MISSION
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student’s gifts and talents.

VISION
Kansas leads the world in the success of each student.

MOTTO
Kansans Can

SUCCESS DEFINED
A successful Kansas high school graduate has the
• Academic preparation,
• Cognitive preparation,
• Technical skills,
• Employability skills and
• Civic engagement
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES
• Social-emotional growth measured locally
• Kindergarten readiness
• Individual Plan of Study focused on career interest
• High school graduation
• Postsecondary success

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General Information and Requirements

The Kansas State Department of Education (KSDE) invites proposals for projects that will provide high quality education for preschool-aged children during the 2020-2021 school year. The Kansas Preschool Pilot (KPP) provides school districts and their community partners with funding to provide preschool services.

- The Kansas Preschool Pilot grant supports children aged 3 through 5; children age-eligible for kindergarten (age 5 on or before August 31) may **not** be served with these funds. A 4-year-old is a child who is four years of age on or before August 31 of the current school year. A 3-year-old is a child who is three years of age on or before August 31 of the current school year.

- At least 50% of the children enrolled in the Kansas Preschool Pilot must meet at least one of the at-risk criteria listed on page 3. Note that students who qualify for reduced-price meals qualify as at-risk for the purposes of the Kansas Preschool Pilot.

- The grantee shall maintain classroom rosters for all children enrolled in the KPP and ensure that student data is entered into required KSDE data collection systems.

In order for a school district to apply for the Kansas Preschool Pilot, the district must also apply for the Preschool-Aged At-Risk program. The application for the Kansas Preschool Pilot is an addendum to the district’s Preschool-Aged At-Risk application. If curriculum, assessment practices, professional learning plans, etc. differ between the district’s Preschool-Aged At-Risk and Kansas Preschool Pilot application, the district should complete those questions in the Kansas Preschool Pilot application; otherwise the district should leave these questions blank.

Districts are encouraged to utilize Preschool-Aged At-Risk funds for four-year-old students in half-day programs in order to maximize available state preschool funds. Districts operating full-day programs and districts serving three-year-old students are encouraged to apply for Kansas Preschool Pilot funds. Districts should report all three- and four-year-old students who are eligible to generate Preschool-Aged At-Risk funding as Preschool-Aged At-Risk. In districts operating approved Preschool-Aged At-Risk programs, 4-year-old students who meet the at-risk criteria for Preschool-Aged At-Risk students and who are enrolled and attending on September 20, 2020 will automatically count as a ½ student (0.5 FTE) in calculating a district’s enrollment and accompanying weightings.

Entities that are not school districts may submit applications for funding in partnership with one or more school districts. The applicant must provide a list of names, with email and phone
number, of all individuals representing any community/public/private agency involved in the implementation of this project.

Grantees may receive up to $2,500 for each eligible Kansas Preschool Pilot student who is enrolled in an approved program on September 20, 2020 and who is reported in the KIDS Collection System or Foundations for School Success. These students can include:

- 3-year-old students who meet Preschool-Aged At-Risk at-risk criteria (see page 3);
- Three- and four-year-old students who qualify for reduced-price meals under the National School Lunch Program;
- Three- and four-year-old students with Individualized Education Plans (IEPs) who meet Preschool-Aged At-Risk at-risk criteria or for who qualify for reduced-price school meals;
- Full-day four-year-old students who meet Preschool-Aged At-Risk at-risk criteria (fill Preschool-Aged At-Risk slots). These students’ preschool year must consist of at least 186 calendar days the same number of calendar days as the kindergarten classroom in the district; days must last a minimum of 6.5 clock hours. These 6.5 clock hours can include naps, recess, meals, snacks, transitions, and other breaks or rest time.
- Three- and four-year-old students who do not meet at-risk criteria. These students cannot make up more than 50% of the students enrolled in the Kansas Preschool Pilot.

Applicants may request a per-child expenditure in excess of $2,500 per student. These applicants will be asked to justify the higher per-child cost in their application. KSDE will consider and approve requests for funds in excess of $2,500 per child on a case-by-case basis. At the end of the 2020-2021 school year, if grantees received more than $2,500 per student, their final payment will be reduced and/or they will be required to refund the additional cost.

Q: Can a student with a disability be counted as at-risk for the purpose of meeting the requirement that at least 50% of the students in the program be at-risk?
A: The KPP at-risk criteria are disability-neutral. This means that if a student with a disability also meets at least one of the at-risk criteria, then the student may be counted. A student with a disability that does not meet one of the criteria may not be counted as at-risk.

**At-Risk Criteria**

Programs must maintain classroom rosters for students served by the Kansas Preschool Pilot funding and properly report them on the ENRL report in the KIDS Collection System. **It will be essential for grantees to maintain clear records identifying how separate funding sources are utilized.** At least 50% of children served by Kansas Preschool Pilot funding must meet one or more of the following at-risk criteria:
<table>
<thead>
<tr>
<th>At-Risk Criteria for the Kansas Preschool Pilot</th>
<th>Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Poverty (Kansas Preschool Pilot)</td>
<td>Qualifies for free or reduced-price meals under the National School Lunch Program on September 20, 2020. *Note: students who qualify for reduced-price meals qualify as at-risk for the purposes of the Kansas Preschool Pilot program. This is different than the at-risk criteria for the Preschool-Aged At-Risk program, which only includes students who qualify for free lunch. Students from households with incomes at or below 130% of the federal poverty level are eligible for free lunches. Those between 130% and 185% of the poverty level are eligible for reduced priced lunches.</td>
</tr>
<tr>
<td>2. Single parent families</td>
<td>On the first day of school, a custodial parent is unmarried.</td>
</tr>
<tr>
<td>3. Kansas Department for Children and Families (DCF) referral</td>
<td>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>
</tr>
<tr>
<td>4. Teen parents</td>
<td>At least one parent was a teenager when the child was born.</td>
</tr>
<tr>
<td>5. Either parent is lacking a high school diploma or GED</td>
<td>On the first day of school, either parent lacks a high school diploma or a GED.</td>
</tr>
<tr>
<td>6. Limited English Proficiency</td>
<td>Limited English Proficiency status must be documented. The student must qualify for bilingual weighting and ESOL services must be provided. Forms must be in child’s file. Process and criteria are found at <a href="http://www.ksde.org">http://www.ksde.org</a> under Early Childhood: <a href="https://www.ksde.org/Portals/0/Title/ESOL/ESOLProgramGuidance.pdf">https://www.ksde.org/Portals/0/Title/ESOL/ESOLProgramGuidance.pdf</a>. 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>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>
</tr>
<tr>
<td>9. Child experiencing homelessness</td>
<td>Residence of Homeless Student while Homeless must be completed in the KIDS Collection System and the student must be included on the district’s official homeless list.</td>
</tr>
</tbody>
</table>
Review and Approval of Applications

