

2022-2023  
Early Childhood Block Grant (ECBG)  
and Kansas Preschool Pilot (KPP)  
Request for Proposals

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## I. FUNDING OPPORTUNITY

The Kansas State Department of Education (KSDE) and the Kansas Children’s Cabinet and Trust Fund (KCCTF) announce the release of funding opportunities to provide high-quality education for children birth up to kindergarten entry to meet specific early childhood outcomes for state fiscal year 2023 (school year 2022-2023). The purpose of this grant opportunity is to provide early childhood services for Kansas children and families ages birth to kindergarten entry, as well as services for prenatal and family supports.

KSDE and KCCTF have aligned Early Childhood Block Grant (ECBG) requirements with Kansas Preschool Pilot (KPP) requirements for grantees seeking funding to provide preschool services. Applicants will submit a single grant proposal as outlined in this Request for Proposals. KSDE and KCCTF will collaboratively review grant proposals and determine the most suitable funding source when making grant awards. This cross-agency common application process is intended to streamline the grant-writing and reporting process for local grantees.

Both KPP and the ECBG are intended to provide supplemental funding to fill gaps. Programs applying for this grant must demonstrate that they are investing other available financial resources and community support into their programs before requesting this funding. School districts applying for funds to support preschool programming will use the Preschool Revenue Calculator and Budget Template to demonstrate that they are reinvesting other available sources of funding (state enrollment aid and accompanying weightings, special education funds, Head Start funds) into their preschool programs before requesting these grant funds to supplement gaps.

KSDE and KCCTF will support evidence-based, data-driven best practices and program models that provide direct services to children at-risk of entering kindergarten socially, emotionally or academically unprepared for success. Proposals must support activities and services that are community-based, community-informed, community-driven, and grounded in a public-private partnership framework. Eligible applicants include 501© (3) organizations, county and city governments, and Unified School Districts (USDs) in Kansas.

Awards listed under this RFP are for a 1-year funding period from July 1, 2022 to June 30, 2023. Funding sources for these grants include the Children’s Initiative Fund (CIF) and Temporary Assistance for Needy Families (TANF). 2022-2023 ECBG and KPP funding is dependent upon the final budget approved during the 2022 Legislative Session.

## Timeline for RFP

Timeline	Date(s)
Release of RFP and Kansas CommonApp Portal Opens	November 1, 2021
Kansas CommonApp portal webinar	November 1, 2021
Written questions from applicants due	December 15, 2021
Applications Due	<b>December 20, 2021 (by 5:00 p.m.)</b>
Children's Cabinet considers funding recommendations	April 1, 2022
Kansas State Board of Education considers funding recommendations	April 12-13, 2022
Grantee Notification	Following the April Board Meetings (pending legislative budget approval)
Grant Year	July 1, 2022 – June 30, 2023

## Program Philosophy

During 2019, KCCTF, KSDE, the Kansas Department for Children and Families, the Kansas Department of Health and Environment, and many other partners collaboratively completed a statewide comprehensive Early Childhood Needs Assessment. More than 6,100 Kansans engaged in that process. Kansans told us:

1. Families' experiences are profoundly shaped by where they live across the state and within communities. Geography impacts the availability and accessibility of early care and education services and supports, creating isolation, barriers and gaps that are difficult to navigate.
2. Too many young Kansas children grow up in families where basic needs are not met. The struggle to meet basic needs such as food, housing, health care, and employment prevents families from fully meeting the developmental needs of their young children.

From the [2019 Early Childhood Needs Assessment](#), the following themes emerged:

- a. Accessibility: Families with young children experience inequitable access to high-quality programs and services across the broader early childhood system.
- b. Availability: Families with young children experience a gap between services that are available and their actual needs, disproportionately affecting underserved populations.
- c. Navigation: Families must adopt a "connect the dots" approach to navigate services across sectors; disruptors are frequent and common.
- d. Workforce: Early childhood workforce needs at the leadership and direct service levels include preparation, compensation/financial relief, ongoing training and support, and recruitment and retention.

- e. Facilities: Needs exist related to the physical conditions and environments of early childhood facilities across the state.
- f. Collaboration: Early childhood professionals and stakeholders share a desire for collaboration and cooperation, but these efforts are often disconnected and uncoordinated.
- g. Systems Alignment: Greater systems alignment is needed to fully realize an efficient and robust early childhood care and education infrastructure.
- h. Bright Spots: Efficient, innovative, and responsive efforts are occurring amongst early childhood care and education systems partners in communities throughout the state.

Kansans collaboratively drafted the [All In For Kansas Kids strategic plan](#) to address these findings. The plan sets the following goals:

1. State-Level Coordination: The early childhood care and education system is structured and aligned for maximum impact.
2. Community-Level Coordination: Communities are empowered and equipped to
3. create the best environments to raise a child.
4. Family Knowledge and Choice: Families have what they need to make informed decisions and can get services where they live and work.
5. Private Sector Collaboration: Kansas is a champion of public-private collaboration and creates opportunities to invest in the future of Kansas kids and families.
6. Capacity and Access: Kansas families have their basic needs met and have equitable access to quality early childhood care and education services.
7. Workforce: Kansas leads the way in developing, supporting, and valuing early childhood professionals.
8. Quality and Environments: Kansas early childhood care and education programs and environments are high-quality, safe, and nurturing.

In 2020, an update of the statewide comprehensive needs assessment was conducted to identify and highlight impacts of COVID-19 on children and families in Kansas. Similar to national trends, Kansas children and families have been significantly impacted by COVID-19, as the pandemic has exacerbated pre-existing challenges. The [2020 Needs Assessment](#) findings illustrate the growing economic, mental health, technology access, and service availability challenges faced by families throughout the last year and a half, and emphasize that systemically under-resourced populations (i.e., rural or geographically isolated populations, Kansans of color, single parent households), are experiencing more strain than ever before.

The KCCTF ECBG and KSDE KPP are two of many funding sources that support Kansas early childhood care and education programs. Children and families who participate in high-quality early childhood care and education programming are more likely to have better educational outcomes, graduate high school, earn a higher lifetime salary, have higher levels of employment, and contribute to the vibrancy of their community. High-quality early learning

opportunities are particularly beneficial for children whose early experiences otherwise put them at risk for experiencing later challenges. Applicants are encouraged to keep the needs assessment themes and strategic plan goals in mind to design a local system that holistically meets the needs of young children and families.

For more information on the history of the KPP visit the [KSDE Preschool Programming webpage](#).

For more information on the history of the ECBG visit [kschildrenscabinet.org](http://kschildrenscabinet.org).

## Blueprint for Early Childhood

The [Blueprint for Early Childhood](#) is KCCTF's strategic framework to optimize child and family well-being. With a focus on nurturing a culture of public-private partnerships through Healthy Development, Strong Families, and Early Learning, the Blueprint will be used in the review process for this RFP to align the KCCTF and KSDE investment portfolios and monitor progress toward shared goals.

ECBG and KPP applications will be expected to align with the Blueprint. Moving the needle on Healthy Development, Strong Families, and Early Learning will require community collaboration across sectors, involving multiple partners, both public and private, working toward a shared vision of high quality, accessible, affordable programs for young children and families.

