

Update (1/30/2020)

The Early Childhood Grant Application Process for the 2019-2020 school year is now closed. The following application is for reference only.

Programs can find Applications for the Early Childhood Grants for the

2020-2021 School year at the following link:

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Early-Childhood>

Update (3/25/2020)

The Kansas State Department of Education has updated the program assurances for the Preschool-Aged At-Risk program and the Kansas Preschool Pilot for the 2019-2020 school year. This document reflects those changes.

**Preschool-Aged At-Risk (State Pre-K 4 Year Old At-Risk)
Program Application 2019-2020
Application Deadline: March 8, 2019
2019-2020 Slot Allocation: [Link](#)**

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

**GOAL: Each student enters kindergarten at age five socially, emotionally
and academically prepared for success.**

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Division of Learning Services

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2019-2020 School Year



Kansas State Department of Education

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General Information

The Kansas State Department of Education invites proposals for projects that will provide high-quality education to preschool-aged students who meet at-risk criteria during the 2019-2020 school year. The Preschool-Aged At-Risk Program (also known as the State Pre-K 4 Year Old At-Risk Program and the State Pre-Kindergarten Program) provides school districts with slots for preschool-aged students. Each preschool-aged at-risk student who is enrolled in a school district and receiving services is counted as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

“Preschool-aged at-risk student” means an at-risk student who has attained the age of three years, is under the age of eligibility for attendance at kindergarten, and meets at-risk criteria as defined in the requirements section of this application.

The state budget adopted in 2018 allows the Preschool-Aged At-Risk (State Pre-K 4 Year Old At-Risk) Program to serve 3-year-old at-risk children, provided that such students meet the following requirements:

- (1) Are under the age of eligibility for attendance at kindergarten;
- (2) meet at-risk criteria as defined in the requirements section of this application;
- (3) do not replace four- year old preschool-aged at-risk students; and
- (4) only fill available openings in such programs.

Should such language be included in the state budget in 2019, KSDE's interpretation is that all 4-year-old at-risk students, state-wide, must be served **before** allocating funding to slots for 3-year-olds, so that 4-year-old at-risk students are not replaced.

For the purposes of the Preschool-Aged At-Risk (State Pre-K 4 Year Old At-Risk) Program, a 4-year-old is a child who is four years of age on or before August 31 of the current school year, and a 3-year-old is a child who is three years of age on or before August 31 of the current school year.

REVIEW AND APPROVAL OF APPLICATIONS

The Kansas State Board of Education (KSBE) shall approve applications for Preschool-Aged At-Risk programs. **Applications must be submitted to the Kansas State Department of Education (KSDE) no later than 5:00 pm on March 8, 2019.** Applications must be complete in order to receive consideration for funding. Preschool-Aged At-Risk slots will be awarded to school districts dependent on the availability of funding.

Preschool-Aged At-Risk Funds

Funds awarded to support Preschool-Aged At-Risk 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 Preschool-Aged At-Risk classroom. In order to be eligible to receive funding a child must meet at-risk criteria as defined in the requirements section.

Submission of Application

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

Applications must be submitted on SurveyMonkey©. **The application must be submitted by 5:00 p.m. on March 8, 2019.** Applicants are encouraged to submit early to avoid technical issues. The link to the Preschool-Aged At-Risk application is <https://www.surveymonkey.com/r/4YOARGrant>

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

Additional Information and Resources Regarding Program Requirements

A. Inclusion of all children:

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>

KSDE encourages districts 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), from migrant worker families, and from families who are currently homeless should be included in the Preschool-Aged At-Risk classrooms.

B. Curriculum Models:

Preschool-Aged 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. When selecting curricula, programs should consider:

- 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 teachers, 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

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. Developmental Screenings:

Programs are required to ensure that each child receives a developmental screening using an evidence-based screening tool while they participate in the Preschool-Aged At-Risk program. The program must share results with the child's family. Programs may determine whether children receive screenings during enrollment prior to the start of the school year, at the beginning of the school year, or upon enrollment of students who enroll after the beginning of the school year.

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. Programs that utilize the ASQ are not required to enter the results of the screenings in ASQ Online.

D. Structure:

- Grantees must provide a minimum of 465 instructional hours of developmentally appropriate educational activities for each child during the school year. Programs are encouraged to build in additional days to ensure these minimum hours are met or exceeded. Please visit <https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing> for additional resources to calculate the total number of instructional hours provided.
- 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.