The Kansas State Board of Education shall approve applications for Kansas Preschool Pilot programs. Applications must be submitted to the Kansas State Department of Education (KSDE) no later than 5:00 pm on April 3, 2020. School districts must also submit a Preschool-Aged At-Risk application by this date. Applications must be complete in order to receive consideration for funding.

Kansas Preschool Pilot grants will be awarded to school districts and community programs dependent on the availability of funding. Selection and prioritization of awards will be based on the need and merit demonstrated in the program application.

Q. Is it possible that an applicant can be funded for Preschool-Aged At-Risk but not Kansas Preschool Pilot or vice versa?
A: Yes. It is possible that an applicant could operate an approved Preschool-aged At-Risk program but not be awarded Kansas Preschool Pilot funding.

Kansas Preschool Pilot Funds

Funds awarded to support the Kansas Preschool Pilot can solely be used to fund preschool programs. Kansas Preschool Pilot classrooms may include students who are supported by Kansas Preschool Pilot funding and students who are not. At least 50% of children served by Kansas Preschool Pilot funds must meet at-risk criteria. All Kansas Preschool Pilot students must be in classrooms that meet all Kansas Preschool Pilot requirements.

Two funding sources for programs and districts that operate an approved Kansas Preschool Pilot were available in the 2019-2020 school year: Temporary Assistance for Needy Families (TANF) and Children's Initiatives Fund (CIF). 2020-2021 Kansas Preschool Pilot funding is dependent upon the final budget approved during the 2020 Legislative Session and the availability of funding. Programs must comply with all funding source requirements awarded through the grant application process.

In order to meet the requirements of each funding source supporting the Kansas Preschool Pilot, grant awards will likely consist of both Temporary Assistance for Needy Families (TANF) and Children's Initiatives Fund (CIF) funding. Each grant award letter will include the total grant amount, as well as how it is divided between Children's Initiatives Fund (CIF) state funding of Temporary Assistance for Needy Families (TANF) federal funding.

- Districts should deposit Kansas Preschool Pilot Children's Initiatives Fund grant payments (“KPP Pre-K CIF”) into the Code 35-Gifts and Grants Fund, 3000 STATE SOURCES-3231 Pre-K Pilot Grant (CIF)
• Districts should deposit Kansas Preschool Pilot Temporary Assistance for Needy Families grant payments ("KPP Pre-K TANF") into the Code 35-Gifts and Grants Fund, 4000 FEDERAL SOURCES-4585 Pre-K Pilot Grant (TANF)

Children's Initiatives Fund

Approved Kansas Preschool Pilot grantees will receive CIF grant payments in four quarterly payments. Each payment will be 25% of the total Kansas Preschool Pilot CIF grant amount. Prior to the final payment, KSDE will collect grantees’ estimated final expenditures for the year to calculate the final payment, making any adjustments to grants and paying the remaining grant balance to each grantee less any audit adjustments from 2019-2020 Kansas Preschool Pilot CIF grants. CIF funding may be used to reimburse administrative costs.

Temporary Assistance for Needy Families (TANF)

School district grantees will use a web application to submit quarterly reimbursement requests for Kansas Preschool Pilot TANF grant payments. Grantees who are not school districts will email KSDE to submit quarterly reimbursement requests for Kansas Preschool Pilot TANF grant payments. TANF funding may not be used to reimburse administrative costs as defined here:

(b) The term “administrative costs” means costs necessary for the proper administration of the TANF program or separate State programs.

(1) It excludes direct costs of providing program services.

   (i) It excludes costs of providing diversion benefits and services, providing program information to clients, screening and assessment, development of employability plans, work activities, post-employment services, work supports, and case management. It excludes costs for contracts devoted entirely to such activities.

   (ii) It excludes the salaries and benefits costs for staff providing program services and the direct administrative costs associated with providing the services, such as the costs for supplies, equipment, travel, postage, utilities, rental of office space and maintenance of office space.

(2) It includes costs for general administration and coordination of these programs, including contract costs and all indirect (or overhead) costs. Examples include:

   i. Salaries and benefits of staff performing administrative and coordination functions;
   ii. Activities related to eligibility determinations;
   iii. Preparation of program plans, budgets, and schedules;
   iv. Monitoring of programs and projects;
v. Fraud and abuse units;
vi. Procurement activities;
vii. Public relations;
viii. Services related to accounting, litigation, audits, management of property, payroll, and personnel;
ix. Costs for the goods and services required for administration of the program such as the costs for supplies, equipment, travel, postage, utilities, and rental of office space and maintenance of office space, provided that such costs are not excluded as a direct administrative cost for providing program services under paragraph (b)(1) of this section;
x. Travel costs incurred for official business and not excluded as a direct administrative cost for providing program services under paragraph (b)(1) of this section;
xi. Management information systems not related to the tracking and monitoring of TANF requirements (e.g., for a personnel and payroll system for State staff); and (xii) Preparing reports and other documents.

