

REQUEST FOR APPLICATION

Preschool Partnership Grant

DEADLINE: 4:00 P.M. (ET) Monday, August 9, 2021	ISSUED BY: Kentucky Cabinet for Health and Family Services, Division of Child Care
ADDRESS QUESTIONS TO: Mason Roberts Cabinet for Health and Family Services Mason.Roberts@ky.gov Question Deadline: 4:00 pm (ET), July 30, 2021	SUBMIT APPLICATIONS TO: Mason Roberts Mason.Roberts@ky.gov Only Electronic Applications Accepted No Hard Copies

SPECIAL INSTRUCTIONS:

- ☐ Eligible partner(s) must be identified on the cover sheet (page 14). If partner(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 and preschool children with an Individualized Education Plan (IEP).
- ☐ 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 Division of Child Care reserves the right to waive minor technical deficiencies.

REQUEST FOR APPLICATION

Preschool Partnership Grant

Announcement

The Cabinet for Health and Family Services (CHFS), Department for Community Based Services (DCBS), Division of Child Care (DCC) 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.

Background and Purpose

In 2016, the Kentucky Department of Education (KDE) collaborated with the Kentucky Board of Education (KBE), Early Childhood Advisory Council (ECAC), Child Care Advisory Council (CCAC) 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 issued 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) or children with an Individual Education Plan (IEP). The KDE Preschool Partnership Program concluded in 2020.

The Division of Child Care (DCC) will be continuing the public/private partnership grants with funding from the American Rescue Plan and an emphasis on assisting children who qualify for CCAP and children who have an IEP. The new grant will also have a strong focus on supporting the social and emotional development of all children enrolled in the program through classroom curriculum and technical assistance offered through the public school system.

The focus should be on implementing or enhancing the implementation of full-day, high-quality early childhood services for at-risk preschool children. The DCC expects school districts will accomplish this goal in partnership with a CCAP-eligible provider or providers. Licensed 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 special education support and social/emotional development.

Key Definitions

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
- Enrolled as a full-time student at an approved technical education program, college, or university; 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>.

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 [here](#)).

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.

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>.

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>.

Licensed Head Start Program

Licensed 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>.

Partnership

For the purposes of this grant, a “partnership” would include a Kentucky school district collaborating with a local licensed child care facility to provide sub-contracted full-day, high-quality early childhood services to at-risk children in their community.

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 [here](#). Professional development for this project will focus on support for children with special needs and social/emotional development.

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.

Requirements

1. An applicant is defined as a 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 or children with a current IEP.
2. A partner is defined as one or more child care partners who have sub-contracted with the applicant to implement or enhance full-day, high-quality early childhood services. Partners must include licensed Type I provider(s) or Type II child care provider(s) or certified home child care providers. Partners must accept CCAP in order to be eligible. ***Applicants not identifying partners 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.
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, aligning with typical work hours of families in the community. Programs that offer care beyond typical school hours will be given higher priority.

5. High-quality program is defined by a level three (3) rating or higher in the Kentucky All STARS system.
6. Licensed Head Start may serve as a partner 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 and children with an IEP.
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 social and emotional development.
10. Applicants must demonstrate collaboration and coordination with partners, as well as collaboration and coordination with existing early childhood programs and services including licensed Head Start.
11. Funds from this grant cannot be used to replace regular preschool or child care services.
12. 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.
13. Applicants must use no more than \$5,000 for ½ year and \$10,000 for full year of funds on high quality professional development to support district and child care staff.
14. Applicants must use no more than \$40,000 for ½ year and \$80,000 for full year of the funds for a staff member to support social and emotional development for all the children enrolled in the program.
15. Applicants must use \$1,500.00 per year of funds to evaluate the effectiveness of the partnership grant.

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 and a half years. The two-year grant period is contingent upon availability of state funding and adequate progress in partnership implementation.

Allowable Activities and Expenses

Funds may be used to:

- Provide or supplement salaries to extend program hours or open new classrooms
- Provide or supplement salaries to provide social and emotional supports to all children enrolled in the program

- 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 17, 2021. 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 November 19, 2021 and funds will be eligible for use from the MOA effective date through June 30, 2022. 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 9 via email to Mason.Roberts@ky.gov by 4:00 P.M. (ET) July 30, 2021. 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.

Submission of Application

Submission of FULL Application must be received in the CHFS email inbox no later 4:00 pm ET, Monday, August 9, 2021. Applications received after this time and date stamp will not be reviewed or considered for award.

Applicants are responsible for contacting CHFS (Mason.Roberts@ky.gov) confirming the receipt of their applications. Upon request, the DCC will confirm the receipt of the email and attachments (if any). Please note the DCC 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-22-District-Original***. (For example: Franklin County would save the original application as *PPG-22 Franklin County-Original*.)
2. To submit applications:
 - ☐ On the subject line of the email, type ***PPG-22/name of district***.
 - ☐ Email to Mason.Roberts@ky.gov
 - ☐ **The date/time on the received email must be on or before 4:00 pm ET, Monday, August 9, 2021.**
 - Keep in mind that email coming into the DCC 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.

INTENT TO APPLY

Preschool Partnership Grant

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 Mason.Roberts@ky.gov. Thank you for helping us plan for the review process.

DISTRICT(S): Marion County

CHILD CARE PROVIDER(S): Central Kentucky Head Start, Kidz Place Child Development Center, Loretto Childcare, Cornerstone to Learning

GRANT COORDINATOR: Amy Willis

GRANT COORDINATOR'S POSITION: Early Childhood Director Marion County Public Schools

PHONE: 270-699-3721

EMAIL: amy.willis@marion.kyschools.us

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 30, 2021. All questions with responses will be posted on the KDE website by 4:00 P.M. (ET) on or about Friday, August 6, 2021. It is the responsibility of the applicant to periodically review the FAQ for further clarification of requirements, both programmatic and technical.

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 2020 Early Childhood profile, district kindergarten entry screener results (Brigance), KIDS COUNT data, free-reduced lunch eligibility data and school report card information.• Provides care during the hours of need for full-time working families in the community.• 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 and preschool children with an IEP, including definition of partnership roles and responsibilities. • Identifies strategies for jointly recruiting and screening preschool children eligible for state-funded preschool. • Identifies developmentally appropriate curriculum, social and emotional strategies, 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 social and emotional goals. • Describes steps for collecting, managing and reporting preschool partnership student information in Infinite Campus. • Child care programs will review their suspension/expulsion policies with the sponsoring public school system and align their policies to the public school system, with the special education and social/emotional supports of the school system in place. • Describes family engagement activities, including support for parent-child social and emotional growth. • Describes how staff training needs will be identified and how training will be provided to district and child care staff with an emphasis on special education training and social/emotional development training. • Includes plan for evaluating the effectiveness of the partnership grant for two-and-a-half 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:

Partner:

1	2	3	4	5
MUNIS CODE	ITEM	EXPLANATION OF EXPENDITURES	Amt. Of Grant Funds	Source & Amt. Of Matching Funds
<i>Example:</i> 550	<i>Communication:</i> <i>Postage</i>	<i>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).</i>	\$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