later than 5:00 pm on April 13, 2018.** Applications must be complete in order to receive consideration for funding. Funding for **State Pre-K: 4 Year Old At Risk** will be awarded to school districts dependent on the availability of funding.

State Pre-K: 4 Year Old At Risk Funds:

Funds awarded to support the 4 Year Old At Risk Preschool Grant can solely be used to fund preschool programs and/or to support a blended funding model. Any preschool aged child may participate in an approved State Pre-K:4 Year Old At Risk classroom but, in order to be eligible to receive funding, children must meet particular criteria as specified in the funding requirements.

Submission of Application:

Applications must be submitted on SurveyMonkey©. **The application must be submitted by 5:00 p.m. on April 13, 2018.** Exceptions will not be made for technical issues, so applicants are encouraged to submit early.

If technical difficulties with the SurveyMonkey© are experienced, please contact:

Beccy Strohm: 785-296-6602, Earlylearning@ksde.org

For program questions, please contact:

Natalie McClane: 785-296-5081, Earlylearning@ksde.org

The Assurances page with the Superintendent and/or Authorized Organization Representative's signature is part of the application.



Assurances page

STATE PRE-K: 4 YEAR OLD AT RISK PROGRAM ASSURANCES:

For the duration of the 2018-2019 performance period, the district shall:

1. Provide a non-discriminatory program.
2. Use fiscal control and accounting procedures to ensure proper disbursement of, and accounting for state funds paid to such applicants under this program.
3. Submit reports to KSDE to enable the agency to perform its duties, including program information, classroom practices, and child assessment results as specified by KSDE.
4. Maintain records, including child eligibility verification, to substantiate program and funding compliance and afford access to such records to KSDE as requested.
5. Provide and coordinate services and resources through community collaboration that includes IDEA Part B Section 619 providers and local early learning programs that build on, but not duplicate, services for families with age-eligible children.
6. Provide a safe and developmentally appropriate environment for all children.
7. Meet all required program standards including adult-child ratio and use of evidence-based practices as described in the application.
8. Implement an evidence-based curriculum, aligned with the Kansas Early Learning Standards.
9. Implement an evidence-based assessment to measure children's developmental growth upon entry and exit of the program.
10. Implement the State Pre-K: 4 Year Old at Risk Program for 465 instructional hours during the school year in all classrooms. Ensure all children have access to the same number of programming hours.
11. Make available services such as transportation, health services, appropriate nutritional meals, and screenings for hearing and vision as required by federal, state, and/or local law.
12. Ensure that each child receives the ASQ:3 and ASQ:SE-2 developmental screenings annually between the dates of August 1 and September 20. Results must be uploaded into the Kansas ASQ online system between the dates of August 1 and September 20. Paper (hard copy) screenings may be completed as appropriate, but will not be entered into the online system. The district must share results with the child's family.
13. Have conducted a community needs assessment within the previous three years. New programs must submit an overview of their community assessment by September 15, 2018.
14. Utilize the Local Interagency Coordinating Council (ICC) or an Advisory Committee that meets at least quarterly. The committee must include at least one currently enrolled parent, and may include Part C Infant and Toddler Services Early Intervention, Part B 619, other early learning programs, or local home visiting programs.
15. Communicate with the ICC or Advisory Committee about: a. Amount of children enrolled and on the wait list, and number of openings available; b. Staffing changes and/or vacancies; c. Results of community collaboration and upcoming opportunities to collaborate; d. Upcoming professional learning opportunities
16. Ensure that all staff are qualified and hold the licensure as their position dictates.
17. Provide 15 hours of in-service training to all direct service staff, teachers, paraprofessionals, and aides in the area of early learning, including Child Abuse and Neglect training.
18. Provide developmentally appropriate opportunities for meaningful family engagement (i.e. family night, parent/teacher conference, field trips, parent volunteers).
19. Obtain a Kansas Individual Data on Students number (KIDS SSID) for each child participating in the Kansas State PreK Program and participate in all required KSDE Data Collections, including entry in the KIDS Collection System. KIDS SSID's may be obtained through the ASGT Record to the KIDS Collection System.
20. Enter data in the Success in Schools (SIS) data collection systems.

* Signature of Superintendent

* Signature of the Program Administrator

* Please enter the date this application is being completed.

