

# Prekindergarten Expansion Grant

Application  
SFY 2018

Please return completed  
application to MSDE by  
**Friday April 21, 2017**  
**4:00 p.m.**

Maryland State Department of Education  
Division of Early Childhood  
Development  
Attn: Roann Tsakalas  
200 West Baltimore St., 10th Floor,  
Baltimore, MD 21201

**Document available  
in alternative  
format.**

**Proposal Description:**

Type of Application: Prekindergarten Expansion Grant

**Name of Grant Program:**

Prekindergarten Expansion Grant

**Authorization:**

Preschool Development Grants-Expansion Grants: 84.419B

Preschool Expansion Act of 2014 (Education Article Section 7-102)

Preschool Development Grants - Expansion Grants - Required State Funding (Education Article Section 7-101.3)

**Dissemination:**

Friday, March 1, 2017

**Deadline:**

Friday April 21, 2017

**Submission:**

Submission must be an original plus two (2) paper copy bound by paperclip.

**Purpose:**

Expand free access to public prekindergarten for four-year olds from families with household incomes either at or below 200 percent or 300 percent of Federal Poverty Guidelines (FPG).

Half- or full-day prekindergarten programs for eligible four-year olds at local public schools or qualified vendors, i.e., State or nationally accredited licensed child care programs that are (1) published at Level 5 in Maryland EXCELS; (2) are State or nationally accredited; or (3) are an approved nonpublic school.

**Special Considerations:**

For applicants who are the local school system, local general education and special education leadership are strongly encouraged to collaborate on the development of the grant proposal.

Local school systems that receive both State and Federal funds are also strongly encouraged to combine the different State and Federal prekindergarten expansion funding streams to support the participation of children from diverse income levels in each program site or classroom, as is the intended purpose for both funding streams. The participation of children from mixed income level households supports a variety of peer role models contributing to the development of established age expected skills, knowledge and behavior that subsequently prepare children to enter kindergarten prepared to fully engage in the kindergarten curriculum and instructional program.

Additionally, combining the different funding streams offers increased opportunities for the inclusion of children with Individualized Education Programs (IEPs) for whom a regular early childhood program with typically developing peers has been determined by the child's IEP team to be the appropriate least restrictive environment (LRE). The participation of children served through an IEP in public prekindergarten programs provides access to the general early childhood education curriculum and instructional program, further supporting a narrowing of the school readiness performance gap with their typically developing peers. (Memorandum to Local School System Superintendents, July 29, 2016)

**Grant Eligibility:**

This Request for Proposal (RFP) has two grant program/school modules.

Module I, i.e., renewal grant program/school, applies to all prekindergarten programs that successfully complied with all program and grant criteria in FY17 and may apply for a FY18 renewal grant.

Module II, i.e., competitive (new) grant program, applies to applicants that have not received prekindergarten expansion awards under this grant program in FY17 and may apply for awards but must meet one (1) of the following eligibility requirements:

Must be participating in EXCELS at time of application.

- Public elementary schools that have a Free and Reduced Meals (FARM) rate of 65% or greater or are in school improvement, i.e., Focus or Priority schools;
- Public elementary schools or qualified vendor in jurisdictions with the highest number of income eligible four-year olds who are not enrolled in prekindergarten;
- Public elementary schools or qualified vendor in jurisdictions with high numbers of low-income and Hispanic four-year olds enrolled in informal care arrangements;
- Qualified vendors that provide specialized services for income-eligible four-year olds who are medically fragile or need therapeutic nursery services.