Successful applicants will explain how their service approach:

- Supports the areas of impact (Healthy Development, Strong Families, Early Learning). See required outcomes, page 11;
- Contributes to the indicators of success (e.g., What do - Healthy Development, Strong Families, Early Learning - look like?);
- Builds community partnerships to support enhanced quality, accessibility, and affordability of programs for at-risk children and families;
- Utilizes common measurement tools to document progress toward KCCTF's long-term goals that is, Common Measures or another approved tool. See page 11.).

## II. GRANT OVERVIEW

### Eligible Applicants

Eligible applicants should be prepared to provide service delivery models that yield positive outcomes to Kansas children and families, including a commitment to evidence-based, data-driven practices. Applicants should include within their proposal a community-informed, community-driven collaborative approach with partners from the private sector. Eligible applicants may include:

- 501© (3) organizations in Kansas
- County and city governments in Kansas
- Unified School Districts (USDs) in Kansas

Strong proposals will include:

1. Plans based on community needs and data
2. A focus on outcomes
3. Public-private partnerships
4. Improving quality and/or access to services
5. A commitment to evidence-based, data-driven practices

### Population to be Served

The following definitions apply to this funding opportunity:

- **Children and Families Birth to 3:** children ages birth to 2 years and 364 days (on or before August 31, 2022), and may include prenatal supports. (Proposals will be funded by ECBG only)
- **Children and Families 3 to 5:** children ages 3 years (on or before August 31, 2022) up to kindergarten eligibility. (Proposals for preschool services may be funded by ECBG or KPP).
- **Children eligible for kindergarten** (age 5 on or before August 31, 2022) may not be served with these funds.
- **Other Participants:** any recipient of services who does not fulfill one of the categories listed above and serves children birth up to kindergarten eligibility, and may include prenatal supports. (Proposals will be funded by ECBG only)

Eligible applicants should be prepared to provide service delivery models that yield positive outcomes to children from birth up to kindergarten entry and their families, including prenatal supports, with a commitment to evidence-based, data-driven practices. Applicants should include within their proposal a community-informed, community-driven collaborative approach with partners from the private sector. Applicants should prioritize services for the

most at-risk children and families. At minimum, 50% of children served in PreK or 0-3 classrooms should meet one or more of the below criteria for students at risk of entering kindergarten socially, emotionally or academically unprepared for success:

At-Risk Criteria	Clarification
1. Poverty	Qualifies for free or reduced-price meals under the National School Lunch Program on September 20, 2022 (family income is less than 185% of the Federal Poverty Level).
2. Single parent families	<i>For school-based Pre-K:</i> Custodial parent is unmarried on the first day of school <i>For other early childhood services:</i> Custodial parent is unmarried on the first day services are provided
3. Children in foster care, custodial grandparents/kinship care, or out-of-home placement, or children who have been referred by the Department for Children and Families.	Child is in foster care, custodial grandparents/kinship care, or out-of-home placement at the time of enrollment. For children referred by DCF, the reason for referral must describe the need for the child to attend the Pre-K program or receive the early childhood service and be documented and signed by the DCF agent.
4. Teen parents	At least one parent was a teenager (19 years or younger) when the child was born.
5. Either parent is lacking a high school diploma or GED	<i>For school-based Pre-K:</i> At least one parent is lacking a high school diploma or GED on the first day of school <i>For other early childhood services:</i> At least one parent is lacking a high school diploma or GED on the first day services are provided
6. Limited English Proficiency	<i>For school-based Pre-K:</i> The student qualifies for bilingual weighting and ESOL services must be provided. Forms must be in child's file. Process and criteria are found at: <a href="https://www.ksde.org/Portals/0/Title/ESOL/ESOLProgramGuidance.pdf">https://www.ksde.org/Portals/0/Title/ESOL/ESOLProgramGuidance.pdf</a> . NOTE: ESOL services must be provided by qualified teachers. <i>For other early childhood services:</i> Child/caregiver speaks a language other than English at home
7. Lower than expected developmental progress in at least one of the following areas: cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills	<i>For school-based Pre-K:</i> Based on appropriate and valid assessment results, the developmental progress of the child has been determined by a trained professional to be lower than typically expected for his/her chronological age, yet above what would be considered eligible for special education services (based on the procedural manual and guidance materials of specific assessment instruments). Scores that fall at or below the 40 <sup>th</sup> percentile indicate 'at-risk'.

At-Risk Criteria	Clarification
7. Continued	<i>For other early childhood services:</i> ASQ results fall in the monitoring range or below cutoff (ASQ-3) or above cutoff (ASQ:SE-2) in at least one domain, or the child has an established IEP or IFSP.
8. Child qualifying for migrant status	<i>For school-based Pre-K:</i> Copy of Certificate of Eligibility must be on file. <i>For other early childhood services:</i> Caregiver is a migrant worker
9. Children who experience chronic or episodic homelessness	<i>For school-based Pre-K:</i> Residence of Homeless Student while Homeless must be completed in the KIDS Collection System as determined by local educational liaison. <i>For other early childhood services:</i> Child/caregiver has temporary housing or is homeless (including living in a shelter)
10. Children lacking health insurance	At time of enrollment, child has no health insurance coverage

**Community Partnerships**

Applicants must demonstrate appropriate community partnerships and the capacity to implement and administer the proposed project. Applicants should describe amounts and sources of match and/or in-kind, shared services between partners and how public-private partnerships will be utilized in meeting the grant objectives and outcomes. Partners could include, but are not limited to, public entities (local government, school districts, tribal programs and agencies, special education organizations, libraries, research and extension) and private entities (families, employers, philanthropies, media, civic groups, service providers, family- and center-based child care).

Grantees must provide and coordinate services and resources through community collaboration that includes IDEA Part C Infant-Toddler Services and IDEA Part B Section 619 providers and local early learning programs that build on, not duplicate, services for families with age-eligible children. Grantees must participate in the Local Interagency Coordinating Council (LICC) or an Advisory Committee that meets at least quarterly.

**1-800-CHILDREN**

[1-800-CHILDREN](#) is an easily accessible, reliable, and organized system of community resources that ensures Kansas families and communities are connected to the information, services, and supports they need, when they need them. The 1-800-CHILDREN Call Line and Resource Directory provides 24-hour, confidential, free information, support, and connection to local resources across the state. We are excited to increase the awareness and utilization of available resources and supports across Kansas.

Programs must establish and maintain an updated listing in the [1-800-CHILDREN Resource Directory](#). ECBG and KPP grantees must update their 1-800-CHILDREN listing at least annually.

