

2023-2024
Early Childhood Block Grant (ECBG)
Request for Proposals

Contents

- I. FUNDING OPPORTUNITY.....4
 - Timeline for RFP 4
 - Program Philosophy 4
 - Blueprint for Early Childhood..... 6
- II. GRANT OVERVIEW8
 - Eligible Applicants 8
 - Population to be Served..... 8
 - Community Partnerships..... 10
 - 1-800-CHILDREN 10
 - Outcomes and Data Collection 11
- III. BUDGET INFORMATION 15
 - Allowable Use of Funds..... 15
- IV. APPLICATION PROCESS 16
 - How to Apply 16
 - Kansas CommonApp Portal..... 16
 - User Profile 16
 - Project Abstract..... 16
 - Description of Need..... 17
 - Project Description 17
 - Community Partnerships 17
 - Measures of Success 18
 - Budget and Budget Narrative..... 18
 - Partnership Member Endorsement List..... 19
 - 501c3 Verification (required, if applicable) 19
 - Technical Assistance 19
- IV. REVIEW AND SELECTION PROCESS.....20
 - Proposal Review..... 20
 - Selection Criteria..... 20
 - 2023-2024 ECBG Scoring Rubric..... 20

V. POST-AWARD REQUIREMENTS.....27
 Reporting Requirements.....27
VIII. ASSURANCES.....28
 2023-2024 ECBG Assurances.....28

I. FUNDING OPPORTUNITY

The Children’s Cabinet and Trust Fund (KCCTF) announces the release of funding opportunity to provide high-quality education for children birth up to kindergarten entry to meet specific early childhood outcomes for state fiscal year 2024 (school year 2023-2024). 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.

Early Childhood Block Grant (ECBG) is 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.

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. USDs or organizations currently receiving SFY23 funding from the Kansas State Department of Education for the Kansas Preschool Pilot are not eligible to apply.

Awards listed under this RFP are for a 1-year funding period from July 1, 2023, to June 30, 2024. Funding sources for these grants include the Children’s Initiative Fund (CIF). 2023-2024 ECBG funding is dependent upon the final budget approved during the 2023 Legislative Session.

Timeline for RFP

Timeline	Date(s)
Release of RFP and Kansas CommonApp Portal Opens	November 4, 2022
Kansas CommonApp portal webinar	November 4, 2022
Written questions from applicants due	December 9, 2022
Applications Due	December 16, 2022 (by 5:00 p.m.)
Children’s Cabinet considers funding recommendations	April 14, 2023
Grantee Notification	Following the April Cabinet Meeting (pending legislative budget approval)
Grant Year	July 1, 2023 – June 30, 2024

Program Philosophy

During 2019, KCCTF, the Kansas State Department of Education, 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 2021, an update of the statewide comprehensive needs assessment was conducted to understand the current needs of both our early childhood care and education system and our youngest Kansans and their families. The [2021 Needs Assessment](#) findings illustrate the continued challenges Kansas families with young children experience related to availability, accessibility, and navigation barriers across the Kansas early childhood care and education system. In 2021, families coped with the evolving day-to-day impacts of the COVID-19 pandemic while facing the reality that a critical service—child care—continued to reel from dwindling capacity. Our early childhood workforce struggled, trying to provide care for Kansas families in need while contending with an unprecedented workforce shortage that cannot be easily addressed with short-term relief efforts.

The KCCTF ECBG is one of many funding sources that supports 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 ECBG visit 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 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. (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 (not currently receiving Kansas Preschool Pilot funding from KSDE)

Strong proposals will include:

1. Plans based on community needs and data that address the needs assessment themes and align with the goals of the strategic plan.
2. A focus on outcomes
3. Public-private partnerships
4. A commitment to evidence-based, data-driven practices
5. Increase the availability of high-quality child care for infants and toddlers, low-income families, migrant families, children with special health care needs, children experiencing homelessness, children involved with foster care and/or care offered during non-traditional hours.

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, 2023) and may include prenatal supports.
- **Children and Families 3 to 5:** children ages 3 years (on or before August 31, 2023) up to kindergarten eligibility.
- **Children eligible for kindergarten** (age 5 on or before August 31, 2023) 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.

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:

Priority Criteria	Clarification
1. Poverty	Qualifies for free or reduced-price meals under the National School Lunch Program on September 20, 2023 (family income is less than 185% of the Federal Poverty Level).
2. Single parent families	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	At least one parent is lacking a high school diploma or GED on the first day services are provided
6. Limited English Proficiency	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	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	Caregiver is a migrant worker
9. Children who experience chronic or episodic homelessness	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 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@kcsl.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 Stephanie Boone, 1-800-CHILDREN Community Engagement and Marketing Coordinator, at sboone@kcsl.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 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.