### **Required Grant Components:**

- A description and documentation in the enclosed application to show how the grantee will meet the definition of a High Quality Prekindergarten Program.
- Documentation of how families meet the income eligibility criteria according to the Federal Poverty Guidelines (FPG).
- Description of the program's family engagement strategies in accordance to the *Maryland Early Childhood Family Engagement Framework* ([earlychildhood.marylandpublicschools.org/system/files/filedepot/4/md\\_fam\\_engage.pdf](http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/md_fam_engage.pdf))
- Verification of the Module I program/school's published level 5 rating by June 2017 in Maryland EXCELS.
- Verification of the Module II program/school's participation in Maryland EXCELS and intent to publish by June of 2018 at level 5.
- Description of professional development activities for teacher and teacher assistant.
- List of partners and their roles as it relates to the grant.
- Upon receipt of grant award, all subgrantees must have a completed and signed Memorandum of Understanding (MOU) between the local school system(LSS) and community based Public PreK or early care and education providers in the school catchment area by November 1, 2017\*, and must demonstrate ongoing collaboration in terms of the following:
  - Services for children with disabilities
  - Services for four-year-olds with limited English proficiency to align with LSS policies
  - Coordination of prekindergarten enrollment
  - Professional development opportunities
  - Transition planning

\*MOUs will be submitted to program monitor by November 1, 2017. See Appendix A for sample MOU and Appendix D for a list of the local school system Early Learning Supervisors.

### **Submission Requirements:**

Signed Cover Sheet  
Project Update- FY 2017 (Module I only Project Summary (Modules I & II)  
Project Management, Key Personnel  
Collaborating Partners, (Attachment B)  
Quality Benchmarks and Programmatic Plan

Evaluation & Monitoring  
Participation in Maryland EXCELS  
Signed MSDE Budget Forms  
Signed Assurances Page  
Implementation Plan (Attachment A)

**Award:**

Notification of grant approval will be sent mid **July 2017**. Funds can generally be accessed 6-8 weeks from the time that the official Notice of Grant Award (NOGA) is executed.

**Length of Grant:**

July 1, 2017– June 30, 2018

**Period of Operation:**

August 2017- June 2018 (School Year 2017-2018)

**Funding Per Prekindergarten Student:** \$7,344 (full-day slot) and \$3,672 (half-day and improved slot), other rates as applied.

An “improved” slot is a slot that already existed at the time of application and will be improved to meet the definition of a High-Quality Preschool Program. Preschool Development Grant funds must be spent on extending programs from Half-day to Full-Day **AND** any of the following:

- Limiting class size to 20 and decreasing child-to-staff ratios to 1:10;
- Employing and compensating a teacher with a teacher Maryland certification;
- Professional development or
- Providing Comprehensive Services

**Fund Use:**

- Salaries, wages, and fringe benefits for teaching staff. (Note: State certified teachers must be compensated commensurate to the entry salaries of the local school system in which the program is located. See Appendix B)
- Equipment, materials and supplies (e.g., classroom furniture, materials of instruction including MSDE approved curricular resources (curriculum) to support the Maryland Early Learning Standards, book supplies for family literacy activities.)
- Cost associated with maintaining MSDE or national accreditation status.
- Costs for contracts to administer the screening and intervention services for prekindergarten students.
- Costs associated with the provision of staff and professional development activities to support recertification of qualified teaching staff.
- Cost associated for the evaluation and monitoring of the project (may not exceed 5% of the total fund request) Note: MSDE will conduct an evaluation on all funded programs.
- Indirect costs (may not exceed 10% of the total fund request)
- Costs for one meal per day for students
- Costs for academic field trip admission fees

**Funds may not be used for:**

- Supplanting existing services
- Capital Improvement
- Transportation or transportation related expenses

**The General Education Provisions Act (GEPA), Section 427:**

Each application must develop and describe the steps the applicant will take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of participants, and other program beneficiaries in order to overcome barriers to equitable participation.

**Reporting Requirements:**

Grantees must submit:

- Quarterly Progress Reports using MSDE supplied forms;
- Annual financial report at the end of the grant period; (September 30, 2018)
- Quarterly Enrollment and Attendance Reports using MSDE supplied forms;
- Grantees will host at least one site visit per funding cycle.

MSDE will determine funding eligibility based on the number and type of slots being requested. For Module I (i.e., renewal grants), the funding for next year will be based on the final enrollment numbers as submitted in the final data file submission on July 7, 2017. All improved slots must be full-day.