Date MM DD YYYY
 / /



Part 1: Contact Information

STATE PRE-K: 4 YEAR OLD AT RISK PROGRAM APPLICATION 2018- 2019

Part 1: Applicant

*** Agency information**

USD #:

Name of District:

Mailing Address:

City:

ZIP Code:

Phone Number:

Email Address:

Fax Number:

*** Name of District Superintendent or Authorized Organization Representative:**

*** Complete this portion for Primary Contact Person (Administrator):**

Primary Contact Person:

Title:

Address:

City:

ZIP Code:

Phone Number:

Email Address:

Fax Number:

*** Complete this portion for the Program Primary contact:**

Name:

Title:

Address:

City:

ZIP Code:

Email Address:

Phone Number:



Part 2: Requirements

Part 2: Requirements

A. Inclusion of all children:

State Pre-K: 4 YEAR OLD AT RISK programs must provide an inclusive environment. The Individuals with Disabilities Education Act (IDEA) requires Special Education teams to consider the Least Restrictive Environment (LRE) when making placement decisions for children with disabilities with an Individual Education Program (IEP). The preponderance of research indicates that both children with disabilities, as well as typically developing children, achieve greater outcomes when learning in an inclusive setting.

[*Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs*(2015)]

<https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>. Children who are Dual Language Learners and English Learners, from migrant worker families, and from families who are currently homeless should be included in the 4 YEAR OLD AT RISK PRESCHOOL classroom.

B. Curriculum Models:

State Pre-K: 4 YEAR OLD AT RISK programs are required to implement an evidence-based preschool curriculum that includes literacy, math, and social-emotional components. These curricula must be approved by KSDE and align to the Kansas Early Learning Standards. The description of curriculum should include:

- the identified curriculum;
- the plan for monitoring ongoing progress including additional assessments;
- any supplemental curriculum used to address literacy, math and social-emotional; and
- the training plan (includes teacher, assistants, paraprofessionals, related services staff). It is highly recommended that the director/program administrator also receive training.

Information regarding curricula may be found at the What Works Clearinghouse at <https://ies.ed.gov/ncee/wwc/> and Best Evidence from Johns Hopkins University at http://www.bestevidence.org/early/early_child_ed/early_child_ed.htm or www.ksdetasn.org

Resources may also be available through Early Childhood Special Education (ECSE) programs.*

The following link provides information regarding evidenced-based curricula:

<https://eclkc.ohs.acf.hhs.gov/curriculum>

* PLEASE NOTE: ECSE programs will include a curriculum-based assessment (CBA). If your district contracts with a service center, please obtain this information from your provider.

C. Structure:

- Grantees must provide a minimum of 465 classroom hours of developmentally appropriate educational activities for each child during the school year, which may include field trips.
- The teacher to child ratio must be no more than 1:10, with a classroom size not to exceed 25 students. This applies to ALL children in the classroom regardless of funding streams.

D. Teacher requirements:

Teaching staff for the State Pre-K 4 YEAR OLD AT RISK Program must have a current teacher license and must have, at minimum, a current Elementary Education license. A Kansas license in Early Childhood Education is recommended. KSDE encourages school districts to hire teachers who have one of the following:

- Early Childhood Unified, Birth to Grade 3 license (ECU)
- Childhood Unified, Birth to Kindergarten license (ECU)
- Early Childhood Education license (EC)
- Early Childhood Handicapped (ECH) license
- Early Childhood endorsement with a license in Elementary Education.

Other Accepted Qualifications for Teachers:

- Elementary Education , K-6 or K-9

Assistant Teacher/Teacher Aide Qualifications:

All Assistant Teachers must complete an orientation session addressing confidentiality and the services to be provided in this program. It is strongly recommended that school districts employ paraprofessionals or aides who have at least a Child Development Associate (CDA) certificate or an Associate of Arts (A.A.) in early childhood education or a related field. The Assistant Teacher/Teacher Aid is considered the secondary teacher in the classroom.

Other Accepted Qualifications for Assistant Teacher/Teacher Aide:

- Have a high school diploma or a GED and completed 48 credit hours at an institution of higher education; OR
- Associate's degree (or higher); OR
- Pass a State approved assessment that determines an ability to assist in instructing reading, writing, and mathematics; or reading, writing, and mathematics readiness.

E. Program Goals:

The grantee must consider goals for continuous quality improvement using local data (i.e. community assessment, employment rates, etc.). Action plans for successful goal attainment must be on file at the local level. Action plans shall include:

- Goals relevant to the children, families, district and/or community
- Methods to measure progress
- Staff (titles, not names) responsible for deliverables and proposed target completion dates

F. Program Development:

The grantee may be required to develop and submit a new or revised plan throughout the grant period, as well as for each possible renewal period (if applicable). The grantee must prepare and submit all such future program plans within a timeframe determined by the KSDE. Failure to meet applicable reporting requirements could jeopardize the State Pre-K: 4 YEAR OLD AT RISK PRESCHOOL Program approval status for the district and could result in the need to return funds awarded to support the State Pre-K program.