<table>
<thead>
<tr>
<th>Administrative costs include:</th>
<th>Administrative costs do not include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and benefits of staff performing administrative and coordination functions (secretaries, building principals, superintendents, staff related to fiscal processes, IT staff)</td>
<td>Costs of providing program services (classroom supplies, curriculum, meals for children in the program)</td>
</tr>
<tr>
<td>Activities related to eligibility determination</td>
<td>Costs for providing benefits and services</td>
</tr>
<tr>
<td>Preparation of program plans, budgets, and schedules (creation of Program manuals, creation of budget and staff schedules)</td>
<td>Costs for providing program information to clients (curriculum, family engagement materials, parent resources)</td>
</tr>
<tr>
<td>Monitoring of programs and projects (monitoring of program outcomes, guidelines, and processes)</td>
<td>Screening and assessments (fees, tools, supplies)</td>
</tr>
<tr>
<td>Services related to accounting, litigation, audits, management of property, payroll, and personnel (HR, fiscal, audits)</td>
<td>Case management</td>
</tr>
<tr>
<td></td>
<td>Salaries and benefits costs for staff providing program services (teachers, teacher assistants, paras)</td>
</tr>
<tr>
<td></td>
<td>Supplies (paper, glue, markers)</td>
</tr>
<tr>
<td></td>
<td>Equipment (classroom furniture, smart board, computers, tablets)</td>
</tr>
<tr>
<td></td>
<td>Travel (transportation, training for teaching staff)</td>
</tr>
<tr>
<td></td>
<td>Postage (newsletters, parent communication)</td>
</tr>
</tbody>
</table>
Utilities (for the physical location that the program is functioning in and proportional to the amount of time/space used by the program—Water, electricity, gas)

Rental (of the classroom space if the space is actually being rented)

Maintenance (of the classroom/building for the physical location that the program is functioning in and proportional to the amount of time/space used by the program)

Q: How will the grant be split between funding sources?

A: An example: USD 000 receives a total Kansas Preschool Pilot grant amount of $20,000. The grant award consists of $10,000 in CIF funding and $10,000 of TANF funding. Assuming that USD 000 spends the entirety of their grant award, they will receive four quarterly Children’s Initiatives Fund payments of $2,500 each. The district will submit quarterly reimbursement requests for operating expenditures from TANF funds in an amount not to exceed $10,000. USD 000 reports 10 Kansas Preschool Pilot students in the ENRL report for the KIDS Collection System, and classroom rosters confirm the district served these 10 students. The USD 000 per-child cost is $2,000 per student, which is less than the maximum $2,500 per child.

Reporting Requirements

Kansas Preschool Pilot grantees agree that they shall submit reports to enable KSDE to perform its duties as specified, including program information, classroom practices and child assessment results required by KSDE. For 2020-2021, these include:

**KIDS Collection System:** Grantees agree that they shall obtain a Kansas Individual Data on Students Identification number (KIDS SSID) for each child participating in the Kansas Preschool Pilot and participate in all required KSDE Data Collections, including entry in the KIDS Collection System. KIDS SSID’s may be obtained through an ASGT Record to the KIDS Collection System. All children served by the Kansas Preschool Pilot must be marked as “1=YES” in the appropriate field of the KIDS Collection System. All other children should be marked “0=NO”. Program administrators should communicate with personnel responsible for data entry to ensure children participating in the Kansas Preschool Pilot are included in KIDS Data Collections.

**Auditing:** Kansas Preschool Pilot grantees sign assurances that programs will maintain classroom rosters for all children enrolled in the Kansas Preschool Pilot. The Kansas State Department of Education Fiscal Auditing team will collect rosters for students enrolled in 2020-
2021 as part of the regular audit during the 2020-2021 school year, along with the expenditures from the 2019-2020 school year.

During this audit grantees should provide classroom rosters of all students served by Kansas Preschool Pilot funds on September 20, 2020. These rosters should include:

- Each student served by Kansas Preschool Pilot funds
- Each student's date of birth
- Whether each student qualifies as at-risk using Kansas Preschool Pilot at-risk criteria, along with which at-risk criterion qualified each student who qualifies as at-risk
- Accompanying documentation verifying each student's at-risk status

The KSDE Early Childhood team will share the list of Kansas Preschool Pilot primary contacts with the Fiscal Auditing team. In preparation for the KSDE audit, primary contacts should coordinate with other staff as necessary to ensure the September 20, 2020 report of students enrolled in the Kansas Preschool Pilot is complete and that classroom rosters and documentation supporting each student's at-risk status are ready.

**End-of-Year Performance Reporting:** Grantees agree that they shall enter requested data into the Foundations for School Success (FSS) authenticated application. At the end of the program year, grantees will submit the following information using Foundations for School Success:

1. Number of children served by the Kansas Preschool Pilot during the 2019-2020 school year: _______

2a. Which evidence-based assessment is used to measure progress in the area of Literacy?

2b. Based on the assessment data, how many children in your Kansas Preschool Pilot program showed improvement in the area of Literacy from entry to exit of the program? ____

2c. How many total children were assessed in the area of Literacy from entry to exit of the program? ____

3a. Which evidence-based assessment is used to measure progress in the area of Mathematics?

3b. Based on the assessment data, how many children in your Kansas Preschool Pilot program showed improvement in the area of Mathematics from entry to exit of the program? _______
3c. How many total children were assessed in the area of Mathematics from entry to exit of the program? ____

4a. Which Evidence-Based Assessment is used to measure progress in the area of Social Emotional Development?

