

Preschool-Aged At-Risk (State Pre-K 4 Year Old At-Risk) Program Application 2020-2021





2019 KANSAS STATE BOARD OF EDUCATION

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- Technical skills,
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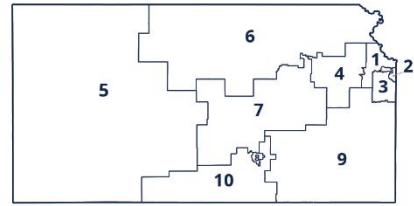


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SEPT. 2019

Item Title:

Act on request to approve Preschool-Aged At-Risk programs for 2020-21

Recommended Motion:

It is moved that the Kansas State Board of Education approve districts to operate Preschool-Aged At-Risk (State Pre-K 4 Year Old At-Risk) programs for 2020-2021. In districts operating approved programs, 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending on Sept. 20, 2020 will automatically count as a half student (0.5 FTE) in calculating a district's enrollment and accompanying weightings. Districts that meet the qualifications to participate in the February 20 MILT count will include preschool-aged at-risk students in their enrollment counts.

Explanation of Situation Requiring Action:

See attached list of school districts for 2020-2021.

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 funding to support preschool programs. Each preschool-aged at-risk student who is enrolled in a school district and receiving services is counted as a half student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

K.S.A. 72-5132 defines "Preschool-aged at-risk student" as an at-risk student who has attained the age of three years, is under the age of eligibility for attendance at kindergarten, and has been selected by the state board in accordance with guidelines governing the selection of students for participation in head start programs. Preschool-Aged At-Risk eligibility criteria are:

- Poverty (qualifies for free meals under the National School Lunch Program)
- Single parent families
- Kansas Department for Children and Families referral
- Teen parents
- Either parent is lacking a high school diploma or GED
- Limited English Proficiency

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
Child qualifying for migrant status
Child experiencing homelessness

In previous years the Kansas State Department of Education allocated slots to districts prior to the start of the school year and then reallocated unused slots during the year. This will change beginning in the 2020-2021 school year to fund all qualifying students who are four years old on or before Aug. 31, 2020. While state statute allows the Kansas State Board of Education to select qualifying three-year-olds as preschool-aged at-risk, the Kansas State Department of Education does not anticipate that sufficient funding will be available to serve 3-year-old students during the 2020-2021 school year. Students who are age-eligible for kindergarten (5 years old on or before Aug. 31 of the current school year) are not eligible for Preschool-Aged At-Risk funding.

101 - Erie-Galesburg	254 - Barber County North	316 - Golden Plains
102 - Cimmaron-Ensign	255 - South Barber	321 - Kaw Valley
106 - Western Plains	256 - Marmaton Valley	322 - Onaga-Havensville-Wheaton
107 - Rock Hills	257 - Iola	323 - Rock Creek (added July 2020)
109 - Republic County	258 - Humboldt	326 - Logan
110 - Thunder Ridge Schools	259 - Wichita	329 - Mill Creek Valley
111 - Doniphan West Schools	260 - Derby	331 - Kingman - Norwich
112 - Central Plains	261 - Haysville	332 - Cunningham
113 - Prairie Hills	262 - Valley Center Pub Sch	333 - Concordia
114 - Riverside	263 - Mulvane	335 - North Jackson
115 - Nemaha Central	264 - Clearwater	336 - Holton
200 - Greeley County Schools	265 - Goddard	337 - Royal Valley
202 - Turner-Kansas City	266 - Maize	338 - Valley Falls
203 - Piper-Kansas City	267 - Renwick	339 - Jefferson County North
204 - Bonner Springs	268 - Cheney	341 - Oskaloosa Public Schools
206 - Remington-Whitewater	269 - Palco	342 - McLouth
208 - Wakeeney	270 - Plainville	343 - Perry Public Schools
209 - Moscow Public Schools	271 - Stockton	344 - Pleasanton
210 - Hugoton Public Schools	272 - Waconda	345 - Seaman
212 - Northern Valley	273 - Beloit	346 - Jayhawk
214 - Ulysses	281 - Graham County	347 - Kinsley-Offerle
215 - Lakin	282 - West Elk	348 - Baldwin City
216 - Deerfield	283 - Elk Valley	349 - Stafford
217 - Rolla	284 - Chase County	350 - St John-Hudson
218 - Elkhart	285 - Cedar Vale	351 - Macksville
219 - Minneola	286 - Chautauqua Co Community	352 - Goodland
220 - Ashland	287 - West Franklin	353 - Wellington
224 - Clifton-Clyde	288 - Central Heights	356 - Conway Springs
225 - Fowler	289 - Wellsville	357 - Belle Plaine
226 - Meade	290 - Ottawa	358 - Oxford
230 - Spring Hill	291 - Grinnell Public Schools	359 - Argonia Public Schools
232 - De Soto	293 - Quinter Public Schools	360 - Caldwell
233 - Olathe	294 - Oberlin	361 - Anthony-Harper
234 - Fort Scott	298 - Lincoln	363 - Holcomb
235 - Uniontown	299 - Sylvan Grove	364 - Marysville
240 - Twin Valley	300 - Comanche County	365 - Garnett
243 - Lebo-Waverly	303 - Ness City	366 - Woodson
244 - Burlington	305 - Salina	367 - Osawatomie
245 - LeRoy-Gridley	307 - Ell-Saline	369 - Burrton
246 - Northeast	308 - Hutchinson Public Schools	371 - Montezuma
247 - Cherokee	309 - Nickerson	372 - Silver Lake
248 - Girard	310 - Fairfield	373 - Newton
249 - Frontenac Public Schools	311 - Pretty Prairie	374 - Sublette
250 - Pittsburg	312 - Haven Public Schools	375 - Circle
252 - Southern Lyon County	313 - Buhler	376 - Sterling
253 - Emporia	315 - Colby Public Schools	377 - Atchison Co Comm Schools