**Definitions:**

New Slot: Additional full day slots not previously funded through PreK Expansion funding. (For LEAs, these are slots are in addition to current locally funded PreK)

Improved Slots:

- Half-day to Full-day is a requirement; and,
- Limiting class size to 20 and decreasing child-to-staff ratios to 1:10;
- Employing and compensating a teacher with a teacher's certification;
- Professional development or
- Providing Comprehensive Services

The application begins on the following page.



School/Program (Local education agencies must list each school)	Public Schools Only	Slots School Year 2016- 2017		Slots School Year 2017-2018		Total Requested for School Year 2017-2018	How Will Slots be Improved?*( See Codes Below)
		# of actual full day slots	# of actual improved slots	# New	# Improved*		
	FARMS Rate for SY 2016- 2017						

Note: In order to receive grant funds, a program/school must request at least five (5) slots.

\*Last Column refers only to the number of improved slots for school year 2017-2018.

New Slot: Additional full day slots not previously funded through PreK Expansion.  
(For LEAs, these slots are in addition to current locally funded PreK)

Improved Slot Codes:

- 1 – Half-day to Full-day
- 2 - Limiting class size to 20 and decreasing child-to-staff ratios to 1:10;
- 3 - Employing and compensating a teacher with a teacher’s certification;
- 4 - Professional development or
- 5 - Providing Comprehensive Services

Note: All improved slots must be full-day.

Application Signature:

\_\_\_\_\_

Head of Organization

\_\_\_\_\_

Date

**Project Update --Fiscal 2017 (Module I only. 300 words or less)**

(Those applying for Module II grant funds continue to Project Summary below)

Describe the accomplishments and challenges faced during the FY 17 grant year:

**Project Summary- Fiscal 2017**

**Both Module I and Module II must respond. (500 words or less)**

Describe in a summary format the following: Specific goals and objectives of your Prekindergarten Expansion Grant; recruiting eligible students; maintaining enrollment of eligible students; hiring a certified teacher and paying that teacher a commensurate salary to the local school system; meeting school readiness goals; establishing a MOU with the school system to support children with special needs and English language learners and for professional development; meeting and maintain level 5 in Maryland EXCELS; plan for family engagement and comprehensive services.



## Quality Benchmarks and Programmatic Plan

1. Describe how eligible children will be recruited for the program and how will the recruitment efforts be coordinated between local school systems and qualified vendors?
2. How will you ensure that children from economically disadvantaged backgrounds are provided access to the school/ program?
3. Lead teachers in both public and private settings must have specialized training in early childhood education, and meet State certification standards for early childhood education. Please indicate the qualifications of the lead classroom teacher. (Attach Teacher Certification. If teacher is not yet hired, please attach a job description/announcement showing the requirements for a certified teacher, commensurate pay rate to the local school system, and a hire date prior to the start of the school year. Grant funds can be used to pay the certified teacher).

Salary must be commensurate to minimum salaries of local K-12 instruction staff in your jurisdiction (See Appendix B). List Teacher Salary \$ \_\_\_\_\_

4. Assistant teachers must hold a minimum of a high school diploma, but preferably a CDA or equivalent training (i.e. Level 4 in MSDE Credentialing Program). Please indicate the qualifications of the classroom assistant (**Attach a Copy**).
5. Indicate how the lead teacher and classroom assistant will participate in yearly professional development activities.

6. Will the classroom teacher be employed part-time or full-time? \_\_\_\_\_  
Number of hours per day? \_\_\_\_\_  
Ten month or twelve months? \_\_\_\_\_  
\*\*Full-time teacher must be employed at least 6.5 hours per day

7. Will the program provide a half-day (2 ½ hour) session or a full-day (6 ½ hour) session for the grant funded students? (select type)

\_\_\_\_\_ Half-day, 2 ½ hour session      \_\_\_\_\_ Full-day, 6 ½ hour session

Describe how the program will provide a half-day (2.5 hour) session or full-day (6.5 hour) session /180 days per school year?

\*\* Please note: Tuition may not be charged for the instructional day; only for wrap around services when applicable.