Outcome	Common Measure
<p>Healthy Development</p> <p>1.1) Early identification: percentage of children who are screened for developmentally-appropriate communication skills, general cognitive skills, and social and emotional skills and referred for additional services as needed.</p>	<p>Common Measure Description</p> <p><u>Agas & Stages Questionnaires ®, Third Edition; ASQ-3, Agas & Stages Questionnaires ®: Social-Emotional, Second Edition; ASQ:SE-2:</u></p> <p>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 social-emotional functioning are required for ALL children receiving services funded by ECBG 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.</p>
<p>1.2) Social-emotional development: percentage of children who demonstrate improvement in positive self-regulation and compliance behaviors.</p>	<p>Devereux Early Childhood Assessment (DECA):</p> <p>Social-emotional measure required for children receiving mental and behavioral health services or social-emotional interventions in classrooms 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</p>

Outcome	Common Measure
1.2 Continued	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.
Strong Families	Common Measure Description
2.1) Safe, stable, and nurturing relationships (SSNRs): percentage of children whose family or primary caregivers demonstrate support of their learning and development.	<u>Parenting Stress Index (PSI)</u> : 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).
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.	<u>The Keys to Interactive Parenting Scale (KIPS)</u> : Required for any program providing parent education. In addition, it is required for home visitation or case management 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).
Early Learning	Common Measure Description
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 &	<u>The Individual Growth and Development Indicator (IGDI) Early Communication Indicator (ECI)</u> : 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 child care settings and infant toddler services. For children aged 6 months to 35 months involved in these programs, the ECI is used three times a year. <u>myIGDI</u> : Similar to IGDI, myIGDI allow for measurement of skill development and growth over time in Literacy. The myIGDI are required for children in child care settings, classrooms or PreK

Outcome	Common Measure
Development Indicators; IGDl/myIGDIs)	<p>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.</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>myIGDI: Similar to IGDIs, myIGDIs allow for measurement of skill development and growth over time in Numeracy. The myIGDIs are required for children ages 3-5 in child care settings, classrooms, or Pre-K 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.</p> <p>ECBG grantees will be required to enter individual-level myIGDI data into the DAISEY system.</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>3.3) Quality learning environments: Continued</p>	<p>Classroom Assessment Scoring Scale (CLASS): 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"> • Infant, Toddler or Preschool classroom/child care settings (ages 0 to 5 years) • PreK and Early Learning Infrastructure (efforts to improve quality, rather than simply fund preschool slots) • Any Classrooms receiving Social-Emotional Classroom Consultation (including Homecare Providers). <p>The CLASS assessment can only be conducted by early childhood staff members who have completed the required training and have successfully earned their CLASS observation certification. CLASS assessments are required for ALL classrooms in the fall. A 2nd CLASS 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.</p>

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 16, 2022. **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? (20 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 how you are targeting (or adapting) your programmatic and outreach strategies to ensure equitable access to marginalized/underserved priority populations. Clearly define target populations and include programmatic and outreach strategies. What percentage of the population to be served do you estimate will meet priority criteria as described on page 9 of the RFP? (15 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. (10 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. (15 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. (10 points)
- Clear description justifying costs. (5 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 FY24 ECBG Budget Worksheet 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. Budgeted Partners (tab 3)
2. Program Budgets - (create a budget for each program (tabs 4-14))
3. Total Proposed ECBG Budget – include Overall Organization Budget (tab 2)

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

Budget information specific to school districts

In addition to the FY24 ECBG Budget Worksheet, school district applicants must also submit a FY24 KSDE Budget Worksheet. This template will not be available until approximately December 1, 2022. Applicants should check back closer to December 1st to access this template but can begin work on the application and FY24 ECBG Budget Worksheet in the meantime.

Applicants submitting proposals that will fund preschool slots in multiple school districts should submit multiple FY24 KSDE 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 is committed to supporting equitable access to this grant funding and has 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 Technical Walkthrough** – will provide an overview of the grant portal. Available on-demand on the [KCCTF website](#).
- **Questions Regarding this RFP:** All questions must be submitted via the [ECBG Technical Assistance Request Form](#) by 5:00 p.m. CST on Friday, December 9, 2022. 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](#) website.
- **Questions related to navigation and interaction with the Kansas CommonApp portal Help Desk support:** All questions must be submitted via the [ECBG Technical Assistance Request Form](#).

IV. REVIEW AND SELECTION PROCESS

Proposal Review

KCCTF is committed to ensuring a fair and equitable process for awarding grants. ECBG recommendations will be provided to KCCTF members for final approval. KCCTF reserves 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.