379 - Clay Center	436 - Caney Valley	495 - Ft Larned
380 - Vermillion	437 - Auburn Washburn	497 - Lawrence
381 - Spearville	438 - Skyline Schools	498 - Valley Heights
382 - Pratt	439 - Sedgwick Public Schools	499 - Galena
383 - Manhattan-Ogden	440 - Halstead	500 - Kansas City
384 - Blue Valley	443 - Dodge City	501 - Topeka Public Schools
385 - Andover	444 - Little River	502 - Lewis
386 - Madison-Virgil	445 - Coffeyville	503 - Parsons
387 - Altoona-Midway	446 - Independence	504 - Oswego
389 - Eureka	447 - Cherryvale	505 - Chetopa-St. Paul
390 - Hamilton	448 - Inman	506 - Labette County
392 - Osborne County	449 - Easton	507 - Satanta
393 - Solomon	450 - Shawnee Heights	508 - Baxter Springs
394 - Rose Hill Public Schools	452 - Stanton County	509 - South Haven
396 - Douglass Public Schools	453 - Leavenworth	511 - Attica
397 - Centre	454 - Burlingame Public School	512 - Shawnee Mission Pub School District
398 - Peabody-Burns	456 - Marais Des Cygnes Valley	
399 - Paradise	457 - Garden City	
400 - Smoky Valley	458 - Basehor-Linwood	
401 - Chase-Raymond	459 - Bucklin	
402 - Augusta	461 - Neodesha	
403 - Otis-Bison	462 - Central	
404 - Riverton	463 - Udall	
405 - Lyons	464 - Tonganoxie	
407 - Russell County	465 - Winfield	
408 - Marion-Florence	466 - Scott County	
409 - Atchison Public Schools	467 - Leoti	
410 - Durham-Hillsboro-Lehigh	469 - Lansing	
411 - Goessel	470 - Arkansas City	
413 - Chanute Public Schools	475 - Geary County Schools	
415 - Hiawatha	476 - Copeland	
416 - Louisburg	477 - Ingalls	
417 - Morris County	479 - Crest	
418 - McPherson	480 - Liberal	
419 - Canton-Galva	481 - Rural Vista	
420 - Osage City	482 - Dighton	
421 - Lyndon	483 - Kismet-Plains	
422 - Kiowa County	484 - Fredonia	
423 - Moundridge	487 - Herington	
426 - Pike Valley	489 - Hays	
428 - Great Bend	490 - El Dorado	
430 - South Brown County	491 - Eudora	
431 - Hoisington	492 - Flinthills	
434 - Santa Fe Trail	493 - Columbus	
435 - Abilene	494 - Syracuse	

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General Information and Requirements

The Kansas State Department of Education (KSDE) invites proposals from school districts that will provide high-quality education to preschool-aged students who meet at-risk criteria during the 2020-2021 school year. 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.