8. Class sizes must be limited to no more than 20 children for four-year-olds, with a staff to student ratio of 1:10. Please indicate the number of four-year-olds that will be enrolled in each pre-k expansion classroom and the number of staff assigned to the room.

9. Indicate which of the following prekindergarten curriculum option is utilized in the prekindergarten program (See Appendix C for the list of MSDE recommended curricula):

State recommended comprehensive curriculum

Name \_\_\_\_\_

Local school system curriculum that aligns with the Maryland College and Career-Ready Standards is accepted.

10. Describe how both screening and referral services covering at least vision, hearing speech and language, health and physical development will be provided. Programs must offer, either directly or through coordination with local school systems or local departments of health and social services, additional support services for participants. (These services may include parenting support or training including those with languages other than English, physical and mental health and wellness services (e.g., SEFEL), and early intervention for children with disabilities and/or special health care needs.) Please indicate the how these services will be provided.

### **Project Management/Key Personnel:**

List your project's key personnel responsible for the successful implementation and monitoring of the grant requirements and provide resume(s) for all key personnel. Attach a copy of the teacher's certification or job description/announcement.

### **Collaborating Partners:**

Describe the nature of collaboration between the local school system and community based Public PreK or early care and education providers in the school catchment area (e.g. Access to professional development, coaching/mentoring, ELL/ESOL services, special education services, transitions, etc.)

List additional collaborating partners and describe their respective roles in the successful outcome of this project.

## **Evaluation and Monitoring of Learning:**

Describe how the progress of prekindergarten students will be monitored throughout the year? How are parents informed about student progress and/or areas of concern including students with disabilities throughout the year?

What steps are taken to support children in domains of learning as they relate to school readiness?

What type of data and instruments will be used to monitor the quality of the prekindergarten program? (e.g., CLASS and/or use of other quality indicators or rating systems)?

**Maryland EXCELS Participation and Publishing:**

Date of enrollment \_\_\_\_\_

Date published \_\_\_\_\_

Current level \_\_\_\_\_

Module I: What tools and strategies have been put in place to maintain the quality standards for your current level in Maryland EXCELS and to publish at Level 5 by June of 2017?

Module II: What tools and strategies have been put in place to maintain the quality standards for your current level in Maryland EXCELS and to publish at Level 5 by June of 2018?

**Accreditation:**

Accrediting Agency \_\_\_\_\_

Expiration Date \_\_\_\_\_

**\*\*Attach copy of certificate**

**Budget Narrative & Implementation Plan funding amounts should match.**

<b>Budget Narrative (FY17) Complete for July 1, 2017 – June 30, 2018</b>			
<p><u>Directions:</u> Please provide a detailed description of the requested funds that will be spent by using the categories listed below. For Community Based Programs, <u>Transfer the subtotals of these categories onto line 214 (Community Services) of the enclosed MSDE Budget Form. Then list the total requested budget amount on the line <i>TOTAL EXPENDITURES BY OBJECT</i>. Sign and date the MSDE C-125 Budget Form.</u></p>			
<b>Line Item</b>	<b>Requested Amount</b>	<b>In-Kind Contribution</b>	<b>Total</b>
<b>1. - Salaries and Wages (List separately for each position. Teacher salary must be commensurate to local school system).</b>			
<b>Subtotal</b>			
<b>2. Contracted Services</b>			
<b>Subtotal</b>			
<b>3. Supplies and Materials (including classroom furniture)</b>			
<b>Subtotal</b>			
<b>4. Other Charges (e.g., fringe costs, indirect costs)</b>			
<b>Subtotal</b>			
<b>5. Equipment (e.g. Technology)</b>			
<b>Technology must be no more than 10% of budget with MSDE Approval</b>			
<b>Subtotal</b>			
<b>Grand Total</b>			

- On the following page, Community Based programs should use line 214 and list fund requests in the corresponding column on that row. School systems should use the corresponding Category/Program.