E. Teacher requirements:

Teaching staff for the Preschool-Aged At-Risk Program 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. School districts should hire teachers who have one of the following endorsements on their teaching license:

- Early Childhood Unified, Birth to Grade 3 (ECU)
- Early Childhood Unified, Birth to Kindergarten (ECU)
- Early Childhood Education (EC)
- Early Childhood Handicapped (ECH)
- 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 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.

Visit <https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation> for additional resources regarding Teacher Licensure.

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 KSDE. Failure to meet applicable reporting requirements could jeopardize the Preschool-Aged At-Risk 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).

Contact Jordan Christian for more information on LICCs at (785) 296-3953 or jchristian@ksde.org.

H. Family Engagement:

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. Visit TASN for more information on Kansas Family Engagement and Partnership Standards for Early Childhood. <https://www.ksdetasn.org/resources/424>

I. Professional Learning:

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

- 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 practices (www.ksdetasn.org).
- Child abuse and neglect training is required annually. An available resource for this training can be found online at www.kccto.org.
- Online training regarding additional topics is available through www.kccto.org and other community resources.
- First aid and CPR training is recommended.

J. Funding plan:

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:

- Early Childhood Block Grant
- Categorical Aid/Special Education Funding
- Head Start
- Child Care Development Block Grant (Child Care Subsidy)
- Child and Adult Care Food Program
- State Pre-K Four Year Old At-Risk
- Kansas Preschool Pilot
- McKinney-Vento
- Title I
- Title II
- Parent fees/Tuition
- Kansas Parents as Teachers
- Local Grants/Funding
- At-Risk Education Funding may be used to serve qualified preschool students
- School District General Fund

K. Materials and Supplies:

Classroom equipment, materials and supplies to support the Preschool-Aged At-Risk 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.

L. Meals/snacks:

Meals and snacks are an allowable expense.

Additional information regarding funding sources for meals and snacks is available through the Child Nutrition and Wellness Team (785-296-2276). Visit the Child Nutrition and Wellness website at https://www.kn-eat.org/CACFP/CACFP_Menus/CACFP_Home.htm.

Learn more about good nutrition and preschoolers here: https://www.kn-eat.org/SNP/SNP_Docs/SNP_Resources_Program_Promotion/CACFP-Preschool.pdf

M. At Risk Criteria:

Children must meet one or more of the at-risk criteria listed in the table below and be enrolled on September 20, 2019 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.

| Criteria for Preschool-Aged At-Risk Program | Clarification |
|---|---|
| 1. Poverty (Preschool-Aged At-Risk) | 1. Qualifies for free lunch program on September 20, 2019. |
| 2. Single parent families | 2. On the first day of school, 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. On the first day of school, either parent lacks a high school diploma or a GED. |
| 6. Limited English Proficiency | 6. 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 www.ksde.org under Early Childhood: https://www.ksde.org/Portals/0/Title/ESOL/ESOLProgramGuidance.pdf . 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. |

PRESCHOOL-AGED AT-RISK PROGRAM APPLICATION 2019-2020

PRESCHOOL-AGED AT-RISK PROGRAM ASSURANCES (Updated March 25, 2020):

The signature page signed by the Program Administrator certifies the applicant's agreement to the following sets of assurances.

PLEASE READ COMPLETELY BEFORE SIGNING

For the duration of the 2019-2020 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 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 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 Preschool-Aged At-Risk Program 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. Include preschool students in a continuous learning plan that will meet the Kansas requirement for a waiver.~~
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 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.
13. 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

PRESCHOOL-AGED AT-RISK PROGRAM APPLICATION 2019-2020

Early Intervention, Part B 619, other early learning programs, or local home visiting programs.

14. 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
15. Ensure that all staff are qualified and hold the licensure as their position dictates.
16. 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.
17. Provide developmentally appropriate opportunities for meaningful family engagement (i.e. family nights, parent/teacher conferences, field trips, parent volunteers).
18. Obtain a Kansas Individual Data on Students number (KIDS SSID) for each child participating in the Preschool-Aged At-Risk 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.
19. Enter data in the Foundations for School Success (FSS) data collection systems as required by KSDE.
20. **Pay all current (March 2020) hourly employees during the balance of the 2019-2020 school year.**

Signature of Superintendent

Date

Signature of Program Administrator

Date

PRESCHOOL-AGED AT-RISK PROGRAM APPLICATION 2019-2020

Part 2: Preschool-Aged At-Risk Application

Inclusion

Are all children, including at-risk children, children with disabilities, Dual Language Learners/English Learners, migrant, and homeless students served within the regular education classroom?

