**Voluntary Pre-Kindergarten
Application for 2017-18 School Year**

Program Narrative

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*\*All questions should be answered in full and to the best of your ability. Blank responses or partially answered may disqualify you from the grant application process.*

**I. Enrollment plan (80 points total)**

*For the questions in this section, refer to the following definitions.*

* **Voluntary Pre-K (VPK) classrooms**: district classrooms funded with VPK dollars
* **619 preschool classrooms**: district classrooms with at least 50 percent of children who have IEPs
* **Federal funded classrooms**: district classrooms funded by USDOE program or grant, except Title I
* **Title I classrooms**: district classrooms funded with Title I dollars
* **Head Start:** classrooms funded with Head Start dollars
* **Local funded classrooms**: classrooms funded from a district’s local, municipal dollars; local funded classrooms may include blended classrooms serving 49 percent or less students with IEPs, requiring blended funds. Classrooms with more than 50 percent students with IEPs should be classified as 619
* **Fee based classrooms**: students served in school administered pre-K programs whose families pay a fee to participate; same principle applies to fee based classrooms with respect to blended/619
* **Economically disadvantaged**: families whose income meets the income eligibility threshold of 185 percent of poverty set by the United States Department of Health and Human Services; eligibility is determined by completion of income eligibility application sent out each year by the TDOE
* **English learners:** children from homes where English is not the primary language spoken

**I.a. Identification of need (20 points):**

*Answer the following questions, complete the chart provided, and respond to the narratives. Use the scoring rubric in Attachment 9 for guidance.*

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| **Using census data, calculate the four year old population in your district.** *(Census count of 0-5 ÷ 5= projected number of 4 year olds)* | **What is your district’s kindergarten average daily membership (ADM)?** | **What percentage of the district’s kindergarten population is economically disadvantaged?** | **What percentage of the district’s kindergarten students are English learners?** |
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*Complete the following chart by entering the number of preschool classrooms and children served in your geographic region (including district and community-based classrooms) in the 2016-17 school year. Do not double count classrooms. All classrooms should fall into one category below for the purposes of this application.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Type of Classroom** | **Number of classrooms**  | **Total # students**  | **# of 3 year olds**  | **% of students meeting income eligibility guidelines** | **% of students with IEPs** | **% of English Learners**  |
| VPK |  |  |  |  |  |  |
| 619 preschool |  |  |  |  |  |  |
| Title I funded |  |  |  |  |  |  |
| Federal funded (grant) |  |  |  |  |  |  |
| Head Start |  |  |  |  |  |  |
| Local funded |  |  |  |  |  |  |
| Fee-based |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |

**Does your district blend, layer, or braid VPK funds with any other early childhood programs?** (*Examples include PDG, Head Start, local funds, etc.)*  If so, please explain how this works. Include how you ensure each program meets student enrollment guidelines.

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Enrollment data from previous three years.

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| **District Enrollment** | **pre-K** | **Kindergarten** |
| **2016-17 School Year** |  |  |
| **2015-16 School Year** |  |  |
| **2014-15 School Year** |  |  |

Identify and explain demographic shifts in your district/geographic region that have impacted past enrollment and/or may impact future enrollment in pre-K/k. Cite sources of data.

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Provide additional information regarding your district’s need for quality pre-K programs. This can include poverty trends, at risk factors not currently included in VPK eligibility requirements, and/or information regarding the unmet need for quality child care programs (public or private). Include all relevant information in the box below and cite all data sources.

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**I.b. Projected site locations to serve eligible population (20 points)**

*Complete Attachment 4, and list classroom sites in order of funding preference for 2017-18.*

Provide a narrative description responding to the following questions.

 **Are VPK classroom sites located in areas of greatest need, as defined by largest percentages of economically disadvantaged students? Why or why not?**

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 **Do 90% of your VPK students meet the guidelines for economically disadvantaged?** (yes/no)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ If no, in the following text box, describe your district’s plan to increase the percentage of at-risk students served in VPK classrooms (provide specific strategies and timeline).

