

Kenton County School District | *It's about ALL kids.*

**THE KENTON COUNTY BOARD OF
EDUCATION**

1055 EATON DRIVE, FORT WRIGHT, KENTUCKY
41017

TELEPHONE: (859) 344-8888 / FAX: (859) 344-1531

WEBSITE: www.kenton.kyschools.us

Dr. Henry Webb, Superintendent of Schools

KCSD ISSUE PAPER

DATE:

6/12/18

AGENDA ITEM (ACTION ITEM):

Consider/Approve application for the Preschool Partnership Grant to fund to increase awareness and opportunity for children in the district.

APPLICABLE BOARD POLICY:

Click or tap here to enter text.

HISTORY/BACKGROUND:

The Kenton County School District has secured this grant over the past years and would like to continue building on the initiatives of the 2017-18 grant year. The partners are scheduled to meet June 28th to review programming and needs related the Request for Application to plan the next grant cycle. Current partnerships include: Children Inc, YMCA, Bright Future and Head Start. We have worked in close collaboration with United Way, the Community Early Childhood Council (CECC) and 4C for Children through this work as well. This grant has funded: a community liaison who has provided outreach to families and connections to resources and regional collaboration; professional development on Ongoing Assessment and Conscious Discipline to KCSD staff and area centers and organizations working with children; training in Parenting with Confidence to parents and guardians; created Building Blocks literature on the importance of early childhood and distributed through mailings to every household and currently collaborating to distribute through organizations such as Parent Cafes, HANDS, First Steps, St Elizabeth, Pediatrician packets, Brighton Center, DCBS Foster Care providers, etc. The Preschool Partners will review, refine and continue planning to grow the opportunities for children in the district focusing on the criteria of the newly released application.

FISCAL/BUDGETARY IMPACT:

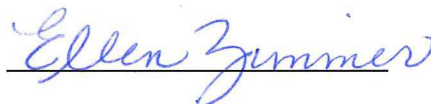
\$The award range for the implementation of the grant is up to \$150,000 each year for two years.

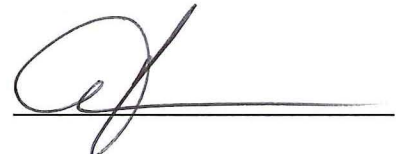
RECOMMENDATION:

It is recommended that the Kenton County Board of Education approve the partners to apply for the Preschool Partnership Grant.

CONTACT PERSON:

Ellen Zimmer





Kenton County Board of Education

Board Members: Carl Wicklund, Chairperson Karen L. Collins, Vice Chairperson Joshua Crabtree, Esq. Carla Egan Jessica Jehn
"The Kenton County Board of Education provides *Equal Education & Employment Opportunities.*"



REQUEST FOR APPLICATION

Preschool Partnership Grant

DEADLINE: 4:00 P.M. (ET) Monday, August 6, 2018	ISSUED BY: Kentucky Department of Education, Division of Program Standards
ADDRESS QUESTIONS TO: Jason Kendall Kentucky Department of Education <u>KDERFP@education.ky.gov</u> Question Deadline: 4:00 pm (ET), July 20, 2018	SUBMIT APPLICATIONS TO: Jason Kendall <u>KDERFP@education.ky.gov</u> Only Electronic Applications Accepted No Hard Copies

SPECIAL INSTRUCTIONS:

- ☐ Eligible co-applicant(s) must be identified on the cover sheet (page 13). If co-applicant(s) is not identified on the cover sheet, the application will be deemed non-responsive and will not move forward in the evaluation process.
- ☐ Applicant must demonstrate ability to implement or enhance a full-day, high-quality early childhood program to serve preschool children eligible for the Child Care Assistance Program.
- ☐ Applicants must agree to submit grantee-reported metrics in the following areas: CCAP partnership, activities completed for the grant, successes, collaboration, challenges and next steps.
- ☐ The Kentucky Department of Education reserves the right to waive minor technical deficiencies.

REQUEST FOR APPLICATION

Preschool Partnership Grant

Announcement

The Kentucky Department of Education (KDE) is pleased to announce a funding opportunity designed to incentivize cooperative public/private partnerships between public school districts and child care providers to develop full-day, high-quality programs for at-risk children. The incentive grant program represents an opportunity for school districts and child care providers to improve the quality of services in their communities.