4b. Based on the data from this assessment, how many children in your Kansas Preschool Pilot program showed improvement in the area of Social Emotional Development from entry to exit of the program? ____

4c. How many total children were assessed in the area of Social Emotional Development from entry to exit of the program? ____

5. How many direct staff received Professional Development during the school year?

End of Year Expenditure Reporting: Grantees will be asked to provide end-of-year expenditures using the following budget categories:

1000 Instruction
100   Salary
200   Employee Benefits
300   Purchased Professional & Tech. Serv.
400   Purchased Property Services
500   Other Purchased Services
600   Supplies & Materials
700   Property
1000 Subtotal

2000 Support Services
100   Support Services-Students
        Travel & Subsistence
2720   Vehicle Operations Service
2000 Subtotal

3000 Operation of Non-Instructional Services
3100   Food Service Operations
3400   Student Activities
3000 Subtotal
Indirect Costs - Cannot exceed 8% (TANF funds cannot reimburse indirect costs)

GRAND TOTAL
Submission of Application

KSDE recommends programs complete this application in this template and save it prior to submitting it in SurveyMonkey. After completing and saving the template, programs will upload the template at the end of the SurveyMonkey.

Applications must be submitted in SurveyMonkey. The application must be submitted by 5 p.m. on April 3, 2020.

The link to the Kansas Preschool Pilot application is: https://www.surveymonkey.com/r/KPP2021.

By 5 p.m. on April 3, 2020, a signed assurances page must be sent to Beccy Strohm by one of the three following methods.

1. Fax to 785-296-6715 ATTN: BECCY STROHM
2. Scan and email to Beccy Strohm at bstrohm@ksde.org.
3. Mail to: Beccy Strohm
   Early Childhood
   Kansas State Department of Education
   900 SW Jackson St.
   Topeka, KS, 66612

Applicants are encouraged to submit early to avoid technical issues. If technical difficulties with SurveyMonkey are experienced, please contact Beccy Strohm at 785-296-6602 or by email at bstrohm@ksde.org. For program questions, please contact Natalie McClane at 785-296-5081 or by email at nmcclane@ksde.org.
Additional Information and Resources Regarding Kansas Preschool Pilot Requirements

KSDE recommends programs utilize the Kansas Prekindergarten Guide for high-quality prekindergarten practices. The guide supports the implementation of developmentally appropriate and academically rigorous programs. It is available at: https://www.ksde.org/Portals/0/Early%20Childhood/PreK/Kansas%20Prekindergarten%20Guide.pdf

Inclusion of All Children

The Individuals with Disabilities Education Act (IDEA) requires that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 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.

KSDE encourages programs to provide the most inclusive classrooms possible. Children receiving Early Childhood Special Education Services (ECSE), who are Dual Language Learners (DLL) and English Learners (EL), who are from migrant worker families, and whose families are experiencing homelessness should be included in Kansas Preschool Pilot classrooms.

Curriculum Models

Programs must 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. When selecting curricula, programs should consider:

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

Early Childhood Special Education programs have a curriculum-based assessment (CBA). If your district contracts with a service center, please obtain this information from your provider.

Programs are required to implement an evidence-based assessment to measure children's developmental growth upon entry and exit of the program. At the end of the school year, programs will be asked to share which evidence-based assessment was used to measure progress in the areas of literacy, mathematics, and social emotional development (see the Reporting Requirements section).

Additional information regarding curriculum may be found at:

- The KSDE Technical Assistance System Network: http://www.ksdetasn.org
- Head Start Early Childhood Learning & Knowledge Center: https://eclkc.ohs.acf.hhs.gov/curriculum

Developmental Screenings

Programs are required to ensure that each child receives a developmental screening using an evidence-based screening tool. The program must share results with the child's family. Programs may determine whether children receive screenings prior to the start of the school year or once school begins. Students who enroll after the beginning of the school year must receive screening within 90 days of enrollment.

KSDE recommends but does not require that the program select the ASQ:3 and ASQ:SE-2 developmental and social-emotional screenings for preschool-aged students. Most programs that utilize the ASQ are not required to enter the results of the screenings into ASQ Online for the 2020-2021 school year. As a part of their Birth to Five evaluation, Literacy Network of Kansas (LiNK) grantees are expected to administer the ASQ-3 between August 1 and September 20 for all students enrolled in KSDE-administered 4-year-old preschool programs and report that data. For more information about LiNK requirements, email Kimberly Muff at kmuff@ksde.org.
Q: Do we have to use the ASQ for our developmental screening? Do we enter the results in our online system?

A: Programs are not required to use the ASQ as your developmental screening tool. Programs are required to use an evidence-based tool and are required to share the results with parents.

Structure

Grantees must provide a minimum of 465 instructional hours for each child during the school year. 465 hours is a bare minimum. Programs are encouraged to build in additional days to ensure they meet or exceed these minimum hours, in the event that school is closed due to inclement weather or for any other circumstances.

Visit https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing for additional resources to calculate total instructional hours provided, including the School Term Audit Guide.

Q: Do parent family activities and home visits count toward instructional hours?

A: Please refer to the School Term Audit Guide posted at https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing, which notes that Parent-Teacher Conferences are allowable to count toward instructional hours. Dedicated days or half-days when teachers are visiting with families at home would count toward instructional hours; individual home visits conducted in the normal course of the school year would not.

The adult-to-child ratio must be no more than 1:10 at all times, with a classroom size not to exceed 20 students. This applies to ALL children in the classroom, regardless of funding.