G. Community Collaboration:

Programs must communicate and collaborate with community partners. Programs are encouraged to access existing early childhood groups in their community such as their Local Interagency Coordinating Council (LICC).

H. Parent Education, Involvement, and Communication Plan:

Programs are required to develop a plan for keeping families informed of their child's development, as well as opportunities to partner with district/organization staff. Programs may encourage parents to attend existing councils in the building, or develop a Parent Advisory Council if one does not exist.

I. Professional Learning Plan:

Professional learning plan should include a list of specific opportunities to be sought. These opportunities should align with the philosophy of the selected curriculum model and with the Kansas Early Learning Standards (KELS). Continuous professional learning associated with the selected curriculum model must include assistant teachers. Learning opportunities should include models and strategies such as Universal Design for Learning (UDL) or Multi-Tier System of Supports (MTSS) to facilitate an inclusive classroom. Professional learning should also include training on social-emotional topics such as Positive Behavior Intervention and Supports as well as trauma informed care practices (www.ksdetasn.org). Child abuse and neglect training is also required annually. Online training is available through kccto.org and other community resources. First aid and CPR training is also recommended.

J. Funding plan:

Applicants are encouraged to utilize a variety of funding sources, but serve all children in an inclusive setting.

K. Materials and Supplies:

Classroom equipment, materials and supplies should be used for the sole purpose of the State Pre-K. DVD's and electronics, when used, should be for educational purposes and have a limited presence. Children should have a timed experience when using these devices.

L. Meals/snacks:

Meals and snacks are an allowable expense. Contact the Child and Adult Care Food Program (CACFP) or your school food program for additional assistance with these expenses. For further information, contact Child Nutrition and Wellness at the KSDE (785-296-2276).

M. At Risk Criteria:

Children must meet one or more of the at-risk criteria listed in the table below and be enrolled by September 20, 2018 to be eligible to generate funding. To be eligible for funding, a child must be properly reported in the KIDS data system for the September 20th count.

To be eligible, a child must be four years of age on or before August 31, 2018.

Criteria for 4 Year Old At Risk Program	Clarification
1. Poverty (4 year old at-risk)	1. Qualifies for free lunch program on September 20, 2018
2. Single parent families	2. At the time of enrollment, the custodial parent is unmarried.
3. DCF referral	3. The reason for referral must describe the need for the child to attend the Pre-K program and be documented and signed by the DCF agent.
4. Teen parents	4. At least one parent was a teen when the child was born.
5. Either parent is lacking a high school diploma or GED.	5. At the time of enrollment, either parent lacks a high diploma or a GED.
6. Limited English Proficiency	6. LEP status must be documented. Forms must be in child's file. Process and criteria are found at www.ksde.org under Early Learning. NOTE: ESOL services must be provided by qualified teachers.
7. Lower than expected developmental progress in at least one of the following areas: Cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills	7. Based on appropriate and valid assessment results, the developmental progress of the child has been determined by a trained professional to be lower than typically expected for his/her chronological age, yet above what would be considered eligible for special education services (based on the procedural manual and guidance materials of specific assessment instruments). Scores that fall at or below the 40th percentile indicate 'at-risk'.
8. Child qualifying for migrant status	8. Copy of Certificate of Eligibility must be on file



Scoring Rubric

Part 3: Review Form and Scoring Rubric

Narrative (100 points)	Points Possible	Points awarded
<p>Inclusion:</p> <ul style="list-style-type: none"> • Describe the service delivery model used for children with disabilities, DLL/EL students, migrant students, and homeless students. • Describe the supports and training provided to staff to equip them with the necessary tools to be successful in an inclusive environment. • Describe any plans to update current practices in order to provide more inclusive settings - include timelines. 	20	
<p>Curriculum:</p> <ul style="list-style-type: none"> • An evidence-based curriculum that addresses literacy, math, science, social studies, and social-emotional development is provided. • Describe the valid and reliable progress monitoring and assessment tools that determine the need for tiered interventions. • Describe the valid and reliable tools to assess the learning environment. 	20	
<p>Structure:</p> <ul style="list-style-type: none"> • Describe any "push-in" services to children with disabilities. Include which professionals will be providing services in the classroom and/or co-teaching with the classroom teacher. • Provide information regarding the proposed schedule such as the number of hours per day and any plans to expand the hours. • Describe any proposed additional eligibility criteria. 	10	
<p>Program Goals:</p> <ul style="list-style-type: none"> • Utilize local data to develop two program goals relevant to children, families, the district, and/or the community. • Describe how progress will be documented. 	10	
<p>Community Collaboration Plan:</p> <ul style="list-style-type: none"> • Summarize plans to partner and collaborate with other early learning programs in the community (e.g. Head Start, private preschools) • Include details for collaboration with existing community groups such as your LICC, or plans to create a community advisory committee. • Describe any plans to engage in joint professional learning with community partners such as health fairs, screenings, parenting fairs. • Describe any partnerships with community mental health providers. 	10	