*Please note: Every effort should be made to fill 90% of slots with income-eligible four year olds. This may include waiting until end of summer to admit Tier 2 and 3 students.*

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**Do 10% of the children in your VPK classrooms have or qualify for an IEP?** (yes/no) \_\_\_\_\_\_\_\_\_\_\_\_ If no, in the following text box, describe your district’s plan to increase the percent of students with special needs included in VPK classrooms (provide specific strategies and timeline). Verification by SPED director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SPED director contact information \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**I.c. Enrollment process (20 points)**

Describe your district’s pre-K registration process, including how registration is publicized and how your district recruits eligible students.

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Describe your district’s process for determining eligibility, notifying families of acceptance, collecting required documentation for participation, maintaining a wait list, and tracking enrollment.

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Explain the process your district uses to ensure student information is correctly encoded into the student management system**.**

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Describe any plans you have for refining your registration, enrollment, and data management processes for the 2017-18 school year.

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Identify and describe how your program verifies each family’s income eligibility.

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How does your district prioritize applicants to ensure 90% of children who enroll are income eligible? If you have a “point system” for evaluating need, include a copy in your application**.**

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If your district has had challenges meeting eligibility requirements, please explain in the box below. *(Please note: 90% of children served should be income-eligible four year olds.)*

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**I.e. Attendance (10 points)**

Provide 2016-17 data on pre-K student attendance in your district (average daily attendance and chronic absenteeism, as defined by 10 or more days absent in a school year).

* Describe your district’s policies and practices regarding pre-K student attendance.
* Describe how your district tracks pre-K attendance.
* Attach any documentation you provide to families about this topic.

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**I.f. Transportation plan (10 points)**

Providedetails on your district’s transportation and safety plan for pre-K children as they enter and exit school, including roles of staff and families. Include information on current and proposed changes in school transportation services or policies from 2016-17 to 2017-18.

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**II. Pre-K Program (100 points total)**

**II.a. Student outcomes (10 points total)**

*Complete the following section by entering information regarding student outcome goals, measurement of student progress and data use.* *Use the scoring rubric in Attachment 9 to guide your responses*.

Describe how your program has developed or will develop its student outcome goals for the pre-K children you serve, including how student outcome goals will be measured.

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| **List student outcome goals that align with TN ELDS in *Language and Literacy*** |  |
| **List student outcome goals that align with TN ELDS in *Math*** |  |
| **List student outcome goals that align with *Social and Personal Competencies & Approaches to Learning*** |  |

*Below, please list any current student performance measurement tools that are used in your pre-K classrooms.
Note: The state does not require districts to use all three types of tools. This is simply an effort to gather data.*

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| **List tools used to *screen* pre-k students.** | **List tools used to *measure student progress*.**  | **List tools used to *measure growth* in pre-k students.** |
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| **List and describe the top three ways pre-K data is used, focusing on the following questions:** * ***Who uses the data?***
* ***For what purpose?***
* ***How often?***

*Note: This can include parent communication, planning, instructional practices, TEAM evaluations, etc.* | **1.****2.****3.** |

**II.b. Daily schedule (20 points)**

Describe a typical day in a VPK classroom, including the daily schedule and rationale. Include average daily time students spend in:

* whole group instruction, including learning activities done during whole group;
* small groups with teachers, including learning activities done during small group;
* small groups in centers, including learning activities done during small group centers;
* learning centers, including approach to the use of learning centers in the classroom (teacher directed or student choice, how centers are used for learning, and methods for choosing center activities);
* outdoor play/recess, including district pre-K policy/practice/guidance for recess;
* enrichment activities, which may include art, music, garden, P.E., library, etc.; and
* transitions, including movement to and from meals, rest time, recess, and other activities.