GRANT NAME

GRANT RECIPIENT NAME

MSDE GRANT #

RECIPIENT GRANT #

REVENUE SOURCE

SCHOOL / CENTER NAME

FUND SOURCE CODE

GRANT PERIOD **July 1, 2017 – June 30, 2018**

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - FRINGE BENEFITS	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
<b>201 Administration</b>							
Prog. 2 General Support							
Prog. 2 Business Support							
Prog. 2 Centralized Support							
<b>202 Mid-Level Administration</b>							
Prog. 1 Office of the Principal							
Prog. 1 Inst. Admin. & Supv.							
<b>203-205 Instruction Categories</b>							
Prog. 0 Regular Prog.							
Prog. 0 Special Prog.							
Prog. 0 Career & Tech Prog.							
Prog. 0 Gifted & Talented							
Prog. 0 School Library Media							
Prog. 0 Instruction Staff Dev.							
Prog. 1 Guidance Services							
Prog. 1 Psychological Services							
Prog. 1 Adult Education							
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr.							
Prog. 09 Instruction Staff							
Prog. 15 Office of the							
Prog. 16 Inst. Admin &							
<b>207 Student Personnel Serv.</b>							
<b>208 Student Health Services</b>							
<b>209 Student Transportation</b>							
<b>210 Plant Operation</b>							
Prog. 30 Warehousing &							
Prog. 31 Operating Services							
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>							
<b>214 Community Services</b>							
<b>215 Capital Outlay</b>							
Prog. 3 Land & Improvements							
Prog. 3 Buildings & Additions							
Prog. 3 Remodeling							
<b>Total Expenditures By Object</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Finance Official Approval

Name Signature Date Telephone #

Supt./Agency Head Approval

Name Signature Date Telephone #

MSDE Grant Manager Approval

**ASSURANCES**

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, COMAR 13A.06.02 Prekindergarten Programs, the Code of Federal Regulations (CFR) 34 (Part C, IDEA), COMAR 13A.16.01-.19 Child Care Centers, COMAR 13A.14.06 Child Care Subsidy, COMAR 13A.14.09 Child Care Credential Program, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failures to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

**I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.**

<b>Superintendent of Schools or Head of Grantee Agency</b>	<b>Date</b>





# Goals, Strategies, and Activities

## ***Goals***

State the overall goal of your project at the top of the Implementation Plan. The goal should address the main problem (e.g., to increase the number of children being ready for school). While you must have at least one goal, it is possible to have multiple goals; however, the more goals you establish the more complex your project becomes. Goals must have deadlines of one year.

## ***Strategies***

Strategies are broad approaches (methods, procedures, techniques) employed to accomplish your outcomes. When determining your strategies, you should consider the clients you are targeting and how will they use or be affected by the services you provide. Programs must also include strategies about family engagement, partnerships with local school systems, and support services such as screening and referral of students with special needs.

## ***Activities***

Activities are the specific steps you will take to accomplish the project goal, and involve direct service to clients (children, parents, and teachers). Examples include specific teacher trainings, family nights, and mentoring sessions. They may take place on a single date (e.g., 1-day training session) or over a period of time (e.g., ongoing technical assistance) List the activities that your project will implement. Then relate each activity to a strategy.

Note: Networks state the goals, strategies, and activities from the viewpoint of the non-profit organization overseeing the network of programs.

## SAMPLE IMPLEMENTATION PLAN

**GOAL(s):** To provide a high quality Pre-Kindergarten experience that prepares children for school success in kindergarten and beyond.

**STRATEGIES:** Professional development and coaching for teachers , a focus on family engagement and collaboration with outside agencies /school systems, implementation of a play based, developmentally appropriate curriculum