2023-2024 ECBG Scoring Rubric

Category / Question	Insufficient	Minimal	Sufficient	Optimal
Project Abstract	0 points	1-2 points	3-4 points	5 points
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	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.
Description of Need	0 points	1-2 points	3-4 points	5 points
Describe what services are currently available for children and families birth to	No description of current opportunities and services or how their program would	The applicant explains current opportunities and services in the area but no	The applicant explains current opportunities and services in the area. They also	The applicant clearly describes any current opportunities and services in the area. These

Category / Question	Insufficient	Minimal	Sufficient	Optimal
kindergarten entry in your community.	align with existing services is provided.	explanation of how their program would align with these services.	explain how their proposal aligns with existing services or benefits those currently underserved in the community, however, they do not seem to be well aligned.	opportunities are clearly not 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.
Description of Need	0 Points	1-2 Points	3-4 Points	5 Points
What gaps exist between those local needs and services currently available.	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	2-7 points	8-13 points	14-20 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. The applicant selected/listed which services they would be implementing. The applicant completed the project detail questions related to the services they will be offering.	It is unclear how the funds from this grant will be spent. The applicant did not provide all the details related to the services they will be offering.	The applicant provides a vague idea of what funds will be spent on and/or vague details.	The applicant provides a picture of how funds will be spent and completes all questions related to the services they will be offering.	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 provides details that provide a clear picture of the services they will be offering.
Project Description	0-1 Points	2-5 Points	6-10 Points	11-15 Points
The applicant describes how they are targeting (or adapting) programmatic and outreach strategies to ensure equitable access to marginalized/underserved priority populations. Applicant clearly defines target populations and includes programmatic and outreach strategies. Applicant provides	The applicant doesn't describe how they are targeting programmatic and outreach strategies to ensure equitable access to marginalized/underserved priority populations. The applicant doesn't	The applicants plan for targeted programmatic and/or outreach strategies is vague or unclear how those strategies will ensure equitable access to marginalized/underserved priority populations. Applicant	The applicant describes a basic plan for how they will conduct outreach to marginalized/underserved priority populations. For PreK and 0-3 classrooms: At least 50% of the children	Applicant demonstrates a strong plan for actively recruiting families and describes plan to prioritize enrollment to ensure equitable access to marginalized/underserved priority populations. Applicant clearly defines target populations.

Category / Question	Insufficient	Minimal	Sufficient	Optimal
the estimated percentage of the population to be served that will meet priority criteria as described on page 9 of the RFP	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 criteria as described on page 9 of the RFP.	<p>doesn't clearly define target populations.</p> <p>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.</p> <p>For other early childhood services: Applicant does not clearly describe how they will prioritize serving an at-risk population.</p>	<p>served with grant funds will meet at least one at-risk criteria as described on page 9 of the RFP.</p> <p>For other early childhood services: Applicant describes how they will prioritize serving children and families most at risk first.</p>	<p>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.</p> <p>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.</p>
Community Partnerships	0-1 points	2-4 points	5-7 points	8-10 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	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-	The applicant provides some details about how the partnership/collaboration will coordinate to make service delivery more efficient or effective. Match and/	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

Category / Question	Insufficient	Minimal	Sufficient	Optimal
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.		private partnerships will be utilized.	or in-kind not fully described or grant objectives and outcomes not addressed clearly.	services between partners and how public-private partnerships will be utilized in meeting grant objectives and outcomes.
Measures of Success (Logic Model)	0-1 points	2-5 points	6-10 points	11-15 points
Does the Logic Model detail program alignment with the grants' outcomes?	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.
Budget	0 points	1-2 points	3-4 points	5 points
The applicant details how funds from the grant will be spent.	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
Budget	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.
Budget	0-1 points	2-4 points	5-7 points	8-10 points
All required sections of the budget template complete	The applicant did not attempt to complete all required components of the budget: -Total ECBG Budget -Budgeted Partners -Program Budgets	One or more component is incomplete or vastly inconsistent with the remaining worksheets.	Components are mostly complete but not aligned with what applicant is proposing to do in the application. Indirect expenses do not exceed 8%	All required components are complete. 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
Budget	0 points	1-2 points	3-4 points	5 points
Clear description justifying costs	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.

V. POST-AWARD REQUIREMENTS

Reporting Requirements

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

Quarterly Performance Reporting 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.

Monthly Expenditure Reporting: Program reporting includes a monthly financial report. By the 10th of each month the grantee will submit a monthly grant transaction report for payment via email to dadegbore@ksde.org. *KCCTF reserves the right to consider past compliance with reporting requirements as a supporting factor for grant award.*

Ongoing Audit Requirements: Transmittal Letter for Audit, Form 990, or most recent Year-end Financial Statement Insert, or any other audit requirements.

On-Going Data Sources and Evaluation Frameworks: 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.

VIII. ASSURANCES

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

2023-2024 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.