Grantees may request a waiver for unique circumstances that lead to class sizes exceeding 20 students. These circumstances may include promoting inclusive programming, prioritizing services for children and families experiencing acute challenges, supporting a mixed-delivery model of delivering preschool services in community-based settings, unexpected fluctuations in enrollment, challenges related to hiring qualified staff, or challenges related to facilities capacity. The following conditions must be met:

- Classroom size cannot exceed 25 students in one classroom.
- The adult-to-child ratio must be 1:10 or better at all times.

Waivers must be approved by the Kansas State Department of Education before they are considered applicable. Waivers expire annually on June 30th. To request a waiver, please email the following information to Natalie McClane at nmmclane@ksde.org:

- School contact information
- Primary contact information
• Provide justification for the proposed waiver by indicating:
  o Why is the applicant unable to meet the maximum classroom size requirement?
  o How many children will be served in the classroom?
  o How many adults will be in the classroom?
  o How many years has the program had more than 20 students per classroom?
  o How does the applicant plan to prioritize meeting the maximum classroom size requirement in the future? What is the timeline?

Attendance

Programs must keep daily attendance records for each student.

Regular school attendance is an important factor in children’s social and cognitive development. According to research, engaging families reduces chronic absenteeism. Students with low attendance in both pre-K and kindergarten often continue to have low attendance, are more likely to be retained by third grade and, on average, have lower academic outcomes than peers with better attendance. Chronic absenteeism sets the stage for an inability to successfully do grade-level work in later grades (Attendance Works, 2013). Programs should be proactive in educating families, staff and the community on the benefits of regularly attending school, and the disadvantages associated with absenteeism.

For resources and general information on attendance, please visit the following websites:


• http://www.attendanceworks.org

• www.schoolengagement.org

Teacher Requirements

Teacher Qualifications

Teaching staff for the Kansas Preschool Pilot must have a current teaching license and must have, at minimum, an elementary education endorsement. A Kansas license with endorsement for Early Childhood Education is recommended. Grantees should hire teachers who have one of the following endorsements on their teaching license:
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 grantees 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 Aide 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.

For additional resources regarding teacher licensure, visit https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation.

For additional resources regarding paraprofessionals, including approved state assessments, visit https://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Title-Services/Federal-Programs/Title-I-Part-A/Paraprofessional.

Q. Can an individual teach for the Kansas Preschool Pilot while working on their elementary teaching license? Or do they have to have it in place before they can teach? What if they hold a valid 7-12 License and are working on the elementary license? Would that be sufficient?

A: A teacher will not meet the requirements to teach in the program until they hold a license that meets the requirements outlined above. For answers to additional questions regarding alternative pathways to teacher licensure, please contact the KSDE Teacher Licensure and Accreditation Team at www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation.
Community Collaboration

Programs must communicate and collaborate with community partners. Programs are encouraged to engage with existing early childhood groups in their community such as their Local Interagency Coordinating Council (LICC). See https://www.kansasicc.org/local-icc.html. Contact Jordan Christian for more information on LICCs at (785) 296-3953 or jchristian@ksde.org.

Programs must utilize the LICC 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.

Communication with the ICC or Advisory Council should include:

- The amount of children enrolled and on the wait list, and number of openings available
- Staffing changes and/or vacancies
- Results of community collaboration and upcoming opportunities to collaborate
- Upcoming professional learning opportunities

Family Engagement

Family engagement is a critical component of high-quality early care and education. Engaging families in their children's growth and learning can support the healthy social, emotional, cognitive and physical development of young children. These affirmative relationships also support positive lifelong outcomes.

The Kansas Family Engagement and Partnership Standards for Early Childhood provide guidance for families, practitioners, community members, and educators to examine current practices and plan future strategies to engage families. The Standards are available at https://www.ksde.org/Portals/0/Early%20Childhood/Kindergarten/2019%20Kansas%20Family%20Engagement%20and%20Partnership%20Standards%20for%20Early%20Childhood.pdf

Programs must intentionally keep families informed of their child's development and provide opportunities to partner with district/organization staff. Programs may encourage family members to attend existing councils in the building or develop a Parent Advisory Council if one does not exist.

Professional Learning

Grantees must develop a professional learning plan that includes a minimum of 15 hours of in-service training in the area of early learning or related topics, including child abuse and neglect
training, for all direct service staff, including teachers, paraprofessionals, and aides.

- 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 include training on social-emotional topics such as Positive Behavior Intervention and Supports as well as trauma-informed care.

- Child abuse and neglect training is required annually. An available resource for this training can be found online at https://kccto.org/

- First aid and CPR training are recommended.

**Q: Can Kansas Preschool Pilot funds be used to pay for teacher tuition?**

**A:** Kansas Preschool Pilot program funding can pay for preschool staff salaries and benefits. If teacher tuition is a negotiated fringe benefit it can be paid from preschool funds, just like the rest of the salary.

**Funding**

Applicants are encouraged to utilize a variety of funding sources and serve all children in an inclusive setting. Potential funding sources could include, but are not limited to:

- At-Risk Education Funding may be used to serve qualified preschool students
- School District General Fund
- Preschool-Aged At-Risk Fund
- Early Childhood Block Grant (Kansas Children's Cabinet and Trust Fund)
- Categorical Aid/Special Education Funding
- Head Start (federal Administration for Children and Families)
- Child Care Development Block Grant (Child Care Subsidy) (Kansas Department for Children and Families)
- Child and Adult Care Food Program
Kansas Preschool Pilot
McKinney-Vento
Title I
Title II
Parent fees/tuition
Kansas Parents as Teachers
Local Grants/Funding (private funders)

Q: Can children supported by multiple funding sources be in one classroom?
A: Yes. This is the preferred method for creating more inclusive classrooms across programs.

Materials and Supplies
Classroom equipment, materials and supplies to support the Kansas Preschool Pilot program are an allowable expense. 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.