Activities	Dates		Responsibility	Funding	
	Date Initiated	Expected Completion Date	Person Responsible for Outcome	Funding Required	In-Kind
Teachers will undergo training in the use of the InvestiGator Club curriculum.	June 2016	June 2016	Director	\$24,000.00	
Teachers will use InvestiGator Club curriculum daily with students	September 2016	June 2017	Teachers	\$0.00	
An instructional coach will be hired to provide technical support to Pre-K expansion teachers.	June 2016	August 2016	Director	\$47,000.00	
MOU between Baltimore City Public Schools will be completed in order to provide opportunities for professional development and access to additional resources for teachers.	July 2016	September 2016	Director and BCPS supervisor	\$0.00	
Engage families by hosting parent workshops, a Teddy Bear Picnic, Family Book night and parent-teacher conferences.	September 2016	June 2017	Director, Teachers and Instructional Support Coach		\$1000.00
Use social media and email to further engage parents in their child's learning experiences. E.g. Pinterest, Face Book, Instagram	July 2016	June 2017	Director, Teachers	\$0.00	

## Definition of a High Quality Prekindergarten Program

*High-Quality Preschool Program* means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum—

- (a) High staff qualifications, including a teacher holding a State certification for teaching in early childhood education or a bachelor's degree in any field pursuing residency through the Maryland Approved Alternative Preparation Program (MAAPP), a State-approved alternate pathway, which includes coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, as well as teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities
- (i) Instructional staff salaries are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

## MEMORANDUM OF UNDERSTANDING

between

\_\_\_\_\_ County Public Schools (\_CPS)

and

(Name of Center here)

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### I. PROJECT DESCRIPTION

The purpose of this project is to expand access to high quality prekindergarten education and increase the number of children in (County Name) who enter kindergarten fully ready to learn. The project will improve the quality of education services that are available to low-income families in (County Name) by providing prekindergarten education services to 4-year-olds from families with household incomes at or below 200 percent of the Federal Poverty Guidelines. The services described herein accord with the conditions in which the United States Department of Education awarded a Preschool Development Grant to the Maryland State Department of Education (MSDE).

### II. ROLES AND RESPONSIBILITIES

The persons responsible for executing this agreement are as follows:

For (Name of Center): Staff Person, Title

For \_CPS: Staff Person, Title

### III. GENERAL UNDERSTANDINGS, AGREEMENTS, AND REQUIREMENTS

A. The (Name of Center) agrees to the following with respect to staffing:

1. All teachers in the classrooms supported by the grant will have received specialized training in early childhood education and will meet state certification standards for early childhood education.
2. All assistant teachers will hold a minimum of a high school diploma, but preferably a Child Development Associate or equivalent training (i.e., Level 4 in the MSDE Credentialing Program).
3. All teachers and classroom assistants will participate in annual professional development activities as well as any professional development meetings held by \_CPS that align with the goals of the grant.

4. All class sizes will be limited to no more than 20 children for 4-year-olds, with a staff to student ratio of 1:10.

B. The (Name of Center) agrees to the following with respect to services:

1. Provide a full-day session of six point five (6.5) hours.
2. Offer a state approved curriculum that meets MSDE standards and indicators.
3. Offer additional support services such as technical support for children with special needs, English for Speakers of Other Languages, parent training, physical and mental health, and wellness services.
4. Screen all children for services covering vision, hearing, speech, language, health, and physical development, making referrals as appropriate.
5. Advise parents of services offered through Child Find and the \_CPS special needs early identification program. Encourage parents to avail themselves to Child Find services when appropriate.
6. All children will be given equitable access to, and equitable participation in, activities with assistance, by addressing the special needs of participants, and other program beneficiaries in order to overcome barriers to equitable participation.
7. Staff members will monitor and track the progress of all children through a variety of evaluation tools, including but not limited to MSDE standards, questionnaires, self-appraisals, etc., to establish standardized methods of data collection between the prekindergarten program and public school kindergarten.

C. The (Name of Center) agrees to the following with respect to \_CPS:

1. Comply with all \_CPS rules and procedures that govern the delivery of early childhood educational services.
2. Meet at least yearly to evaluate the partnership against measurable evaluation criteria and revise the agreement as warranted.
3. Employ standardized methods to data collection to facilitate comparison between the prekindergarten program and public school kindergarten.
4. Participate in informational meetings that \_CPS may organize for sub-grantees or cosponsor in collaboration with county government agencies
5. Attend informational meetings and other events at the end of the school year to promote successful transition to kindergarten.