*(Note that the 1-800-CHILDREN Resource Directory is not intended to replace the child care resource and referral services provided by Child Care Aware of Kansas, therefore licensed child care providers do not need to establish and maintain an updated listing for child care services in 1-800-CHILDREN and should continue to maintain updated information via Child Care Aware of Kansas.)*

In addition to updating a program listing at least annually, Kansas organizations serving families can:

- Share the electronic Family Outreach Card with families and caregivers in your community. 1-800-CHILDREN offers printed marketing/promotional materials such as magnets, palm cards, pens, etc. and hyperlinked logos for provider websites. Contact Kaitlyn Moore at [kamoore@kcs.org](mailto:kamoore@kcs.org) to request these.
- Check out the new 1-800-CHILDREN Resource Directory at <https://1800childrenks.org/>.
- Download the free 1-800-CHILDREN Resource Directory app by searching 1800childrenks in your iOS or Android app store
- Confirm your program is listed in the resource directory. This [Quick Reference Guide for Providers](#) video outlines step-by-step instructions on how to update, add, or claim your program in the 1-800-CHILDREN Resource Directory.
- To request a presentation or demo of the updated resource directory and call line supports or to reach out with additional questions or talk about more opportunities with 1-800-CHILDREN, contact Kaitlyn Moore, 1-800-CHILDREN Community Engagement and Marketing Coordinator, at [kamoore@kcs.org](mailto:kamoore@kcs.org).

## Outcomes and Data Collection

Applicants will be responsible for providing services that support the implementation of evidence-based practices designed to improve outcomes for children and families. Proposals may include strategies that are school-/center-based, home-based, or mixed delivery strategies to address components of the Blueprint for Early Childhood.

State statute (K.S.A. 38-2102) requires that moneys credited to the CIF be directed towards programs and services which are data-driven and outcomes-based. Funded programs will be held accountable for outcomes as articulated by their funding source.

KCCTF uses The Common Measures, a system of shared measurement that fosters a culture of continuous quality improvement by monitoring performance, tracking progress toward goals, and learning what is and is not working. While each KCCTF-funded program offers unique expertise and services, KCCTF will use shared measurement to point us all in the same direction, to create greater alignment among the goals of grantees, to build more collaborative problem solving, and to encourage an informal, ongoing learning community that supports

quality programming. This data helps paint a picture of the population being served by the funds provided by KCCTF through the CIF. In particular, it helps demonstrate the need for services provided by the CIF funded programs, by describing the level of risk of the population and how it lines up with the areas of risk targeted by the KCCTF. Grantees will also be expected to collect and enter required demographic information on the children and families participating in the proposed activities.

To effectively coordinate, improve, and track outcomes for children and families served through ECBG funds, grantees will be required to enter individual-level common measure data into the web-based outcome reporting system, Data Application and Integration Solutions for the Early Years (DAISEY) system, housed on a secure, HIPAA/FERPA-compliant server. Only de-identified data will be shared with KCCTF. Grantees will be able to upload data from their own system or directly enter data into the reporting system. Grantees will be trained and provided technical assistance. If grantees choose to utilize alternative systems and tools in addition to those funded and required by KCCTF, grantees understand that all costs affiliated with that decision shall be funded with non-ECBG dollars.

Common Measure specific tools are periodically reviewed and subject to change. The following table includes the outcomes that applicants should address along with the ECBG Common Measurement Tool(s) that applicants awarded ECBG grants will be required to collect and enter into the Cabinet data management system.

KPP grantees must also use measures that foster a culture of continuous improvement by monitoring data, tracking progress toward goals, and learning what is and is not working. Applicants awarded KPP grants will be required to obtain a Kansas Individual Data on Students Identification number (KIDS SSID) for each child participating in the KPP and participate in all required KSDE Data Collections, including entry in the KIDS Collection System. Applicants awarded KPP funds to provide preschool programming will be required to use either the Common Measures described below, or they may propose using an alternative evidence-based tool aligned with the Kansas Early Learning Standards. KSDE will consider and approve these proposed alternative evidence-based tools. KPP grantees will collect and enter aggregate outcomes data into the Foundations for School Success Web Application at the end of the program year.

Outcome	Common Measure
Healthy Development	Common Measure Description
1.1) Early identification: percentage of children who are screened for developmentally-appropriate communication skills,	<u>Agas &amp; Stages Questionnaires ®, Third Edition; ASQ-3, Agas &amp; Stages Questionnaires ®: Social-Emotional, Second Edition; ASQ:SE-2:</u> Early childhood programs provide an excellent avenue for early childhood developmental and social-emotional screening for a large number of children. Measures of child development and

Outcome	Common Measure
<p>general cognitive skills, and social and emotional skills and referred for additional services as needed.</p>	<p>social-emotional functioning are required for ALL children receiving services funded by the ECBG or KPP grants, with the exception of ASQ-3 for children with established delays (Individual Education Plan (IEP) or Individual Family Service Plan (IFSP)). Both the ASQ-3 and the ASQ:SE-2 should be administered within 30 days of the child entering the program or at the beginning of the evaluation year if the child has already been receiving services. For children 0 to 3 years old, it is recommended children be screened at each age interval provided by the ASQ-3 and ASQ:SE-2. However, every child 0 to 3 years of age is required to be screened at least twice during the evaluation year. Children 3 to 5 years old are only required to be screened once during the evaluation year, however, programs may determine locally to rescreen children. ECBG grantees will be required to enter individual-level ASQ data into the DAISEY system. KPP grantees can determine locally whether data will be entered into the ASQ Online system and will not be required to enter aggregate ASQ data into the Foundations for School Success Web Application at the end of the program year.</p>
<p>1.2) Social-emotional development: percentage of children who demonstrate improvement in positive self-regulation and compliance behaviors.</p>	<p><b>Devereux Early Childhood Assessment (DECA):</b>  Social-emotional measure required for children receiving social-emotional interventions funded by this grant opportunity above and beyond implementing social-emotional preschool curriculum.  For children in classrooms receiving these services, the Devereux Early Childhood Assessment (DECA) for Infants (1 to 18 months), Toddlers (18 to 36), or PreK (3 to 5 years) is used. An initial assessment should be conducted at the beginning of consultation services or at the beginning of the evaluation year if the child has already been receiving services. A 2nd assessment should be conducted following the completion of consultation services or before the end of the evaluation year (May 31). ECBG grantees will be required to enter individual-level DECA data into the DAISEY system. KPP grantees will report aggregate data at the end of the program year. Applicants awarded KPP funds to provide preschool programming will be required to use either this Common Measure, or they may propose using an alternative evidence-based tool aligned with the Kansas Early Learning Standards. KSDE will consider and approve these proposed alternative evidence-based tools.</p>

