Organization Name and USD Number (if applicable): __________________________

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

1. Provide a program that is non-discriminatory.
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 enable KSDE to perform its duties as specified, including program information, classroom practices and child assessment results required by KSDE.
4. Maintain all necessary records to substantiate program and funding compliance and to meet all data reporting requirements and afford access to such records to KSDE as requested.
5. Provide and/or 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 physical setting that is safe and developmentally appropriate for the needs of all children served by this program.
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 KPP for at least 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. It is recommended but not required that each child receives the ASQ:3 and ASQ:SE-2 developmental screenings within the first thirty days of enrollment and annually thereafter. The grantee must share results with the child’s family.
13. Have conducted a community needs assessment within the previous three years.
14. Utilize the Local Interagency Coordinating Council (ICC) or an Advisory Committee that meets at least quarterly. This committee must include at least one currently enrolled parent, and may include Part C Infant-Toddler Services, Early Childhood Special Education, the local school district, or local home visiting programs.
15. Communicate with the ICC or Advisory Committee about:
   a. Number of children enrolled, on the wait list, and number of available openings
   b. Staffing changes and/or vacancies
   c. Results of community collaboration and upcoming opportunities to collaborate
   d. Upcoming opportunities for professional learning
16. Ensure that all staff are qualified and hold the licensure or credential 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 and partnership (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 Pre-K Pilot 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 Foundations for School Success data collection systems.

21. Serve children aged 3 through 5. Children age-eligible for kindergarten (age 5 on or before August 31) may not be served with these funds.

22. Ensure that at least 50% of the children in the program meet at least one of the at-risk criteria upon initial enrollment and annually thereafter:

<table>
<thead>
<tr>
<th>Criteria for Kansas Pre-K Pilot</th>
<th>Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Poverty</td>
<td>1. Qualifies for Free or Reduced lunch program, or family income is below 185% of the Federal Poverty Level.</td>
</tr>
<tr>
<td>2. Single parent families</td>
<td>2. At the time of enrollment, the custodial parent is unmarried.</td>
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<tr>
<td>3. DCF referral</td>
<td>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.</td>
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<tr>
<td>4. Teen parents</td>
<td>4. At least one parent was a teen when the child was born.</td>
</tr>
<tr>
<td>5. Either parent is lacking a high school diploma or GED.</td>
<td>5. At the time of enrollment, either parent lacks a high diploma or a GED.</td>
</tr>
<tr>
<td>6. Limited English Proficiency</td>
<td>6. LEP status must be documented. Forms must be in child’s file. Process and criteria are found at <a href="http://www.ksde.org">www.ksde.org</a> under Early Learning. NOTE: ESOL services must be provided by qualified teachers.</td>
</tr>
<tr>
<td>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</td>
<td>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’.</td>
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Signature of Authorized OfficialPrinted nameDate

Signature of Authorized OfficialPrinted nameDate