Narrative (continued)	Points Possible	Points Awarded
<p>Parent Education, Involvement, Communication Plan:</p> <ul style="list-style-type: none"> • Describe plans for including preschool parents in an Advisory Committee. If one does not exist, describe plans to create one. • Address how parents will be informed about their child's development and opportunities to partner with the preschool program. • Describe how communication with parents will routinely occur. • Describe plans to address topics such as strengthening parenting skills and linking families to community resources. • Describe the transition planning process e.g. transition to: PK, KG. 	15	
<p>Professional Learning Plan:</p> <ul style="list-style-type: none"> • Describe how the program evaluates training needs and how the program will address these needs. • Describe how professional learning opportunities will include all direct service staff and provide relevant topics to their assignments. 	15	
<p>Funding Plan:</p> <ul style="list-style-type: none"> • Provide budget on the provided template • Include plans to address sustainability of the program that could allow, for example, future expansion. 	10	



Part 4: Budget

Part 4: Budget

Expenditure Classifications

Account Number Definitions

2100 Support Services - Students

100 Salary

Include salaries for staff employed to work in the 4 Year Old At Risk Program.

200 Employee Benefits

Include amounts paid on behalf of employers; these amounts are not included in the gross salary, but are in addition to that amount.

Include group insurance, social security, unemployment compensation, worker's compensation, and other employee benefits.

300 Professional and Technical Services

Include special services performed by persons or firms with specialized skills and knowledge, but not regularly employed by the district.

500 Other Purchased Services

Include transportation and travel services related to transporting parents and their children to and from program activities. Also include cost associated with communication services, advertising, printing, staff travel and fees associated with curriculum subscription, including renewal.

600 Supplies and Materials

Include expenditures related to the purchase of general office, instructional supplies, and materials. Expenditures for books, periodicals, newspapers, magazines, and reference books are recorded in this line item.

700 Equipment

Include expenditures for the purchase of instructional equipment related to the 4 Year Old At Risk Program.

800 Other Miscellaneous Expenditures

Include cost for goods and services not otherwise classified in other listed object codes.

2200 Instructional Staff Support Services

Include cost associated with assisting the staff in meeting certification and ongoing training that may be required by the curriculum distributor. Include staff training costs, workshops, and media services. College credit tuition cost is not an allowable expenditure.



Part 4: Budget (continued)

*** State Pre-K: 4 Year Old At Risk Grant**

2100 100 Salary	<input type="text"/>
2100 100 Salary	<input type="text"/>
2100 200 Employee Benefits	<input type="text"/>
2100 300 Purchased Professional, and Technical Services	<input type="text"/>
2100 500 Other Purchased Services, Travel, Communication	<input type="text"/>
2100 600 Supplies and Materials, Food Cost, Audio Visual	<input type="text"/>
2100 700 Equipment	<input type="text"/>
2100 800 Other Miscellaneous	<input type="text"/>
2200 Instructional Staff – Support Services, Staff Training	<input type="text"/>
TOTALS	<input type="text"/>

*** State Pre-K: 4 Year Old At Risk Grant- Briefly describe how the funds in each category will be used**

2100 100 Salary

2100 200 Employee
Benefits

2100 300 Purchased
Professional, and
Technical Services

2100 500 Other
Purchased Services,
Travel, Communication

2100 600 Supplies and
Materials, Food Cost,
Audio Visual

2100 700 Equipment

2100 800 Other
Miscellaneous

2200 Instructional Staff –
Support Services, Staff
Training

***The total amount available and mechanism for distribution for 2018-19 State Pre-K: 4 Year Old at Risk funding is dependent upon Kansas Legislature.**



Parts 1 and 5: Needs Assessment and Narrative

Applicants may view questions but will not have an opportunity to enter information except where required. Applicants will upload the application at the end of the SurveyMonkey.

NARRATIVE RESPONSES

REFER TO THE SCORING RUBRIC FOR ADDITIONAL GUIDANCE

Inclusion (20):

A. Describe the service delivery model used for children with disabilities and DLL/EL, migrant, and homeless students.

Answer is completed in the upload.

Inclusion:

B. Describe the supports and training provided to staff to equip them with the necessary tools to be successful in an inclusive environment.

Answer is completed in the upload.