Outcome	Common Measure
<b>Strong Families</b>	<b>Common Measure Description</b>
<p>2.1) Safe, stable, and nurturing relationships (SSNRs): percentage of children whose family or primary caregivers demonstrate support of their learning and development.</p>	<p><b>Parenting Stress Index (PSI):</b> Required for any program providing home visitation or case management services at least once per month. The PSI is a parent questionnaire designed to evaluate the level of stress in the parent-child relationship. It is a self-report measure caregivers can complete in less than 10 minutes. An initial assessment should be completed prior to the beginning of the parenting/home visiting program or at the beginning of the evaluation year if the family has already been receiving services. A second PSI should be administered following the completion of the program or before the end of the evaluation year (May 31).</p>
<p>2.2) Safe, stable, and nurturing relationships (SSNRs): percentage of family or primary caregivers who indicate a positive level of family functioning, social support, nurturing and attachment, and concrete support.</p>	<p><b>The Keys to Interactive Parenting Scale (KIPS):</b> Required for any program providing parent education/home visitation. In addition, it is required for home visitation programs conducting more than three home visits per month. The KIPS assessment can only be conducted by early childhood staff members who have completed the required training and have successfully earned certification. An initial assessment should be completed prior to the beginning of the parenting/home visiting program or at the beginning of the evaluation year if the family has already been receiving services. A second KIPS should be administered following the completion of the program or before the end of the evaluation year (May 31).</p>
<b>Early Learning</b>	<b>Common Measure Description</b>
<p>3.1) Early literacy: percentage of children (birth up to kindergarten entry) who demonstrate ongoing competence in communication and literacy as appropriate for their development. (Individual Growth &amp; Development Indicators; IGDl/myIGDIs)</p>	<p><b>The Individual Growth and Development Indicator (IGDI) Early Communication Indicator (ECI):</b> Administered within Early Learning Environments to assess the development of communication over time for 0 to 3 year olds. The ECI is required for children involved in Early Learning Environments. For children aged 6 months to 35 months involved in these programs, the ECI is used three times a year.</p> <p><b>myIGDI:</b> Similar to IGDIs, myIGDIs allow for measurement of skill development and growth over time in Literacy and Numeracy. The myIGDIs are required for children in PreK programs. The myIGDIs should be administered three times a year to allow for tracking of growth and development in the two years prior to kindergarten. myIGDIs Español is the complementary Spanish version to myIGDIs Literacy+ and evaluates the early language and literacy skills of Spanish-English bilingual 4- to 5- year-old children.</p>

Outcome	Common Measure
<p>3.1) Early literacy: Continued</p>	<p>ECBG grantees will be required to enter individual-level myIGDI data into the DAISEY system. KPP grantees will report aggregate data at the end of the program year. Applicants awarded KPP funds to provide preschool programming will be required to use either this Common Measure, or they may propose using an alternative evidence-based tool aligned with the Kansas Early Learning Standards. KSDE will consider and approve these proposed alternative evidence-based tools.</p>
<p>3.2) Numeracy: percentage of children (ages 3 to 5) who demonstrate ongoing competence in numeracy skills as appropriate for their development (myIGDIs).</p>	<p><b>myIGDI:</b> Similar to IGDIs, myIGDIs allow for measurement of skill development and growth over time in Literacy and Numeracy. The myIGDIs are required for children in PreK programs. The myIGDIs should be administered three times a year to allow for tracking of growth and development in the two years prior to kindergarten. myIGDIs Español is the complementary Spanish version to myIGDIs Literacy+ and evaluates the early language and literacy skills of Spanish-English bilingual 4- to 5- year-old children.</p> <p>ECBG grantees will be required to enter individual-level myIGDI data into the DAISEY system. KPP grantees will report aggregate data at the end of the program year. Applicants awarded KPP funds to provide preschool programming will be required to use either this Common Measure, or they may propose using an alternative evidence-based tool aligned with the Kansas Early Learning Standards. KSDE will consider and approve these proposed alternative evidence-based tools.</p>
<p>3.3) Quality learning environments: percentage of high-quality early care and learning environments predictive of positive change in academic outcomes. (Classroom Assessment Scoring System; CLASS)</p>	<p><b>Classroom Assessment Scoring Scale (CLASS):</b> Observational assessment of the quality of the environment and adult-child interactions is required in the following programs:</p> <ul style="list-style-type: none"> <li>• PreK classrooms (ages 3 to 5 years) that do not have a lead teacher holding a teaching license issued by KSDE. Current (2021-2022) ECBG grantees should prepare to continue using the CLASS in 2022-2023 regardless of lead teacher qualifications.</li> <li>• Early Learning Environment classrooms (ages 0 to 3 years)</li> <li>• PreK and Early Learning Infrastructure (efforts to improve quality, rather than simply fund preschool slots)</li> <li>• Any Classrooms receiving Social-Emotional Classroom Consultation (including Homecare Providers).</li> </ul> <p>The CLASS assessment can only be conducted by early childhood staff members who have completed the required</p>

Outcome	Common Measure
3.3) Quality learning environments: Continued	<p>training and have successfully earned their CLASS observation certification. CLASS assessments are required for ALL classrooms in the fall. A 2nd <b>CLASS</b> assessment conducted during the spring is required only for environments not reaching the high-quality criteria in the fall.</p> <p>ECBG grantees will be required to enter individual-level CLASS data into the DAISEY system. KPP grantees that do not have a lead teacher holding a teaching license issued by KSDE will report aggregate data at the end of the program year.</p>

Additional requirements for programs providing preschool services

- Provide developmentally appropriate opportunities for meaningful family engagement and partnership (e.g., family night, parent education, parent volunteer opportunities).
- Provide the most inclusive classrooms possible. Children receiving Early Childhood Special Education Services (ECSE), who are Dual Language Learners (DLL) and English Learners (EL), who are from migrant worker families, and whose families are experiencing homelessness should be included in classrooms supported by ECBG/KPP funding.
- Implement an evidence-based preschool curriculum that includes literacy, math, and social-emotional components that align to the Kansas Early Learning Standards.
- Provide a minimum of 465 instructional hours for each child (as defined by the KSDE School Term Audit Guide available on the KSDE [Fiscal Auditing](#) webpage) during the school year.
- Hold staff credentials as required by their setting.
- Provide at least one meal or snack per classroom session to all children attending the program.

III. BUDGET INFORMATION

Allowable Use of Funds

Direct costs are those that can be identified specifically with a particular cost objective. These costs may be charged directly to grants, contracts, or to other programs against which costs are finally assigned. Typical direct costs chargeable to a grant include, but are not limited to: Compensation of employees for the time devoted and identified specifically to the performance of those programs; Costs of materials acquired, consumed, or expended specifically for the purpose of those programs; Travel expenses incurred specifically to carry out the program; etc.

The following are allowable uses of funds.

- Personnel (Salaries)
- Personnel (Benefits)
- Travel & Subsistence (for staff implementing the program)
- Furniture & Equipment
- Supplies
- Contractual
- Staff Education & Training
- Building, Space & Maintenance
- Other Direct Costs (including but not limited to costs associated with transporting children, costs associated with providing meals and snacks, costs associated with facilitating community partnerships and project coordination)

**Indirect costs (cannot exceed 8% of total grant costs).** Indirect costs are those that are not readily identifiable with the activities of the grant but are incurred for the joint benefit of those activities and other activities or programs of the organization. A cost may not be allocated to a federal program as an indirect cost if any other cost incurred for the same purpose. In accordance with OMB Circular A-87, indirect costs are: Incurred for a common or joint purpose benefiting more than one cost objective; and not readily assignable to the cost objectives specifically benefited without effort disproportionate to the results achieved. Examples include salaries and expenses for procurement, payroll, personnel functions, maintenance and operations, data processing, accounting, auditing, budgeting, communications (telephone, postage), etc.

## IV. APPLICATION PROCESS

### How to Apply

Applications and all required documentation must be submitted online using the Kansas [CommonApp](#) portal no later than 5:00 p.m. CST on December 20, 2021. **Applications received after this date/time will not be accepted. There will be NO exceptions.**

Applications will be reviewed independently by a panel of early childhood care and education stakeholders. A total of 100 points will be available based on the Selection Criteria below.