Meals and Snacks
Programs must provide at least one meal or snack per classroom session to all children attending the program. Schools can earn reimbursement for providing nutritious meals and snacks by participating in the Child and Adult Care Food Program. Learn more at https://www.kn-eat.org/SNP/SNP_Docs/SNP_Resources_Program_Promotion/CACFP-Preschool.pdf.


Q: We feed our students breakfast and lunch. It is only a small portion of the day, but we discuss manners and nutrition during this time. Can this count towards our instructional time?
A: Yes. Meal and snack times are an important opportunity for learning for preschool students and can be counted as instructional time in preschool classrooms. Meal and snack times cannot be counted as instructional time in K-12 settings.
2020-2021 Kansas Preschool Pilot Assurances

READ COMPLETELY BEFORE SIGNING.

A signed copy of these assurances must be scanned and emailed, mailed or faxed by April 3, 2020 to be considered for funding. The signature page signed by the program administrator certifies the applicant’s agreement to the following sets of assurances.

For the duration of the 2020-2021 KPP performance period, the grantee shall:

1. Provide a nondiscriminatory program.
2. Use fiscal control and accounting procedures to ensure proper disbursement of, and accounting for, state and federal funds paid to such applicants under this program.
3. Submit reports to KSDE to enable the agency to perform its duties, including program information, child attendance, classroom practices, and child assessment results.
4. Maintain records, including child eligibility verification, to substantiate program and funding compliance, and afford access to such records as needed by KSDE.
5. Provide and coordinate services and resources through community collaboration that includes IDEA Part B Section 619 providers and local early learning programs and builds on, but does not duplicate, services for families with age-eligible children.
6. Provide a safe and developmentally appropriate environment for all children.
7. Implement program standards, including maintaining an adult-to-child ratio of 1:10 or better at all times and a maximum class size of 20, 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 Kansas Preschool Pilot for a minimum of 465 instructional hours during the school year in all classrooms. Ensure all children have access to the same number of programming hours.
11. Provide at least one meal or snack per classroom session to each child in attendance.
12. 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.
13. Ensure that each child receives a developmental screening using an evidence-based screening tool. The program must share results with the child’s family.

14. Utilize the Local Interagency Coordinating Council (LICC) 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 LICC 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 nights, parent/teacher conferences, field trips, parent volunteers).

19. Obtain a Kansas Individual Data on Students Identification number (KIDS SSID) for each child participating in the *Kansas Preschool 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 (FSS) authenticated application.
   a. End-of-Year Report will be completed in Foundations for Student Success between May 1 and May 31, 2021.

21. **Maintain classroom rosters for all children enrolled in the Kansas Preschool Pilot.**

22. **Ensure that on September 20, 2020, at least 50% of the children served by Kansas Preschool Pilot funding meet at least one of the at-risk criteria.**

23. **Serve children aged 3 through 5. Children eligible for kindergarten (age 5 on or before August 31) may not be served with these funds.**
I attest that I have read the FY21 Kansas Preschool Pilot program assurances and will comply with the provisions for the duration of the performance period.

USD Number (if applicable): ________________

Applicant Name: _______________________________

Program administrator signature: _____________________________________________________________

Program administrator printed name: _______________________________________________________

Date: _______________________________

Superintendent or Authorized Representative signature: _______________________________________

Superintendent or Authorized Representative printed name: _________________________________

Date: _______________________________
Part I: Applicant Contact Information

**IMPORTANT**: Complete this page only if different than the Preschool-Aged At-Risk application.

1. Applicant information

   USD or Applicant name and number: ____________________________________________

   Name of district superintendent or authorized consortium representative: __________

   Address: _____________________________________________________________________

   City/town: __________________________________________________________________

   Zip code: ___________________________________________________________________

   Phone: ______________________________________________________________________

   Fax: _________________________________________________________________________

   Federal Identification Number (FEIN): _________________________________________

   Applicant’s Fiscal Year: ______________________________________________________

2. Primary contact (administrator) information (This person will be the key contact for communication through the 2020-2021 school year.)

   Primary contact: _____________________________________________________________

   Title: _______________________________________________________________________

   Address: _____________________________________________________________________

   City/town: __________________________________________________________________

   Zip code: ___________________________________________________________________

   Phone: ______________________________________________________________________

   Fax: _________________________________________________________________________

   Email: ______________________________________________________________________
Part 2: Kansas Preschool Pilot Application - General Information

IMPORTANT: Districts should only complete these questions if the answers differ from the Preschool-Aged At-Risk application.

Program Overview

3. Provide an overview of your program. What does a typical day look like? What are some bright spots and what goals do you have for your program? Give an overall picture of your program and how it affects your community (500 words or less).

4. What research did your school district rely on in determining that a need for preschool-aged at-risk services or assistance exists in your community? Check all that apply:

   - Community Needs Assessment
   - The Kansas State Department of Education’s List of Evidence-Based Best Practices for At-Risk Programs and Instruction for Early Learning: https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Announcements-Special-Education-and-Title-Services/Best-Practices#early
   - Parent Survey or Feedback
   - Kindergarten Readiness Snapshot Data
   - District Data Analysis
   - Other
5. If you responded "other" to the question above, please describe the research your school district relied on in determining that a need for preschool-aged at-risk services exists in your community.