*Please see exemplar examples below for a 5 ½ hour day and a 7 ½ hour day. The exemplar examples are evidence-based guidelines for TN-VPK programs based on synthesized recommendations from ECERS, CLASS, and Peabody Research Institute’s observations of VPK classrooms and associated recommendations based on the TN-VPK study and national research.* ***Use these percentages as goals for your daily schedule****. They are meant to be goals so it is expected it will take time (more than a year) for your program to accomplish these expectations. Plan and target how you will work toward the goals and include this in your application.*

|  |  |
| --- | --- |
| **Activity** | **Minutes** |
| Outdoor play | 60 |
| Centers, includes small group centers | 140 |
| Small Group | 60 |
| Whole Group | 40 |
| Meals | 60 |
| Transitions  | 45 |
| Nap/Rest | 45 |
| Total | 7.5 |

|  |  |
| --- | --- |
| **Activity** | **Minutes** |
| Outdoor play | 45 |
| Centers, includes small group centers | 120 |
| Small Group | 60 |
| Whole Group | 30 |
| Meals | 45 |
| Transitions | 30 |
| Total | 5.5 |

Include a sample 2016-17 typical daily schedule below, based on a review of your VPK school-based classrooms (realizing each school and classroom schedule may vary; this should be an average, based on common practices). If you have VPK classrooms located in community center sites, please provide a second sample 2016-17 typical daily schedule based on a review of these center-based classrooms (realizing each center may vary):

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Include your planned typical daily schedule for 2017-18, with rationale, that you will provide as guidance for your programs. Describe what goals your district will target in 2017-18 and how you plan to accomplish the goals (be specific). *Examples may include family style meals in the classroom, eliminating class wide bathroom breaks, training teachers on how to increase and maximize small group or center time, etc.*

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**II.c. Curriculum (20 points)**

Please list the curriculum (or curricula) your VPK classrooms used regularly in 2016-17.

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| **Name of curriculum** | **Primary or supplemental?**  | **Additional notes (if any)** |
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Describe how your curriculum(a) aligns with the developmental domains included in the Tennessee Early Learning Developmental Standards (TN-ELDS), with focus on strategies to promote the following:

* Reading foundational skills, reading literature, and reading informational text
* Writing, speaking and listening, and language development
* Mathematics
* Social and personal competencies development
* Approaches to learning
* Physical development

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Describe the supports your district provides to VPK teachers and educational assistants for effective curriculum implementation, including training, PD, materials, and resources.

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**II.d. Teacher placement (10 points)**

|  |  |
| --- | --- |
| **Number of pre-K certified teachers to number of VPK classrooms (4:4)** |  |
| **Number of VPK teachers formally trained on current pre-K curriculum** |  |
| **Number of educational assistants with CDA to number of VPK classrooms (4:4)** |  |
| **Number of pre-K licensed instructional coaches, directors, etc. who support and train teachers** |  |

Describe your district’s practices for the recruitment, hiring, and placement of pre-K teachers. Include the following:

* Practices for ensuring appropriately licensed and endorsed teachers and teacher assistants staff each classroom consistently throughout the school year
* Process for recruiting, hiring, and placing of pre-K teachers and educational assistants in VPK classrooms

*Please note: A certified teacher is required to be in the classroom at the start of the school year. An inability to staff this position before the start of school will result in a reduction of VPK funds.*

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Describe your district’s policy and practices for providing substitutes for pre-K teachers.

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**II.e. Teacher evaluation (10 points)**

Identify how many pre-K and kindergarten teachers have been trained to implement the student growth portfolio model. Please include a description of your district’s comprehensive plan to train and support pre-K and kindergarten teachers in portfolio implementation, based on the Early Learning Model training provided by the state. What are your identified district needs going forward?

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**II.f. Staff development (10 points)**

Identify and describe all district trainings and job-embedded professional development provided to VPK teachers and educational assistants. Please include a comprehensive list of trainings and PD provided in the current school year, as well as those planned for 2017-18. Include attendance rates and teacher feedback where applicable and if collected.

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**II.g.** **School and classroom culture (10 points)**

Describe your district’s policies and practices to encourage healthy social and personal competencies for your pre-K students. Include the following:

* behavior management policies and practices
* pre-k student discipline policies and practices
* training for teachers and educational assistants on how to create warm and nurturing learning environments for young children (include specifics on Pyramid Model training);
* example(s) of best practice(s) your programs have used to promote positive school culture and strengthen positive connections among students and between students and adults.

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**II. h. Program Monitoring (10 points total)**

**Describe the roles and responsibilities of administrative staff responsible for the successful implementation of the VPK program**.