Failure to submit an application that contains all of the specified information may negatively affect the review of the application, preclude access to or use of award funds pending satisfaction of the conditions, and/or prevent the application from proceeding to the Grant Review Team for further consideration.

## Kansas CommonApp Portal

The [Kansas CommonApp portal](#) is a new grant submission tool to manage applicant profiles and proposals across a variety of state agency funding opportunities. A Help Desk is available to help applicants navigate the system and can be reached here:

<https://app.smartsheet.com/b/form/da6dd65bbfa84798ab93ed8d5df746b4>

The [Kansas CommonApp](#) includes both question-and-answer fields and the ability to upload all required documents.

### User Profile

Applicants will begin the application process by creating a “User Profile” when they login to the online [Kansas CommonApp portal](#). The information in your “User Profile” will be linked to every application submitted under your login information.

- Type of applicant (select from a drop-down: licensed child care provider, non-profit/501c3, county/city government, unified school district, community coalition with a fiscal agent, university/community college)
- General Contact information for Applicant (Including contact information for the Program Administrator)
- Business/Organization Information (Including federal EIN, and if applicable website address, child care licensing number, mission statement, 501c3 verification, Form 990, W9 or year- end financial statement)

### Project Abstract

The application requires a brief description (no more than 150 words) of the services to be provided with requested funding, primary strategies, geographic area, number of children and/or families to be served with the request, and anticipated outcomes. (5 points)

### Description of Need

Describe the local need, gaps and challenges related to the purpose of the grant.

- **What services are currently available for children and families birth to kindergarten entry in your community** (5 points)
- What gaps exist between those local needs and services currently available (5 points)

### Project Description

- Describe what strategies and services you will provide with the funds you are requesting from this grant. Describe how funds will be used between partners. Which services will your grant project be implementing? (15 points)
  - Describe details of service delivery. Include intensity of service delivery, duration of service(s) for each service, and location of service(s) (district building dedicated to early childhood, community building, in the home, etc.). If applicable, include curriculum for literacy, mathematics, social emotional development, home visiting, etc.

- Describe the population to be impacted by the project. What percentage of the population to be served do you estimate will meet at-risk criteria as described on page 9 of the RFP? Describe how you will prioritize services for the most at-risk children and families. Describe how your program will recruit and select eligible families from your community to your program. (10 points)
- Describe how your program will ensure not just equal access, but equitable services to the children and families in your community. (10 points)
  - From the [All In For Kansas Kids Strategic Plan](#): *Equity is the proportional distribution of resources and outcomes across groups based on existing and differential levels of access and opportunity. Equity is not the same as equality; while equality asks us to disburse resources evenly regardless of social, cultural, and/or historical barriers, equity requires recognition that individuals and families from certain marginalized groups require more resources, supports, and attention to achieve the same outcomes as their peers from dominant social or cultural groups. We acknowledge diversity in our work as a range of community and individual experiences, situations, and identities, and we work to address equitable access with regard to: resources and services, language differences and literacy barriers, housing access and economic distress, access to basic needs, cultural and social isolation, physical and attitudinal barriers, education opportunities, and discrimination on the basis of race, appearance, age, ethnicity, immigrant status, religious background, sexual orientation, gender identity, or ability.*

### Community Partnerships

Applicants must demonstrate appropriate community partnerships and the capacity to implement and administer the proposed project. Include the following details:

- Describe in detail any proposed partnerships and/or collaboration, including how they will address community needs more effectively than each partner working independently. Details should include: amounts and sources of match and/or in-kind, shared services between partners and how public-private partnerships will be utilized in meeting the grant objectives and outcomes. (15 points)

### Measures of Success

Complete the Logic Model (available in the Logic Model Tab of the application in the Kansas CommonApp portal) to explain how your program will identify and commit to tracking and reporting measures of success. (10 points)

### Budget and Budget Narrative

- Describe how you will use this funding. (5 points)
- Describe other sources of funding that support your program. (5 points)
- Complete the Budget Template. (15 points)

Programs applying for this grant must demonstrate that they are reinvesting other available sources of funding into their programs before requesting this funding to supplement gaps.

Applicants must complete and submit the Budget Worksheets provided in the template (available on the Budget & Budget Narrative Tab of the application in the Kansas CommonApp portal). There will be 3 sections for you to complete.

1. Instructions and Summary Page
2. The Preschool Revenue Calculator
3. The Preschool Budget Template

Indirect expenses for funding are capped at 8% of direct expenses.

*Budget information specific to school districts (required for either funding stream)*

Applicants submitting proposals that will fund preschool slots in multiple school districts should submit multiple Budget Worksheets (one Excel file per school district).

**School** districts applying for grant funds will first demonstrate that they are reinvesting other available sources of funding (state enrollment aid and accompanying weightings, special education funds, federal Head Start funds) into their preschool programs before requesting grant funding to supplement gaps.

A school district's budget should include **all** costs related to providing preschool to **all** preschool students enrolled in the district. This should include costs associated with any students served by partners (interlocals, special education cooperatives, nonprofit agencies, etc.). These costs can be included in the ""contractual"" category. The corresponding justification should include which entity is claiming categorical aid (if applicable). This is intended to provide the grant review team a complete picture of the revenue and expenditures supporting applicants' preschool programming.

#### Partnership Member Endorsement List

If applicable, applicants should keep a list of names, with emails and phone numbers, of individuals representing any entity involved in the implementation of this project. This includes both entities receiving funds from you as the applicant and/or playing key roles in implementing the project. A template is provided (in MS Excel format) on the Partnerships Tab inside the application in the [Kansas CommonApp portal](#).

#### 501c3 Verification (required, if applicable)

Required as applicable per type of organization. Applicants can upload these on their User Profile within the [Kansas CommonApp portal](#).

## Technical Assistance

KCCTF and KSDE are committed to supporting equitable access to this grant funding and have developed ways to help applicants and grantees. The purpose of this technical assistance is three-fold:

- Build skills and capacity for grant-writing among Kansas organizations and entities,
- Provide support in making connections or translating good ideas to grant proposal language, and
- Aid in identifying sources of supporting data on need.

Technical assistance includes the following:

- **Kansas CommonApp Webinar – November 1, 2021, 2:00 p.m.:** will provide an overview of the grant portal and application process. Information about the webinar and registration will be posted to the KCCTF website, including a recording of the webinar for those who cannot attend the live session. [Please register to attend this webinar through Zoom.](#)
- **Questions Regarding this RFP:** All questions must be submitted via the [ECBG/KPP Technical Assistance Request Form](#) by 5:00 p.m. CST on Wednesday, December 15, 2021. Responses will be made directly to individuals within three business days. Questions and answers will be compiled as they are received and will be posted as quickly as possible on the [Children’s Cabinet](#) and [KSDE](#) websites.
- **Support in using the Preschool Revenue Calculator and Budget Template:** All questions must be submitted via the [ECBG/KPP Technical Assistance Request Form](#).
- **Questions related to navigation and interaction with the Kansas CommonApp portal Help Desk support:** All questions must be submitted via the [ECBG/KPP Technical Assistance Request Form](#).