Inclusion:

C. Describe any plans to update current practices in order to provide more inclusive settings – include timelines.

Answer is completed in the upload.

Curriculum (20):

A. Which evidence-based curriculum is used to address:

a. Literacy

Answer is completed in the upload.

b. Math

Answer is completed in the upload.

c. Social-emotional development

Answer is completed in the upload.

Curriculum:

B. Describe how current or proposed curriculum will support an inclusive setting, including providing differentiated instruction, Universal Design for Learning, etc

Answer is completed in the upload.

*** Curriculum:**

C. Describe progress monitoring and assessment tools that will be used to determine the need for tiered interventions, as well as tools to assess the classroom environment? Check all that apply:

Inclusive Classroom Profile (ICP)

Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)

Teaching Pyramid Observation Tool (TPOT)

Preschool-Wide Evaluation Tool (PreSET)

Classroom Assessment Scoring System (CLASS)

Prevent, Teach, Reinforce

Individual Growth and Development Indicators (myIGDIs)

Other (List tools):

Structure (10)

A. Describe the qualifications of professional staff that will be serving students in the classroom.

I. Program Administrator

II. Program Coordinator/Supervisor

III. Lead Teacher

IV. Assistant Teacher

V. Paraprofessional

Each applicable position is listed in the application.

Structure:

B. Describe any “push-in” services to children with disabilities. Include which professionals will be providing services in the classroom and/or co-teaching with the classroom teacher.

Answer is completed in the upload.

Structure:

C. Provide information regarding the proposed schedule such as the number of hours per day and any plans to expand the hours.

Answer is completed in the upload.

Structure:

D. Describe any proposed additional eligibility criteria.

Answer is completed in the upload.

Program Goals (10):

A. Share one program goal and explain how local data supports its relevance to children, families, the district, and/or the community. Describe how the program will document progress.

Answer is completed in the upload.

Program Goals:

B. Share one program goal and explain how local data supports its relevance to children, families, the district, and/or the community. Describe how the program will document progress.

Answer is completed in the upload.

Community Collaboration Plan:

A. Summarize plans to collaborate with other early learning programs in the community (e.g. Head Start, private preschools) for family events such as health fairs, screenings, parenting fairs.

Answer is completed in the upload.

Community Collaboration Plan:

B. Include details for collaboration with existing community LICC, or plans to create a community advisory committee.

Answer is completed in the upload.

Community Collaboration Plan:

C. Describe any plans to engage in joint professional learning with community partners.

Answer is completed in the upload.

Community Collaboration Plan:

D. Describe any partnerships with community mental health providers.

Answer is completed in the upload.

Parent Education, Involvement, Communication Plan (15):

A. Describe plans for including preschool parents in a building level Advisory Committee. If one currently does not exist, describe plans to create one.

Answer is completed in the upload.

Parent Education, Involvement, Communication Plan:

B. Address how parents will be informed about their child's development and opportunities to partner with the preschool program.

Answer is completed in the upload.

Parent Education, Involvement, Communication Plan:

C. Describe how communication with parents will occur on an ongoing basis.

Answer is completed in the upload.

Parent Education, Involvement, Communication Plan:

D. Describe plans to address topics such as strengthening parenting skills, and linking families to community resources.

Answer is completed in the upload.

Parent Education, Involvement, Communication Plan:

E. Describe the transition planning process e.g. transition to: PK, KG.

Answer is completed in the upload.

Professional Learning Plan (15):

A. Describe how the program evaluates training needs. How will the program address these training needs?

Answer is completed in the upload.

Professional Learning Plan:

B. Describe how professional learning will incorporate assistant teachers and provide relevant topics to their assignments.

Answer is completed in the upload.

Funding Plan (10):

A. Summarize plans to address sustainability of the program. You are encouraged to consider how the State PreK program may impact the Kindergarten Readiness outcome measure for the district. Provide the program's budget using the form provided.

Answer is completed in the upload.

Funding Plan:

B. Funding will be determined by the number of program eligible children reported on September 20th. Provide the projected number of eligible children to be served with State Pre-K: 4 Year Old At Risk Program on September 20th.

Question is answered in upload.



State Pre-K: 4 YEAR OLD AT RISK Program Application 2018-2019

* Please upload the completed 2018-2019 State Pre-K: 4 Year Old At Risk application.

Only PDF, DOC, DOCX, PNG, JPG, JPEG, and GIF files are supported.

Choose File

No file chosen



State Pre-K: 4 YEAR OLD AT RISK Program Application 2018-2019

Final Page

Thank you for completing the 2018-19 State Pre-K: 4 Year Old at Risk Program Application. Click Submit to mark your application as complete.