History and Background

In 2016, the KDE collaborated with the Kentucky Board of Education (KBE), Early Childhood Advisory Council (ECAC), Child Care Advisory Council (CCC) and Cabinet for Health and Family Services (CHFS) to develop grant opportunities for public/private early childhood partnerships. The KDE continues to partner with state agencies and early childhood stakeholder groups, including the ECAC's Mobilizing Communities subcommittee, to ensure continuous collaboration and support for implementation of the Preschool Partnership grant.

With funding provided through House Bill 200 (2018), the KDE is issuing a Request for Application (RFA) for school districts to partner with child care providers in an effort to develop a comprehensive plan to implement full-day, high-quality programs to serve preschool children eligible for assistance from the Child Care Assistance Program (CCAP).

The focus should be on implementing or enhancing the implementation of full-day, high-quality early childhood services for at-risk preschool children. The KDE expects school districts will accomplish this goal in partnership with a CCAP provider or providers. Head Start may serve as the child care partner, if and only if, **the district does not duplicate services defined by existing full utilization agreements and does not supplant federal Head Start funding.**

Partnerships will be **expected to increase the availability of full-day, high-quality preschool services in their communities.** A summary of activities completed for the grant will be expected from each grantee school district to include, but not limited to, the following: number of additional hours/days scheduled, number of additional at-risk preschool students served, improvements in quality as defined by Kentucky All STARS and training participation rates, meaningful impacts on child development and student achievement and amount of services targeting early numeracy and early literacy skill development.

Key Definitions

Full-Day, High-Quality Program

For the purposes of this grant, a “full-day” program is defined as an early childhood program providing a minimum of six hours of operation, four or five days per week. “High-quality” means a STARS level three (3) rating or higher in Kentucky All STARS, the state’s five-star quality rating and improvement system for early care and education programs. Kentucky All STARS is based on Kentucky’s Early Childhood Standards and research-based indicators of quality. More information about Kentucky All STARS is available at: <https://kentuckyallstars.ky.gov>.

Child Care Assistance Program

The CHFS provides subsidies to help working families with the cost of child care. CCAP is available to parents who are:

- Residents of Kentucky with child(ren) who are U.S. citizens or qualified aliens; and
- Employed an average twenty (20) hours per week for a single parent and forty (40) hours combined for a couple; or
- Authorized to have child protective or preventive services; or
- Participating in the Kentucky Works Program; or
- Teen parents attending high school or pursuing a general equivalency degree.

There are different categories of CCAP providers. These include:

- Licensed Type I Child Care Facility - provides child care services for four (4) or more children in a non-residential setting; or thirteen (13) or more children in a residential setting.
- Licensed Type II Child Care Facility – refers to the primary residence where child care is regularly provided for at least seven (7), but not more than twelve (12) children including related children.
- Certified Family Child Care Home – is a person who cares for a child in their own home; and does not exceed six (6) unrelated children at any one (1) time; or four (4) related children in addition to six (6) unrelated children for a maximum of ten (10) children at anyone (1) time.

More information about CCAP is available at: <https://chfs.ky.gov>.

Head Start Program

Head Start promotes the school readiness of young children from low-income families through agencies in their local community. In addition to education services, programs provide children and their families with health, nutrition, social, and other services.

Three- and four-year-olds made up over 80 percent of children served by Head Start last year. More information about Kentucky Head Start programs is available at: <https://eclkc.ohs.acf.hhs.gov/programs/kentucky-head-start-collaboration-office>.

Kentucky State-Funded Preschool Program

The Kentucky Education Reform Act (KERA) of 1990 established a preschool education program to give children at risk of failing in school an early opportunity to become successful in school and life. The state-funded preschool program is available to all four-year-old children whose family income is no more than 160% of poverty, and three- and four-year-old children with disabilities. Income eligible children must reach the age of four on or before August 1 of the current school year. Program components focus on developmentally appropriate preschool experiences for young children in all areas of child development: cognition, communication, creative expression, physical, social and emotional development. Since parents are their child's first and most important teacher, the state-funded program includes parent involvement activities to strengthen home/school relationships. More information about state-funded preschool is available: <https://education.ky.gov/curriculum/conpro/prim-pre/Pages/default.aspx>.

Funding Allocation

The purpose of these funds is **to increase the number of preschool children served in full-day, high-quality early childhood environments**. Funding amounts may vary depending on the number and quality of applications received. As a result some applicants may not receive the full amount requested. The award range for the implementation grant is up to \$150,000 each year for two years. The two-year grant period is contingent upon availability of state funding and adequate progress in partnership implementation.