## IV. REVIEW AND SELECTION PROCESS

### Proposal Review

KSDE and KCCTF are committed to ensuring a fair and equitable process for awarding grants. KPP recommendations will be provided to the Kansas State Board of Education for final approval. ECBG recommendations will be provided to KCCTF members for final approval. KSDE and KCCTF reserve the right to work with grantees to modify proposals if needed.

### Selection Criteria

Evaluators will use the following scoring rubric in reviewing proposals. A maximum of 100 points will be possible.

#### 2022-2023 ECBG-KPP Scoring Rubric

Category / Question	Insufficient	Minimal	Sufficient	Optimal
<b>Project Abstract</b>	0 points	1-2 points	3-4 points	5 points
<b>Provides a brief description of 1-Requested Funding, 2-Primary Strategies, 3-Geographic area to be covered, 4-Number of children to be served, and 5-Anticipated Outcomes</b>	The abstract does not describe any of these items.	The abstract describes one or two of these items.	The abstract describes three or four of these items.	The abstract describes all five of these items.
<b>Description of Need</b>	0 points	1-2 points	3-4 points	5 points
<b>Describe what services are currently available for children and families birth to</b>	No description of current opportunities and services or	The applicant explains current opportunities and services in the area	The applicant explains current opportunities and services in the area. They also offer an	The applicant clearly describes any current opportunities and services in the area. These opportunities are clearly not

Category / Question	Insufficient	Minimal	Sufficient	Optimal
kindergarten entry in your community.	how their program would align with existing services is provided.	but no explanation of how their program would align with these services.	explanation of how their proposal aligns with existing services or benefits those currently underserved in the community, however, they do not seem to be well aligned.	sufficient to provide the community with the proposed services. The applicant has a clear plan to supplement any existing services or to provide services to those currently underserved in the community.
<b>Description of Need</b>	0 Points	1-2 Points	3-4 Points	5 Points
<b>What gaps exist between those local needs and services currently available.</b>	No description of the local need, gaps or challenges are provided	The applicant describes the services available in the area, but doesn't paint a picture of a need for additional services or gap in who these services are available for or any challenges in getting these services.	The description of services shows some need in the community for the proposed services although there are other options for these services in the area.	The applicant describes a clear need for the proposed services that could include a lack of services or affordable services in the area, high rate of low socioeconomic factors in the area, ASQ results or other kindergarten entry data, etc.

Category / Question	Insufficient	Minimal	Sufficient	Optimal
Project Description	0-1 points	2-5 points	6-10 points	11-15 points
The applicant describes what strategies and services they will provide with the funds they are requesting from this grant. Describe how funds will be used between partners.	It is unclear how the funds from this grant will be spent.	The applicant provides a vague idea of what funds will be spent on.	The applicant provides a picture of how funds will be spent.	The applicant provides a clear picture of what their program will be spending grant funding on and how it will be spent between partners.
The applicant selected/listed which services they would be implementing	No Points for this Question	No Points for this Question	No Points for this Question	No Points for this Question
The applicant completed the project detail questions related to the services they will be offering	No Points for this Question	No Points for this Question	No Points for this Question	No Points for this Question
Project Description	0-1 Points	2-4 Points	5-7 Points	8-10 Points
The applicant describes the population to be impacted by the project. This includes basic demographic information of the children and families and how they will meet the at-risk requirements detailed in page 9 of the RFP. The applicant provides outreach strategies on how they will recruit and select eligible families from their community.	The applicant doesn't describe the population to be impacted by this project OR fewer than 50% of the PreK or 0-3 children in classrooms served will meet at least one of the at-risk	For PreK and 0-3 classrooms: At least 50% of the children served with grant funds will meet at least one at-risk criteria as described on page 9 of the RFP.  For other early childhood services:	The applicant describes a basic plan for how they will conduct outreach (for example, posting announcement online)  For PreK and 0-3 classrooms: At least 50% of the children served with grant funds will meet at least	Applicant demonstrates a strong plan for actively recruiting families (for example, relationships for referrals from community partners, hosting screening days or community events) and describes plan to prioritize enrollment based on child/family needs.  For PreK and 0-3 classrooms: At least 50% of the children served

Category / Question	Insufficient	Minimal	Sufficient	Optimal
Continued...	criteria as described on page 9 of the RFP. The Applicant does not describe a plan for how they will conduct outreach.	Applicant does not clearly describe how they will prioritize serving an at-risk population.	one at-risk criteria as described on page 9 of the RFP.  For other early childhood services: Applicant describes how they will prioritize serving children and families most at risk first.	with grant funds will meet at least one at-risk criteria as described on page 9 of the RFP.  For other early childhood services: Applicant provides a detailed description of how they will prioritize serving children and families most at risk and a detailed plan of how they will recruit and select eligible children and families.
<b>Project Description</b>	0-1 Points	2-4 Points	5-7 Points	8-10 Points
The applicant describes how their project will ensure equitable services, programs, and/or access for Kansas families. The applicant acknowledges diversity in their work as a range of community and individual experiences, situations, and identities, and work to address equitable access with regard to: resources and services, language differences and literacy barriers, housing access and economic distress, access to basic needs, cultural	The applicant doesn't describe how they will ensure equitable services programs, and/or access for Kansas families.	The applicant poorly describes how they will ensure equitable access for the targeted population.	The applicant describes some of the strategies used to ensure equitable access but could benefit from additional detail.	The applicant provides a clear and detailed description of all strategies to be used to ensure equitable access of the program.

Category / Question	Insufficient	Minimal	Sufficient	Optimal
and social isolation, physical and attitudinal barriers, education opportunities, and discrimination on the basis of race, appearance, age, ethnicity, immigrant status, religious background, sexual orientation, gender identity, or ability.	Continued...	Continued...	Continued...	Continued...
<b>Community Partnerships</b>	0-1 points	2-5 points	6-10 points	11-15 points
The applicant describes in detail any proposed partnerships and/or collaboration, including how they will address community needs more effectively than each partner working independently. Details should include: amounts and sources of match and/or in-kind, shared services between partners and how public-private partnerships will be utilized in meeting the grant objectives and outcomes.	No partnerships or collaborations are described.	There is no clear reason why the partnership/collaboration will make service delivery more efficient or effective. Little or no details about match/in-kind or how public-private partnerships will be utilized.	The applicant provides some details about how the partnership/collaboration will coordinate to make service delivery more efficient or effective. Match and/or in-kind not fully described or grant objectives and outcomes not addressed clearly.	The applicant clearly describes how the collaborative approach will make providing services more efficient or effective. Applicant detailed match and/or in-kind amounts and sources, shared services between partners and how public-private partnerships will be utilized in meeting grant objectives and outcomes.