- Yes
- No (If no, describe how the district serves students).

Curriculum:

Curricula for this program must be evidence-based. Please list the name of the curriculum as well as documentation, i.e. website or author's statement, that shows the curriculum is evidence-based in the areas of:

Literacy

Math

Social-emotional development

Screening:

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. What screening tool(s) will the program use?

- Ages & Stages Questionnaires: 3rd Edition (ASQ-3)
- Ages & Stages Questionnaires Social-Emotional: 2nd Edition (ASQ-SE2)
- Other (Please list the name of the tool(s) as well as documentation, i.e. website or author's statement, that shows they are evidence-based):

PRESCHOOL-AGED AT-RISK PROGRAM APPLICATION 2019-2020

Assessment:

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 (list tools and link to website):

Community Collaboration:

Does your program participate in a Local Interagency Coordinating Council or Advisory Group?

- LICC
What is the name of your LICC?

- Advisory Group
What is the name of your Advisory Group?

Structure:

A. Do all of your staff meet professional qualifications as listed in Section E of the Requirements above?

- Yes
- No, we are working with KSDE Teacher Licensure to address this issue.

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

- Full Day hours per day
- Half Day hours per day
- Combination

If your program's schedule will vary, provide additional detail:

PRESCHOOL-AGED AT-RISK PROGRAM APPLICATION 2019-2020

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

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

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

E. Where are your classrooms located? Check all that apply.

- District-owned building dedicated to Early Childhood
- District-owned building that includes other grade levels
- Community Agencies such as child care centers or non-profit organizations
- Faith-based centers with and/or without religious content
- Head Start
- Other Agency- Please specify below:

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. Describe how you will engage families in their children’s learning (500 words or less). Address how the program will communicate with families on a regular basis, communicate child progress, and share opportunities for families to support their children’s development and learning.

Professional Learning:

Provide an overview of your program’s professional learning plan (refer to Requirements Section I), in 500 words or less.

PRESCHOOL-AGED AT-RISK PROGRAM APPLICATION 2019-2020

Funding Request for 2019-2020:

Please provide the following information. Note that each Preschool-Aged At-Risk slot is equivalent to ONE child and ½ student (0.5 FTE):

A. Number of 4-year-old students who met at-risk criteria served in 2018-2019*

B. Number of 3-year-old students who met at-risk criteria served in 2018-2019*

**Note this number may be greater or less than the number of slots you were actually awarded in 2018-2019.*

C. Number of REQUESTED slots for 4-year-old at-risk students for 2019-2020

D. Number of REQUESTED slots for 3-year-old at-risk students for 2019-2020

E. What other funding sources is your program accessing? Check all that apply.

- Early Childhood Block Grant
- Categorical Aid/Special Education Funding
- McKinney-Vento
- Title I
- Title II
- Head Start
- Child Care Development Block Grant (Child Care Subsidy)
- Child and Adult Care Food Program
- Kansas Preschool Pilot
- Parent fees/Tuition
- Kansas Parents as Teachers
- Local Grants/Funding
- At-Risk Education Funding to serve qualified preschool students
- School District General Fund
- Other (List Below)

PRESCHOOL-AGED AT-RISK PROGRAM APPLICATION 2019-2020

Part 4: Budget

Expenditure Classifications
Account Number Definitions

2100 Support Services - Students

100 Salary

Include salaries for staff employed to work in the Preschool-Aged 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 Preschool-Aged 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.

PRESCHOOL-AGED AT-RISK PROGRAM APPLICATION 2019-2020

Preschool-Aged At-Risk Grant

USD#/Organization:

| Account. | Expenditure Accounts | Total Budget | Briefly describe how the funds in each category will be used. |
|----------|---|--------------|---|
| 2100 | 100 Salary | | |
| | 200 Employee Benefits | | |
| | 300 Purchased Professional and Technical Services | | |
| | 500 Other Purchased Services Travel, Communication | | |
| | 600 Supplies and Materials Food Cost, Audio Visual | | |
| | 700 Equipment | | |
| | 800 Other Miscellaneous | | |
| 2200 | Instructional Staff – Support Services, Staff Training | | |
| | TOTALS | | |

***The total amount available and mechanism for distribution for 2019-2020 Preschool-Aged At-Risk funding is dependent upon the final budget approved during the 2019 Legislative Session.**



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.

Successful Kansas High School Graduate

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 for Measuring Progress

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

Kansas Leadership



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