Include their education credentials and job responsibilities in and out of the VPK program. Include the following:

* Staff responsible for VPK program administration
* Staff responsible for insuring inclusion opportunities are present
* Staff responsible for new classroom observations using ECERS and ELLCO
* Staff responsible for conducting classroom teacher evaluations
* Staff responsible for completing classroom observations and providing feedback to teachers (include schedule for how often pre-K classrooms are observed and assessed)
* Staff responsible for planning and providing professional development for pre-K teachers
* Professional development offered/required for staff evaluating teachers and conducting classroom observations
* Consultants working directly with your pre-k program, including roles, areas of focus and expected outcomes

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**III. Community Engagement (10 points)**

**III. a. Family engagement (5 points)**

Describe your approach to engage and develop partnerships with pre-K families to promote

student success. Include the following:

* Specific activities, workshops, or events for parents
* Participation rates for parent-teacher conferences
* How students and families are supported through transitions (pre-K and kindergarten)
* How the district educates parents/families on how to support student learning at home/outside school

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**III.b. Community Pre-K Advisory Council (CPAC) (5 points)**

Provide a summary of collaborative efforts and ongoing activities of the CPAC.

* Use Attachment 8 to list current members and their title or role. Include a copy of your CPAC agenda.
* In space below, include a statement of CPAC goals and plans to increase CPAC engagement to improve the quality of VPK programs.

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**IV. Budget (10 points total)**

**Use this space to provide a narrative description for all budget items included in your application**. Please provide one narrative description per budget item. Each narrative description should include a justification for the dollar amount and a rationale. For example, if your budget funds two, full-time pre-K teachers, a sample narrative description could be the following:

*“The largest expense in our budget includes salaries and benefits for two, full-time pre-K teachers. Our district’s average salary for pre-K teachers is $XX, and our benefits are estimated at $XX, which represents a XX% increase over the prior year. Pre-K teachers are our most valuable resource and are funded at a level comparable to K-12 teachers. We commit to staffing one licensed teacher per pre-K classroom, with one educational assistant, to meet required ratios.”*

**VPK dollars should be used for the direct service of pre-K students**.

Allowable expenses include:

* Salaries and benefits for VPK pre-K teachers and educational assistants
* Substitute teachers for pre-K teachers and educational assistants
* Additional staff, if they provide a direct service to eligible students enrolled in VPK classrooms. Please include an explanation for additional VPK staff expenses in your narrative description. *Please note that* d*istrict staff supporting multiple grade bands and schools should not be funded with VPK dollars*.
* Professional development costs for pre-K teachers and educational assistants
* Educational supplies and materials used in VPK funded classrooms
* Field trips and related expenses for VPK classrooms only
* Technology used in VPK funded classrooms
* Administrative and miscellaneous expenses required for VPK classrooms

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| Budget Item 1 (insert name of budget item)Total dollar amountNarrative description: Budget Item 2 (insert name of budget item)Total dollar amountNarrative description: Budget Item 3 (insert name of budget item)Total dollar amountNarrative description: …(continue as needed) |

**V. Additional Information**

**Community partnerships**

Describehow your district works with community partners to meet the health, social, transportation, economic, and/or educational (outside of the school day) needs of pre-K children and families (examples: extended care, health/dental screenings, mental health resources, public assistance, transportation, etc.)

* Include a list of services provided to families through your district (if applicable)
* Explain the referral process used to guide families to community services and resources
* If community partnerships do not currently exist to meet these needs, explain your district’s plans to facilitate future partnerships. Include services to be targeted, why they are important, and what barriers your district faces in extending these services to families

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**Letters of support**

Attach at least two letters of support for your VPK application for state funds. One must be a signed letter of support from your local educational agency’s board of directors supporting the application and required local match. The second must from your Community Pre-K Advisory Council pledging full support for the application, as well as assurance that the CPAC will play an active role to support the VPK program. Additional letters of support will be accepted, though not required.

**Other educational issues the district desires to address**

Use this box to inform the department of education of any additional ideas, suggestions, concerns, or challenges your district faces in improving the quality of VPK programs.

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