Category / Question	Insufficient	Minimal	Sufficient	Optimal
<b>Measures of Success (Logic Model)</b>	0-1 points	2-4 points	5-7 points	8-10 points
<b>Does the Logic Model detail program alignment with the grants' outcomes?</b>	The application does not include a logic model, the logic model provided does not align with the grant's outcomes, or the logic model is poorly organized (does not use the template provided).	The application includes a logic model but is not aligned to the outcomes or it is missing some elements.	The application includes logic model aligned to the outcomes, and some of the recommended outcomes.	The application includes a clear and complete logic model. The logic model aligns with each of the required outcomes.
<b>Budget</b>	0 points	1-2 points	3-4 points	5 points
<b>The applicant details how funds from the grant will be spent.</b>	It is unclear how the funds from this grant will be spent.	The applicant provides a vague description of how grant funds would be spent. OR Some of the expenditures or activities are not allowed by the grant.	The applicant provides a description of how grant funds would be spent, all costs are allowable within the parameters of the grant.	The applicant clearly provides a detailed description that accounts for all funding sources.

Category / Question	Insufficient	Minimal	Sufficient	Optimal
<b>Budget</b>	0 points	1-2 points	3-4 points	5 points
The applicant describes how they are using other funding sources available to their program. This grant fills a gap between other funding and what the program needs to operate.	The applicant did not describe any other sources of funding they will be accessing to support the program.	The applicant has other sources of funding available that they are not fully accessing.	The applicant is accessing other sources of funding to support their program, but is relying mostly on this grant funding to support their program.	The applicant has fully spent all other sources of funding available to their program and is only asking for funds to fill the gap between funding available to them and the funds they need to operate.
<b>Budget</b>	0 points	1-2 points	3-4 points	5 points
All required sections of the budget template complete	The applicant did not attempt to complete all required components of the budget: - Instructions and Summary Page - Preschool Revenue Calculator (if applicant will provide preschool services) - Budget Template	One or more components is incomplete or vastly inconsistent with the remaining worksheets. If the applicant will provide preschool services, the Preschool Revenue Calculator does not include the <b>reported</b> 21-22 enrollment/FTE OR does not include the projected 22-23 revenue.	If the applicant will provide preschool services, the Preschool Revenue Calculator includes the <b>reported</b> 21-22 enrollment/FTE and the projected 22-23 revenue; <b>The "Budget Justification - Enrollment" section in cell B61 provides an explanation if the district forecasts a reduction in enrollment and associated revenue in 2022-2023 from 2021022. Indirect</b>	All required components are complete. A school district's budget includes all costs related to providing preschool to all preschool students enrolled in the district, including any students served by partners.  If partners are identified, their funding is included. No ineligible expenses are included, and indirect costs do not exceed 8%.

Category / Question	Insufficient	Minimal	Sufficient	Optimal
Continued...	Continued...	Continued...	expenses do not exceed 8%	Continued...
<b>Budget</b>	0 points	1-2 points	3-4 points	5 points
<b>Clear description justifying costs</b>	Does not identify or justify all requested grant costs.	Identifies but does not describe costs for some activities or some categories of requested grant expenses listed on budget worksheet. Not mathematically sound and consistent.	Identifies and describes costs for all activities and categories of expenses listed on budget worksheet. Mathematically sound and consistent. If partners are identified, their funding is included.	Identifies and describes costs for all activities and describes every category of expenses listed on budget worksheet AND Justification clearly describes cost relevance, estimation and calculation methods. Mathematically sound and consistent.
<b>Budget</b>	0 points	1-2 points	3-4 points	5 points
<b>Grant Proposal supplements existing sources of funding</b>	The applicant's proposed investment in their program is less than 75% the revenue generated by other sources (for school districts providing preschool this	The applicant's proposed investment in their program is at least 75% the revenue generated by other sources (for school districts providing preschool this includes the following: state enrollment aid and	The applicant's proposed investment in their program is at least equal to the revenue generated by other sources (for school districts providing preschool this includes the following: state enrollment aid and accompanying	The applicant's proposed investment in their program is greater than the revenue generated by other sources (for school districts providing preschool this includes the following: state enrollment aid and accompanying weightings for preschoolers including at-risk weighting, special education funds, federal Head Start funds)

Category / Question	Insufficient	Minimal	Sufficient	Optimal
Continued...	includes the following: state enrollment aid and accompanying weightings for preschoolers including at-risk weighting, special education funds, federal Head Start funds)	accompanying weightings for preschoolers including at-risk weighting, special education funds, federal Head Start funds)	weightings for preschoolers including at-risk weighting, special education funds, federal Head Start funds)	Continued...

## V. POST-AWARD REQUIREMENTS

### Reporting Requirements

Once grants are awarded, grantees will report as required by their funding source.

ECBG	KPP
<p><b>Quarterly Performance Reporting</b> Grantees will be required to submit quarterly progress reports to KCCTF. Content, format, and timeframes for these reports will be detailed in the terms and conditions of the Award Letter.</p> <p><b>Monthly Expenditure Reporting:</b> Program reporting includes a monthly financial report. By the 10th of <u>each month</u> the grantee will submit a monthly grant transaction report for payment via email to <a href="mailto:dadegbore@ksde.org">dadegbore@ksde.org</a>. <i>KCCTF reserves the right to consider past compliance with reporting requirements as a supporting factor for grant award.</i></p> <p><b>Ongoing Audit Requirements :</b> Transmittal Letter for Audit, Form 990, or most recent Year-end Financial Statement Insert, or any other audit requirements.</p> <p><b>On-Going Data Sources and Evaluation Frameworks:</b> Through rigorous evaluation, KCCTF's independent evaluator, Wichita State University, will evaluate the impact of CIF dollars for ECBG. Grantees will work with the independent evaluator for data collection to provide rapid-cycle feedback about performance, promote continuous quality improvement, and track program outcomes.</p>	<p><b>KIDS Collection System:</b> Grantees agree that they shall obtain a Kansas Individual Data on Students Identification number (KIDS SSID) for each child participating in the KPP and participate in all required KSDE Data Collections, including entry in the KIDS Collection System.</p> <p><b>Auditing:</b> KPP grantees sign assurances that programs will maintain classroom rosters for all children enrolled in the KPP. The KSDE Fiscal Auditing team will collect rosters for students enrolled in 2022-2023 as part of the regular audit during the 2022-2023 school year, along with the expenditures from the 2022-2023 school year.</p> <p><b>End-of-Year Performance Reporting:</b> Grantees agree that they shall enter requested data into the end of year KPP Survey in the Foundations for School Success web application.</p> <p><b>End of Year Expenditure Reporting:</b> Grantees will be asked to provide end-of-year expenditures. Program reporting will include</p> <ol style="list-style-type: none"> <li>1. Temporary Assistance for Needy Families (TANF) reimbursement request reports. These will be submitted quarterly for school district grantees under the LEA Forms web application. The report is called Kansas Preschool Pilot-TANF quarterly report. Non-district grantees will submit their request quarterly to Kansas Department of Education via email.</li> <li>2. Funding from CIF will be reported by all grantees by submitting an End of Year report in May.</li> </ol>

## VIII. ASSURANCES

Once grants are awarded, ECBG grantees will sign and return ECBG assurances and KPP grantees will sign and return KPP assurances.