Requirements

1. An applicant is defined as one or more Kentucky school districts providing state-funded preschool services. The applicant will serve as the grant's fiscal agent for the purpose of receiving and directing partnership funds in support of implementing or enhancing full-day, high-quality early childhood services to preschool children eligible for the CCAP program.
2. A co-applicant is defined as one or more child care partners responsible for working collaboratively with the applicant to implement or enhance full-day, high-quality early childhood services. Co-applicants must include licensed Type I provider(s) or Type II child care provider(s) or certified home child care providers. ***Applicants not identifying co-applicants on the cover sheet will be deemed non-responsive and will not move forward in the application process.***

3. Preschool children are defined as three- or four-year-old children with disabilities and four-year-old children eligible for state-funded preschool and CCAP services.
4. Full-day services are defined as a minimum of six hours of operation, four or five days per week. Applicants are encouraged to base comprehensive services and hours of operation on community needs.
5. High-quality program is defined by a level three (3) rating or higher in the Kentucky All STARS system.
6. Head Start may serve as a co-applicant but **partnerships must avoid duplication of full utilization agreements and must not supplant federal Head Start funding.**
7. Applicants must use funds to implement a full-day, high-quality early childhood program to serve CCAP eligible preschool children.
8. Applicants must report student information using Infinite Campus in a manner that meets the Family Educational Rights and Privacy Act (FERPA).
9. Applicants must use developmentally appropriate instructional programs with an emphasis on research-based early numeracy and early literacy skill development.
10. Applicants are encouraged to support Striving Readers grant activities where these services are implemented.
11. Applicants must demonstrate collaboration and coordination with co-applicants, as well as collaboration and coordination with existing early childhood programs and services including Head Start.
12. Applicants must achieve at least a rating of three (3) STARS under the Kentucky All STARS system.
13. Funds from this grant cannot be used to replace regular preschool or child care services.
14. Applicants must submit a final report each year identifying student level outcomes, collaboration activities and professional development activities. Payments may be contingent upon receipt of these reports.
15. Applicants must use a portion of funds on high quality professional development to support district and child care staff.
16. Applicants must use a portion of funds to evaluate the effectiveness of the partnership grant.

Allowable Activities and Expenses

Programs must use funds to support full-day, high-quality early learning services for the benefit of CCAP eligible preschool children. Funds may be used to:

- Provide or supplement salaries to extend program hours or open new classrooms
- Travel and participate in regional, state or national early childhood training or meetings for the purpose of improving early childhood quality
- Purchase supplies related to trainings and/or meetings, such as paper, pens/pencils, etc.
- Conduct marketing and recruitment activities

Unallowable Activities and Expenses

Funds may not be used for any of the following:

- Capital construction projects
- Rent or lease of building space
- Playground equipment
- Computers, iPads, televisions, etc.
- Food or refreshments
- Fees for grant writers
- Funds to promote school or child care providers
- Gifts, rewards or prizes
- Entertainment or social activities

Award

Districts will receive preliminary notice of award on or around **September 10, 2018**. At the conclusion of the RFA process, Memorandums of Agreement (MOA) will be developed with all successful applicants. The MOA effective date is anticipated to be **September 10, 2018** and funds will be eligible for use from the MOA effective date through **June 30, 2020**. Activities prior to the effective date of the MOA are not allowable charges.

Intent to Apply

In order to secure an adequate number of grant reviewers, return the intent to apply on page 8 via email to KDERFP@education.ky.gov by 4:00 P.M. (ET) **July 30, 2018**. This letter is for planning purposes only and does not obligate you to submit an application.

Application Components

Each component shall be clearly labeled within the application. Failure to include any of the components below may deem your application non-responsive.

1. Cover Page (must use attached form)
2. Table of Contents
3. Narrative
4. Budget summary form (must use attached form)
5. Budget narrative

Formatting Requirements

Failure to follow the formatting requirements may deem your application non-responsive.

1. All pages **MUST** be single-sided.
2. Text **MUST** be in Arial font (do not use a condensed or narrow version) of 12 or greater and double-spaced.
3. Pages **MUST** be numbered consecutively with the Narrative beginning page one. (Please do not number the application cover or the table of contents.)
4. The narrative description (i.e., application components 1 through 4) of the Preschool Partnership Grant – Implementation application **MAY NOT** exceed 15 double-spaced pages, including all appendices, attachments, exhibits, etc.
5. **MUST** have side, top and bottom margins of one inch.
6. The original and all copies should be secured using **ONLY** clips, staples, or rubber bands. Do **NOT** bind them or place them in notebooks.

Submission of Application

Submission of FULL Application must be received in the KDERFP email inbox no later 4:00 pm ET, Monday, August 6, 2018. Applications received after this time and date stamp will not be reviewed or considered for award.