In districts operating approved programs, 4-year-old students who meet an at-risk criterion for Preschool-Aged At-Risk students and who are enrolled and attending on September 21, 2020 will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

Q: How will we know if our district is operating an approved program?

A: KSDE will review all applications and notify approved programs via email following approval by the Kansas State Board of Education.

K.S.A 72-5132 defines a "Preschool-aged at-risk student" as "an at-risk student who has attained the age of three years, is under the age of eligibility for attendance at kindergarten, and has been selected by the state board in accordance with guidelines governing the selection of students for participation in head start programs." Each preschool-aged at-risk student enrolled in a school district and receiving services under an approved at-risk student assistance plan maintained by the school district is counted as ½ student (0.5 FTE).

A 4-year-old is a child who is four years of age on or before August 31, 2020. A 3-year-old is a child who is three years of age on or before August 31, 2020. KSDE does not anticipate that sufficient funding will be available to serve 3-year-old students during the 2020-2021 school year. Students who are age-eligible for kindergarten (5 years old on or before August 31 of the current school year) are not eligible for preschool-aged at-risk funding.

Q: Can a child with an Individualized Education Plan (IEP) generate Preschool-Aged At-Risk funding?

A: No. K.S.A 72-5132 defines "Preschool-aged exceptional children" as "exceptional children, except gifted children, who have attained the age of three years but are under the age of eligibility for attendance at kindergarten. The terms "exceptional children" and "gifted children" have the same meaning as those terms are defined in K.S.A. 72-3404, and amendments thereto."

Each student enrolled and attending special education and related services for preschool-aged exceptional children provided for by the school district is counted as ½ student (0.5 FTE) in

calculating a district’s enrollment and additional weightings. In other words, 3- and 4-year-old students with IEPs generate the same amount of funding as preschool-aged at-risk students.

At-Risk Criteria

Children must meet one or more of the at-risk criteria listed in the table below and be enrolled on September 21, 2020 to be eligible to generate funding. To be eligible for funding, a child must be properly reported on the ENRL report in the KIDS Collection System. Documentation for the criterion met for each child will need to be available for auditors.

At-Risk Criteria for Preschool-Aged At-Risk Program	Clarification
1. Poverty (Preschool-Aged At-Risk)	Qualifies for free meals under the National School Lunch Program on September 21, 2020.
2. Single parent families	On the first day of school, a custodial parent is unmarried.
3. Kansas Department for Children and Families (DCF) referral	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	At least one parent was a teenager when the child was born.
5. Either parent is lacking a high school diploma or GED	On the first day of school, either parent lacks a high school diploma or a GED.
6. Limited English Proficiency	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 http://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	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	Copy of Certificate of Eligibility must be on file.
9. Child experiencing homelessness	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.

Preschool-Aged At-Risk Funds

K.S.A. 72-5154 establishes the **preschool-aged at-risk education fund**. The expenses of a school district directly attributable to providing preschool-aged at-risk assistance or programs shall be paid from the preschool-aged at-risk education fund.

Preschool-Aged At-Risk funds can solely be used to fund preschool programs. All preschool-aged at-risk students must be in classrooms that meet all preschool-aged at-risk program requirements. Individual preschool classrooms may be comprised of students who generate preschool-aged at-risk funding and students who do not generate preschool-aged at-risk funding.

Submission, Review and Approval of Applications

The Kansas State Board of Education 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 April 3, 2020.** Applications must be complete in order to receive consideration for funding. Preschool-Aged At-Risk funds will be awarded to school districts dependent on the availability of funding.

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.

The link to the Preschool-Aged At-Risk application is <https://www.surveymonkey.com/r/PAARgrant>.

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
Preschool-Aged At-Risk
Kansas State Department of Education
900 SW Jackson St., Suite 620
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 earlylearning@ksde.org. For program questions, please contact Natalie McClane at 785-296-5081 or nmcclane@ksde.org.