### 2022-2023 ECBG Assurances

1. **Supplanting of Grant Funds:** The grantee shall not replace or supplant funding of another existing program with funds provided for in this Grant. Funds awarded under this Agreement may not be used for any purpose other than the one defined in this document.
2. **Debarment:** As part of the Code of Federal Regulations (45 C.F.R. Part 76), all governmental entities receiving funding from the Federal Government must participate in a government wide system for non-procurement debarment and suspension. A person or entity that is debarred or suspended shall be excluded from Federal financial and non-financial assistance and benefits under Federal programs and activities. Debarment or suspension of a participant in a program by one agency shall have government wide effect. The Deputy Commissioner of Education is authorized to impose debarment. Before any person or entity enters into an agreement, grant or contract with KCCTF, the [Excluded Parties Lists](#) shall be researched for potential debarred persons or entities.
3. **Compliance with Laws and Regulations:** The Grantee agrees that it will comply with all federal, state, and local laws and regulations in effect at any time during the course of this Grant. The Grantee shall certify to the KCCTF Executive Director that it will provide a drug- free workplace and as a condition of the Grant, the Grantee will not engage in the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance in conducting any activity with the Grant.
4. **Nondiscrimination and Workplace Safety:** The grantee agrees to abide by all state, federal and local laws, rules, and regulations prohibiting discrimination in employment and controlling workplace safety. Any violation of applicable laws, rules and regulations may result in termination of this Grant.
5. **ADA Compliance:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 et. seq.) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-111 et seq.) and the applicable provisions of the Americans with Disabilities Act (42 U.S.C. 12101 et. seq.) (ADA) and to not discriminate against any person because of race, religion, color, sex, disability, national origin or ancestry, or age in the admission or access to, or treatment or employment in, its programs or activities; (b) to include in all solicitations or advertisements for employees, the phrase "Equal Opportunity Employer;"
6. to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116;
  - a. to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with

the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) if it is determined that the contractor has violated applicable provisions of ADA, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

- b. Parties to this contract understand that the provisions of this paragraph (with the exception of those provisions relating to the ADA) are not applicable to a contractor who employs fewer than four employees during the term of such contract or whose contracts with the contracting state agency cumulatively total \$5,000 or less during the fiscal year of such agency.
7. **Audit Requirements:** Awards of Federal funds are subject to the Audit Requirements listed in the Office of Management and Budget (OMB) Guidance for Grants and Agreements 2 CFR 200. Organizations expending a cumulative total of Federal award funds from all sources in excess of \$750,000 during their fiscal year must have a single audit completed. Organizations spending less than \$750,000 annually in Federal awards are subject to other grant management requirements.
8. **Cost Principles:** Funds awarded through this agreement are subject to the requirements as established by the Office of Management and Budget (OMB) Guidance for Grants and Agreements 2 CFR 200.

## 2022-2023 KPP ASSURANCES

For the duration of the 2022-2023 Kansas Preschool Pilot performance period, the grantee shall:

1. Provide a nondiscriminatory program.
2. Implement program standards as described in the 2022-23 RFP. These include:
  - a. Implement an evidence-based curriculum aligned with the Kansas Early Learning Standards
  - b. Ensure that each child receives a developmental screening using an approved screening tool. The program must share results with the child's family.
  - c. Implement an approved assessment to measure children's developmental growth upon entry and exit of the program.
  - d. Implement the KPP for a minimum of 465 instructional hours during the school year in all classrooms. Ensure all children have access to the same number of programming hours.
  - e. Maintain an adult-to-child ratio of 1:10 or better at all times and a maximum class size of 20.
  - f. Ensure that all staff are qualified and hold the licensure as their position dictates.
  - g. Utilize the Local Interagency Coordinating Council (LICC) or an Advisory Committee that meets at least quarterly. The committee must include at least one currently enrolled parent, and may include Part C Infant and Toddler Services Early Intervention, Part B 619, other early learning programs, or local home visiting programs.
  - h. Communicate with the LICC or Advisory Committee about: the number of children enrolled and on the wait list, and number of openings available, staffing changes and/or vacancies, results of community collaboration and upcoming opportunities to collaborate, and upcoming professional learning opportunities
  - i. Provide and coordinate services and resources through community collaboration that includes IDEA Part B Section 619 providers and local early learning programs and builds on, but does not duplicate, services for families with age-eligible children.
  - j. Provide developmentally appropriate opportunities for meaningful family engagement (i.e. family nights, parent/teacher conferences, field trips, parent volunteers).
  - k. Provide 15 hours of in-service training to all direct service staff, teachers, paraprofessionals and aides in the area of early learning, including Child Abuse and Neglect training.
  - l. Provide at least one meal or snack per classroom session to each child in attendance.

- m. Provide a safe and developmentally appropriate environment for all children.
  - n. Make available services such as transportation, health services, appropriate nutritional meals, and screenings for hearing and vision as required by federal, state, and/or local law.
3. Serve children aged 3 through 5. Children eligible for kindergarten (age 5 on or before August 31) may not be served with these funds.
  4. Ensure that on September 20, 2022, at least 50% of the children served by KPP funding meet at least one of the criteria outlined in this RFP for students at risk of entering kindergarten socially, emotionally or academically unprepared for success.
  5. Maintain records, including rosters of children served and child eligibility verification, to substantiate program and funding compliance, and afford access to such records as needed by KSDE.
  6. Submit reports to KSDE to enable the agency to perform its duties, including program information, child attendance, classroom practices, and child assessment results.
    - a. Obtain a Kansas Individual Data on Students Identification number (KIDS SSID) for each child participating in the KPP and participate in all required KSDE Data Collections, including entry in the KIDS Collection System. KIDS SSID's may be obtained through the ASGT Record to the KIDS Collection System.
    - b. Enter data in the Foundations for School Success (FSS) authenticated application. The End-of-Year Report will be completed in Foundations for Student Success between May 1 and May 31, 2023.
  7. Establish and maintain an updated listing in the [1-800-CHILDREN Resource Directory](#). Update your program's 1-800-CHILDREN listing at least annually.
  8. Use fiscal control and accounting procedures to ensure proper disbursement of, and accounting for, state and federal funds paid to such applicants under this program.
    - a. Supplanting of Grant Funds: The grantee shall not replace or supplant funding of another existing program with funds provided for in this Grant. Funds awarded under this Agreement may not be used for any purpose other than the one defined in this document.
    - b. Compliance with Laws and Regulations: The Grantee agrees that it will comply with all federal, state, and local laws and regulations in effect at any time during the course of this Grant.
    - c. Nondiscrimination and Workplace Safety: The grantee agrees to abide by all state, federal and local laws, rules, and regulations prohibiting discrimination in employment and controlling workplace safety.
    - d. Audit Requirements: Awards of Federal funds are subject to the Audit Requirements listed in the Office of Management and Budget (OMB) Guidance for Grants and Agreements 2 CFR 200. Organizations expending a cumulative total of Federal award funds from all sources in excess of \$750,000 during their fiscal year must have a single audit completed. Organizations spending less than \$750,000 annually in Federal awards are subject to other grant management requirements.

- e. Cost Principles: Funds awarded through this agreement are subject to the requirements as established by the Office of Management and Budget (OMB) Guidance for Grants and Agreements 2 CFR 200.
- f. Administrative costs: The grantee will not request Temporary Assistance for Needy Families (TANF) reimbursements for administrative costs. Grantees may refer to the "LEA Forms" KSDE authenticated web application for the TANF definition of "administrative costs."