Applicants are responsible for contacting the KDE (at kderfp@education.ky.gov) confirming the receipt of their applications. Upon request, the KDE will confirm the receipt of the email and attachments (if any). Please note the KDE does open attachments to check for accuracy.

1. Scan the completed application in its entirety, including all signatures, to PDF format. Save the original application as **PPG-18-District-Original**. (For example: Franklin County would save the original application as *PPG-18 Franklin County-Original*.)
2. To submit applications:
 - ☐ On the subject line of the email, type **PPG-18/name of district**.
 - ☐ Email to KDERFP@education.ky.gov.
 - ☐ **The date/time on the received email must be on or before 4:00 pm ET, Monday, August 6, 2018.**
 - Keep in mind that email coming into the KDE is routed for security purposes through multiple networks and servers. Allow ample time for

- this and the possibility that email is not always sent or received on the first try.
- Applications not received by the deadline will not be reviewed or considered for award.

Evaluation of Applications

Independent reviewers will be trained and will evaluate applications using the criteria established in the RFA.

<h2 style="text-align: center;">INTENT TO APPLY</h2> <h3 style="text-align: center;">Preschool Partnership Grant</h3>

Please assist us in determining the number of reviewers needed to evaluate the Preschool Partnership Grant applications. **This notice does not bind you to submit an application.** The purpose of this notice is for planning only.

Please let us know if you plan to submit an application. You may respond by returning this form via email to KDERFP@education.ky.gov. Thank you for helping us plan for the review process.

DISTRICT(S):
CHILD CARE PROVIDER(S):
GRANT COORDINATOR:
GRANT COORDINATOR'S POSITION:
PHONE:
EMAIL:

Submission of Questions

All questions, including those pertaining to the budget, must be submitted via email to the contacts listed on the cover by **4:00 P.M. (ET) Friday, July 20, 2018**. All questions

with responses will be posted on the KDE website by 4:00 P.M. (ET) on or **about Thursday, July 26, 2018**. It is the responsibility of the applicant to periodically review the FAQ for further clarification of requirements, both programmatic and technical.

Technical Assistance

To assist districts and child care providers in preparing a quality application, KDE will offer one (1) live recorded webinar. The session will address essential grant requirements, budget preparation and state guidance.

Webinar

TECHNICAL ASSISTANCE	DATE	TIME	LOCATION
Preschool Partnership Grant	June 28, 2018	10:00 a.m. ET	KDE Competitive Grants page

Preschool Partnership Grant EVALUATION CRITERIA

CRITERIA FOR THE NARRATIVE DESCRIPTION	
PART 1: NEED	10
<p>The application summary:</p> <ul style="list-style-type: none"> Establishes compelling need to collaborate with child care partners to deliver a full-day, high-quality early childhood program to serve CCAP eligible preschool children. Provides analysis of community early childhood needs using multiple sources of data, including, but not limited to, the 2017 Early Childhood profile, district kindergarten entry screener results (Brigance), KIDS COUNT data, free-reduced lunch eligibility data and school report card information. Provides clear link between identified needs and expected outcomes. 	

PART 2: PROGRAM QUALITY	60
<ul style="list-style-type: none"> • Demonstrates ability to implement or enhance full-day, high-quality early childhood program services for CCAP eligible preschool children, including definition of partnership roles and responsibilities. • Identifies strategies for jointly recruiting and screening preschool children eligible for state-funded preschool and CCAP. • Identifies developmentally appropriate curriculum, early numeracy and early literacy activities, and practices for children in preschool classroom and child care settings. • Identifies outcomes for student progress and ways to measure progress towards meeting outcome goals, including early numeracy and early literacy goals. • Describes steps for collecting, managing and reporting preschool partnership student information in Infinite Campus. • Describes family engagement activities, including support for parent-child literacy and numeracy activities. • Describes how staff training needs will be identified and how training will be provided to district and child care staff. • Includes plan for evaluating the effectiveness of the partnership grant for two-year period, including evidence and data to demonstrate partnership success. 	

PART 3: COLLABORATION	10
<ul style="list-style-type: none"> • Describes joint planning with key partners in the development of the application proposal. • Describes collaboration with child care, Head Start, Community Early Childhood Council (CECC) and other early childhood stakeholders in carrying out the application proposal. • Includes plan for district and child care partners to meet regularly to review success of partnership and child outcomes. • Provides strategies for continuing to implement collaborative services successfully and sustaining partnership services beyond the two-year grant period. 	