Inclusion

6. Are all children, including at-risk children, children with disabilities, Dual Language Learners/English Learners, children from migrant families, and children experiencing homelessness served within the regular education classroom?

   o Yes
   o No

7. If you answered "no" to the question above, describe how the program serves all students.

Curriculum

8. Name of Literacy Curriculum: ____________________________________________

9. Include the website or author's statement to show that the curriculum is evidence-based:

10. Name of Math Curriculum: ____________________________________________

11. Include the website or author's statement to show that the curriculum is evidence-based:

12. Name of Social-Emotional Development Curriculum: _______________________

13. Include the website or author's statement to show that the curriculum is evidence-based:
Screening

14. Each child must receive a developmental screening using an evidence-based screening tool. The program must share results with the child’s family. KSDE recommends but does not require that the program select the ASQ: 3 and ASQ: SE-2 developmental and social-emotional screenings for preschool-aged students. Which screening tool(s) will the program use?

- Ages & Stages Questionnaires: 3rd Edition (ASQ: 3)
- Ages & Stages Questionnaires Social-Emotional: 2nd Edition (ASQ-SE2)
- Other

15. If the program is using a screening tool not listed above, name the tool being used for screening and include the website or author’s statement that shows it is evidence-based:

Assessment

16. Which progress monitoring and assessment tools 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

17. If the program is using an assessment not listed above, name the assessment and the website or author’s statement that shows it is evidence-based.
Community Collaboration

18. Does your program participate in a Local Interagency Coordinating Council or Advisory Committee? Check all that apply:

   - Our program participates in our Local Interagency Coordinating Council.
   - Our program participates in an Advisory Committee.

19. What is the name of your Local Interagency Coordinating Council or Advisory Committee?

20. The Every Student Succeeds Act (ESSA) requires each school district receiving Title I funds to develop agreements and carry out coordination with Head Start and, if feasible, with other early childhood programs. Mark all that apply:

   - Our district has a written agreement with Head Start currently in effect.
   - Our district is collaborating with Head Start agencies to develop or update our written agreement.
   - Our community does not include a Head Start program.
   - Our district has a written agreement to carry out coordination with the following early childhood programs (complete the question below).
   - Other (complete the question below)

21. If you indicated that you have a written agreement to carry out coordination with the following early childhood programs OR if you marked other, please explain:

Structure

Programs must provide a minimum of 465 instructional hours of developmentally appropriate educational activities for each child during the school year.

22. How many hours per day will your program be in session? ________________________

23. If your program’s schedule will vary, provide additional detail:


24. How many days per week will your program be in session? _____________________________

25. What is the total number of days the program will be in session? _____________________

26. How many total hours of instruction will children in your program receive? _____________

27. Where are your classrooms located? Check all that apply.
   - District-owned building dedicated to early childhood
   - District-owned building that includes other grade levels
   - Other district-owned building
   - Community agencies such as child care centers or non-profit organizations
   - Faith-based centers with and/or without religious content
   - Head Start
   - Other Agency

28. If you indicated "Other Agency" in the question above, please specify:

29. Please share any additional information related to program structure:

   _______________________________________________________________________________

   _______________________________________________________________________________

**Family Engagement**

Programs must intentionally keep families informed of their child's development, and provide opportunities to partner with district/organization staff. Families are a child's first teachers, and family engagement is a vital part of early learning success.
30. Describe how you will engage families in their children’s learning. Address how the program will communicate with families on a regular basis, how you will communicate child progress, and how you will share opportunities for families to support their children’s development and learning. (500 words or less)

Professional Learning

31. Provide an overview of your program’s professional learning plan. Address how you will determine what professional learning is needed and how you will involve support staff in professional learning. (500 words or less)
Part 3: Additional Kansas Preschool Pilot Information

IMPORTANT: All applicants must complete this section.

32. In 500 words or less, describe how you will use Kansas Preschool Pilot funds.

33. Will all children participating in the KPP program be served in settings (select all that apply):
   - Licensed by the Kansas Department of Health and Environment (KDHE), or
   - That accept Child Care Assistance (subsidy), administered by the Kansas Department for Children and Families (DCF).
   - Some children will participate in classroom settings eligible for KDHE licensure and/or DCF subsidy. Explain in more detail ______________________________________________________

34. How many 4-year-old students do you expect to serve with Kansas Preschool Pilot funds during the 2020-2021 school year? _______________________________________________________________

35. How many of those 4-year-old students do you expect will meet at-risk criteria? __________

36. How many 3-year-old students do you expect to serve with Kansas Preschool Pilot Funds during the 2020-2021 school year? _______________________________________________________________

37. How many of those 3-year-old students do you expect to meet at-risk criteria? __________

38. Grantees may receive up to $2,500 for each eligible Kansas Preschool Pilot student enrolled in an approved program on September 20, 2020 and who is reported in the KIDS Collection System or Foundations for School Success.
   - We request up to $2,500 for each eligible Kansas Preschool Pilot student.
39. What other sources are funding preschool services in your program? Check all that apply:

- At-Risk Education Funding to serve qualified preschool students
- School District General Fund
- Early Childhood Block Grant (Kansas Children's Cabinet and Trust Fund)
- Categorical Aid/Special Education Funding
- Head Start (federal Administration for Children and Families)
- Child Care Development Block Grant (Child Care Subsidy) (Kansas Department for Children and Families)
- Child and Adult Care Food Program
- Kansas Preschool Pilot
- McKinney-Vento
- Title I
- Title II
- Parent fees/tuition
- Kansas Parents as Teachers
- Local Grants/Funding (private funders)
- Other (list below)

40. If you answered "Other" in the question above, please specify:
Part 4: For programs requesting an excess of $2,500 per child

IMPORTANT: Only programs requesting an excess of $2,500 per child need to complete the following section.

41. Applicants also applying for the Early Childhood Block Grant (ECBG), the applicant may copy and paste, or upload, the Statement of Need and Public-Private Partnership descriptions from the ECBG application. If you are not, complete questions 42 and 43 below.

42. Statement of Need: Identify and describe the challenges or needs the program will address.

- Geographic area to be served, including county/counties served.