D. \_CPS agrees to the following:

1. Refer eligible 4-year-old children to (Name of Center)

2. Provide technical assistance and consultation services related to kindergarten readiness, curriculum, professional development, school readiness, and services for student subgroups.
3. Offer professional development opportunities to grant funded teachers
4. Provide information about Child Find and work with staff members to coordinate a smooth transition of children and families from the prekindergarten program of (Name of Center) to kindergarten in \_CPS.
5. Screen children for English language proficiency and provide guidance to ensure that children entering kindergarten receive appropriate services and support for their English language learning.
6. Establish and maintain open communication between the community-based program and the public school system to support students and families.

#### IV. SPECIFIC UNDERSTANDINGS, AGREEMENTS, AND REQUIREMENTS

- All children enrolled in the (Name of Center) program who enter \_CPS kindergarten classes will be monitored; their skills upon entering kindergarten will be measured as will the progress they make during their first and second years of school.
- \_CPS will provide (Name of Center) with the results of kindergarten assessments performed on all children who were enrolled in the (Name of Center) prekindergarten program during the previous school year.

#### V. MODIFICATIONS

This Memorandum of Understanding (MOU) may be modified at any time by written consent of all parties involved. None of the provisions of this MOU are intended for the benefit of any third party, and no such third party shall have the right to enforce the provisions of this MOU.

#### VI. EFFECTIVE DATE

This MOU is effective on July 1, 2017, and is in effect until June 30, 2018, or until otherwise modified.

#### VII. MISCELLANEOUS

This Agreement constitutes the entire agreement between the parties and supersedes all previous agreements and understandings relating to the subject matter hereof.

- This MOU shall be governed by, subject to, and construed according to the laws of the State of Maryland.
- The parties agree to comply with all applicable federal and state laws, regulations, and policies regarding (a) protection of student privacy, including but not limited to the Family Educational Rights and Privacy Act (FERPA); (b) all legal requirements prohibiting discrimination, including employment

discrimination, against any person on the basis of race, color, religious creed, gender, gender identity, marital status, national origin, ancestry, disability, sexual orientation, or genetic status; and (c) Maryland laws regarding registered sex offenders and criminal background checks for individuals with direct, unsupervised, and uncontrolled access to children.

- Any disputes regarding the services referenced in this MOU shall be governed by applicable federal, state, and local laws, as well as \_CPS policies and regulations.

### **VIII. SIGNATORIES**

The undersigned agree to execute the objectives pertinent to their agency that are outlined in this plan and to send a copy of this agreement to MSDE by November 1, 2017.

The undersigned hereby execute this MOU on behalf of their agencies, instrumentalities, organizations, corporations, or groups.

\_\_\_\_\_  
Signature, title                      Date

\_\_\_\_\_  
Signature, title                      Date

\_\_\_\_\_  
Signature, title                      Date



**Appendices B, C and D are provided under separate attachment on the web page.**

## 2017 Federal Poverty Guidelines

2017 Annual Poverty Guidelines for the 48 Contiguous States and the District of Columbia

Household Size	100%	125%	150%	200%	250%	300%	400%
1	\$12,060	\$15,075	\$18,090	\$24,120	\$30,150	\$36,180	\$48,240
2	\$16,240	\$20,300	\$24,360	\$32,480	\$40,600	\$48,720	\$64,960
3	\$20,420	\$25,525	\$30,630	\$40,840	\$51,050	\$61,260	\$81,680
4	\$24,600	\$30,750	\$36,900	\$49,200	\$61,500	\$73,800	\$98,400
5	\$28,780	\$35,975	\$43,170	\$57,560	\$71,950	\$86,340	\$115,120
6	\$32,960	\$41,200	\$49,440	\$65,920	\$82,400	\$98,880	\$131,840
7	\$37,140	\$46,425	\$55,710	\$74,280	\$92,850	\$111,420	\$148,560
8	\$41,320	\$51,560	\$61,980	\$82,640	\$103,300	\$123,960	\$165,280

<https://aspe.hhs.gov/poverty-guidelines>