PART 4: BUDGET	20
<ul style="list-style-type: none">• Demonstrates clear connection between activities to develop plan and expenses.• Reasonably reflects the costs associated with implementing program services.• Identifies sufficient resources necessary to implement grant activities and sustain services beyond the grant period, including identification of non-grant funds (i.e., matching funds).• Includes a minimum set aside of \$5,000 for professional development in early numeracy and/or early literacy for preschool and child care staff.• Includes a \$1,500 set aside to participate in a state evaluation of the preschool partnership grant program.• Includes a detailed budget that itemizes specific uses of funds.	

PRESCHOOL PARTNERSHIP GRANT Budget Summary Form

DISTRICT:

CO-APPLICANT:

1	2	3	4	5
MUNIS CODE	ITEM	EXPLANATION OF EXPENDITURES	Amt. Of Grant Funds	Source & Amt. Of Matching Funds
Example: 550	Communication: Postage	Communication: Postage – postage and fees associated with completing and mailing GRADE assessment materials for all primary students to the assessment vendor. This will occur twice per year (spring and fall).	\$500	
TOTAL AMOUNTS				

PRESCHOOL PARTNERSHIP GRANT COVER PAGE

This page must be complete and returned with the application to be responsive

DISTRICT:	
SUPERINTENDENT:	
DISTRICT ADDRESS:	
DISTRICT TELEPHONE:	
CHILD CARE PROVIDER:	
CHILD CARE PROVIDER LICENSE NUMBER:	
CHILD CARE DIRECTOR:	
CHILD CARE DIRECTOR'S EMAIL:	
PLANNING GRANT COORDINATOR:	
GRANT COORDINATOR'S EMAIL:	
FISCAL AGENT:	
DISTRICT FINANCE OFFICER:	
DISTRICT FINANCE OFFICER'S EMAIL:	

I swear under oath, subject to penalty for perjury, that I am authorized to execute this document and assure that the attached application has been reviewed and approved for implementation by all stakeholders and the district will comply with all requirements, both technical and programmatic, pertaining to the Preschool Partnership grant. I acknowledge that failure to comply may significantly impact future funding, in addition to any applicable penalties under law.

Superintendent

Date

Child Care Director

Date

Notary Public
Notary seal

My commission expires

DEFINITIONS

Developmentally appropriate curriculum: This means a *curriculum* that focuses on the physical, intellectual, social and emotional development of young children. Decisions about curriculum should be based upon three core considerations: (1) knowledge of child development and learning; (2) knowledge of what is individually appropriate for young children; and, (3) knowledge of what is culturally important (National Association for the Education of Young Children, available <https://www.naeyc.org/resources/topics/dap/3-core-considerations>).

Early Literacy: This means *early literacy* activities that are evidence-based and integrated with all domains of learning. Research indicates the following skills and abilities of young children are predictive of future reading outcomes: oral language (listening comprehension, oral language vocabulary), alphabetic code (alphabet knowledge, phonological/phonemic awareness), and print knowledge/concepts (environmental print, concepts about print) (National Institute of Early Education Research, available <http://nieer.org/wp-content/uploads/2016/08/10.pdf>).

Early Numeracy: This means *early numeracy* activities that are evidence-based and integrated with all domains of learning. Young children need opportunities to explore mathematical concepts in everyday settings, and researchers generally agree mathematical learning trajectories have three parts: (1) a mathematical goal; (2) a developmental path along which children reach that goal; and, (3) a set of instructional activities matched to each of the levels of thinking along that path that help children develop higher levels of mathematical thinking (Center on Enhancing Early Learning Outcomes, available http://ceelo.org/wp-content/uploads/2014/03/numeracy_evidence_fast_fact_03_03_14.pdf).

Evidence-based: *Evidence-based* means an activity, strategy, or intervention that –

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - Strong evidence from at least one well-designed and well-implemented experimental study;
 - Moderate evidence from at least one well-designed and well-implemented quasi-experimental study;
 - Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Professional development: *Professional development* means professional learning that aligns with standards and goals, focuses on content and pedagogy, occurs collaboratively, is facilitated by early educators, focuses on continuous improvement, and is on-going. A CEELO annotated bibliography of early childhood professional development systems is available http://ceelo.org/wp-content/uploads/2014/10/ceelo_annotated_bibliography_pd_systems.pdf.

Student progress measures: This means *student progress* should be assessed with measures that are valid, reliable, evidence-based and developmentally appropriate. Appropriate

assessments include formal (diagnostic, classroom/instructional) and informal (natural observations, student portfolios, parent and teacher input/feedback) measures and methods.