- Community Characteristics: Clearly indicate the number of children birth up to kindergarten entry who are at-risk, expectant parents who are at-risk, and/or other participants with relationships to children birth up to kindergarten entry who would benefit from direct services and are currently underserved in the community. (Applicants have flexibility in selecting data points to define “at-risk” in their community; however, this will not change grant requirements for the criteria to determine that at least 50% of children served meet at least one at-risk criterion. Refer to page 3 for grant requirements.)

- Current Status: Explain the community’s current opportunities for children birth up to kindergarten entry, families of children birth up to kindergarten entry, prenatal services to expectant parents, or other participants serving children birth up to kindergarten entry.

- Describe how existing services will be aligned with proposed services.

- Data: Data provided must show the nature and scope of the current need (data must be from 2016 or later).
43. Public-Private Partnerships: Public-private partnerships are formalized agreements between the public sector (federal, state, local, and tribal officials or agencies) and the private sector (families, employers, philanthropies, media, civic groups, and service providers). Common elements include clearly defined outcome or performance metrics, payments tied to the delivery of services, agreed-upon quality and quantity levels, defined prices, a set long-term operation period, and shared risk across partners.

- State the proposed public-private partnership, including the vision of the unified partnership. Explain how the public-private partnership will be more effective in meeting the identified need versus each partner working independently from one another.

- Describe how the proposed public-private partnership will work as a team to address the needs of the populations identified in the proposal.

- Explain how Kansas Preschool Pilot resources will be allocated to the public and private sectors.

- Describe how the applicant will evaluate the effectiveness and impact of the public-private partnership.

44. Quality, Evidence-Based Learning (check all that apply):

- All Kansas Preschool Pilot classrooms funded by this grant application meet Head Start Performance Standards (HSPS).

- All Kansas Preschool Pilot classrooms funded by this grant application will be in settings accredited by the National Association for the Education of Young Children (NAEYC).

- The applicant has systems in place to ensure consistent, high-quality programming across classrooms. This may include implementation of the Kansas Prekindergarten Guide, regular, structured observation and coaching for all teaching staff, strong family engagement practices. Describe ____________________________________________

- Some, but not all, of the classrooms funded by this grant application meet HSPS, and/or are accredited by NAEYC. Students served by KPP funds may be served in classrooms
that do not meet HSPS and/or are not NAEYC-accredited. Explain in more detail:

______________________________________________________________

- Some or all children served by Kansas Preschool Pilot funds may be served in classrooms that do not implement regular, structured observation and coaching for all teaching staff or that do not implement strong family engagement practices. Explain in more detail: ___________________________________________________________
Part 5: Partnership Member Endorsement List

IMPORTANT: Only programs submitting collaborative applications must complete this section. All applicants submitting applications in which multiple entities will receive funding to deliver services should complete this section.

45. Please list the names, with email and phone number(s), of all individuals representing any community/public/private agency that will receive funding to deliver services as a part of this project.
Part 6: Budget

**IMPORTANT:** All applicants submitting applications should complete this section.

**Budget Definitions**

The *Accounting Handbook* is available on the School Finance website under *Guidelines and Manuals*.

**Expenditures – Object Codes and definitions**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>ITEM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2100</td>
<td>SUPPORT SERVICES – STUDENTS</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Personal Services - Salary</td>
<td>Include salaries for parent educators and other staff employed to work in the program.</td>
</tr>
<tr>
<td>200</td>
<td>Employee Benefits</td>
<td>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.</td>
</tr>
<tr>
<td>300</td>
<td>Purchased Professional and Technical services</td>
<td>Include special services performed by people or firms with specialized skills and knowledge, but not regularly employed by the district.</td>
</tr>
<tr>
<td>500</td>
<td>Other Purchased Services</td>
<td>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.</td>
</tr>
<tr>
<td>NUMBER</td>
<td>ITEM</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>600</td>
<td>Supplies and Materials</td>
<td>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. Also include purchases of food items for parent group activities.</td>
</tr>
<tr>
<td>700</td>
<td>Property</td>
<td>Include expenditures for the purchase of instructional equipment related to the program.</td>
</tr>
<tr>
<td>800</td>
<td>Debt Service and Miscellaneous</td>
<td>Include cost for goods and services not otherwise classified in other listed object codes.</td>
</tr>
<tr>
<td>2200</td>
<td>Support Services - Instruction</td>
<td>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.</td>
</tr>
</tbody>
</table>
Kansas Preschool Pilot Budget Worksheet

USD Number or Organization ________________________________________________________________

Amount of Kansas Preschool Pilot funds requested. This amount must match the total listed below. ________________________________________________________________

Complete the budget worksheet.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Total Budget for Kansas Preschool Pilot</th>
<th>Briefly describe how the funds will be used.</th>
</tr>
</thead>
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<tr>
<td>2100 100 Salary</td>
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<tr>
<td>2100 200 Employee Benefits</td>
<td></td>
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</tr>
<tr>
<td>2100 300 Purchased Professional and Technical Services</td>
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<td></td>
</tr>
<tr>
<td>2100 500 Other Purchased Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2100 600 Supplies and Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2100 700 Property</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2100 800 Debt Services and Miscellaneous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2200 Support Services - Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>Total Budget for Kansas Preschool Pilot</strong></td>
<td><strong>Briefly describe how the funds will be used.</strong></td>
</tr>
</tbody>
</table>

*The total amount available and mechanism for distribution for 2020-2021 Kansas Preschool Pilot funding is dependent upon the final budget approved during the 2020 Legislative Session.

For more information, contact:

Natalie McClane  
Education Program Consultant  
Early Childhood  
(785) 296-5081  
nmcclane@ksde.org  

Kansas State Department of Education  
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www.ksde.org