Q: Can private preschools apply for Preschool-Aged At-Risk funding?

A: School districts are eligible to apply for the Preschool-Aged At-Risk (State Pre-K 4 Year Old At-Risk) program. K.S.A. 72-3215 authorizes the board of education of any school district to contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the establishment, operation and maintenance of such preschool programs.

Q: Do we submit a Preschool-Aged At-Risk application for each building, or do we submit one application for the entire district?

A: Districts submit one grant application for each KSDE early learning funding opportunity (so a district could submit one application for the Preschool-Aged At-Risk program, one application for the Kansas Preschool Pilot, and one application for Kansas Parents as Teachers).

Additional Information and Resources Regarding Program Requirements

KSDE recommends districts 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 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), who are from migrant worker families, and whose families are

experiencing homelessness should be included in Preschool-Aged At-Risk 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. For each area, programs will share:

- Based on the assessment data, how many Preschool-Aged At-Risk children in your district showed improvement from the beginning of the school year to the end? _____
- How many Preschool-Aged At-Risk children were assessed in this area from entry to exit from the program? _____

Additional information regarding curriculum may be found at:

- The What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/>
- Best Evidence from Johns Hopkins University at http://www.bestevidence.org/early/early_child_ed/early_child_ed.htm
- 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 21 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

Districts 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.

Districts 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 nmcclane@ksde.org:

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

Attendance

Districts 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). Districts 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:

- <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Graduation-and-Schools-of-Choice/Graduation-and-Dropouts/ItemId/4539>
- <http://www.attendanceworks.org>
- www.schoolengagement.org

Teacher Requirements

Teacher Qualifications

Teaching staff for the Preschool-Aged At-Risk 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.

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 Preschool-Aged At-Risk 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

Districts 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 Preschool-Aged At-Risk funds be used to pay for teacher tuition?

A: Preschool-Aged At-Risk 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 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.

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](#).

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.

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 Preschool-Aged At-Risk 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 Superintendent certifies the applicant's agreement to the following sets of assurances.

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

1. Provide a nondiscriminatory 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, 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 Preschool-Aged At-Risk 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 Preschool-Aged At-Risk 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.

USD Number _____ Program Name _____

Program Administrator Signature _____

Program Administrator Printed Name _____ Date: _____

Signature of Superintendent: _____

Superintendent Printed Name: _____ Date: _____

Signature of Program Administrator: _____

Part I: Applicant Contact Information

1. Applicant information

USD number: _____

Name of District: _____

Name of district superintendent or authorized consortium representative: _____

Address: _____

City/town: _____

Zip code: _____

Phone: _____

Fax: _____

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: 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, 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?

- Yes
- No

7. If you answered "no" to the question above, describe how the district 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

Districts 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: Funding

In districts operating approved programs, 4-year-old students who meet an at-risk criterion for Preschool-Aged At-Risk students and who are enrolled and attending on September 21, 2020 will automatically count as a ½ student (0.5 FTE) in calculating a district’s enrollment and accompanying weightings. **While districts will be asked to report their 3-year-old students who meet at-risk criteria in on their ENRL report, KSDE does not anticipate that sufficient funding will be available to serve 3-year-old students during the 2020-2021 school year.** Please complete the following questions so KSDE can estimate the number preschool-aged at-risk children districts are expecting to serve statewide.

32. How many 4-year-old students who met at-risk criteria did you serve during 2019-2020?

33. How many 4-year-old preschool-aged at-risk students do you expect to serve during the 2020-2021 school year? _____

34. How many 3-year-old students who met at-risk criteria did you serve during 2019-2020? Note this number may be greater or less than the number of slots you were awarded for 2019-2020 and could include children from a variety of programs. _____

35. How many 3-year-old preschool-aged at-risk students do you expect to serve during the 2020-2021 school year? _____

36. 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

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- McKinney-Vento
- Title I
- Title II
- Parent fees/tuition
- Kansas Parents as Teachers
- Local Grants/Funding (private funders)
- Other (list below)

37. If you answered "Other" in the question above, please specify:

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

*Applicants will upload this 2020-2021 Kansas Preschool-Aged At-Risk grant template with the completed narrative answers at the end of the SurveyMonkey survey. **Remember to click "Submit" to mark your application as complete.***

For more information, contact:

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