

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Development

CFDA # 84.419A

PR/Award # S419A150017

Grants.gov Tracking#: GRANT11769908

OMB No. 1810-0717, Expiration Date: 02/28/2015

Closing Date: Oct 24, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="10/24/2014"/>	4. Applicant Identifier: <input type="text" value="New Hampshire Department of Ed"/>
--	---

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="026000618"/>	* c. Organizational DUNS: <input type="text" value="8085902770000"/>
---	---

d. Address:

* Street1:	<input type="text" value="101 Pleasant Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Concord"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NH: New Hampshire"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="03301-5492"/>

e. Organizational Unit:

Department Name: <input type="text" value="Bureau of Integrated Programs"/>	Division Name: <input type="text" value="Educational Improvement"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Mary"/>
Middle Name: <input type="text" value="E"/>	
* Last Name: <input type="text" value="Earick"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="603-238-7400"/>	Fax Number: <input type="text" value="603-271-2760"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-102314-001

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Development Grants CFDA Number 84.419A

13. Competition Identification Number:

84 419A2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

*** 15. Descriptive Title of Applicant's Project:**

New Hampshire's Early Childhood Full-service Community Schools Model for Preschool Development: Supporting Competent and Confident Children

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="39,994,540.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Mary Earick</p>	<p>TITLE</p> <p>Administrator Bureau of Integrated Programs</p>
<p>APPLICANT ORGANIZATION</p> <p>New Hampshire Department of Education</p>	<p>DATE SUBMITTED</p> <p>10/24/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="D/4"/>	7. * Federal Program Name/Description: <input type="text" value="Economic Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.409"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
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10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix: * First Name: Middle Name:

* Last Name: Suffix:

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S419A150017

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment		
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

New Hampshire Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.

* First Name: Mary

Middle Name: R

* Last Name: Farick

Suffix:

* Title: Administrator Bureau of Integrated Programs

* SIGNATURE: Mary Farick

* DATE: 10/24/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

New Hampshire's Early Childhood Full-service Community Schools Model for Preschool Development: Supporting Competent and Confident Children

In a meta analysis of 49 evaluation reports, 46 reported positive outcomes, concluding that full service community schools are a viable and advantageous alternative to current models of schools (Dryfoos, J. 2002). The respect and value of this model is evidenced at the National Center for Community Schools funded by the Children's Aid Society in New York and the National Coalition for Community Schools housed at the Institute for Educational Leadership supported by The Atlantic Philanthropies, the Annie E. Casey Foundation, JP Morgan Chase Foundation, The Charles Stewart Mott Foundation, the Stuart Foundation, and the W. K. Kellogg Foundation and successfully serves the communities with the greatest challenges. FSC schools build on the strength of communities and leverage resources currently in place share four overarching characteristics. They are comprehensive, collaborative, coherent and committed.

New Hampshire will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education, health and human services through focused technical support and intensive coaching. Specifically New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting of a quality rating and improvement system and intensive coaching and professional development. Each regional center will have direct support from two NH FSC coaches who would offer weekly coaching in inclusive education, early literacy, STEM literacy and culturally responsive teaching over the 4-year granting period. Building on developmentally appropriate practices (DAP) and research in child development and learning for individual, groups of children and culturally responsive education, the New Hampshire Early Childhood Full-service Community School (ECFSC) model will have the following pedagogical core features, inclusive environments, project-based learning and purposeful play.

The **output** will be 4 Early Childhood FSC programs that could be replicated using sustainability tools developed during and built into the grant's infrastructure. Those tools would include facilitation guides for community partnerships, braiding of federal funds, family outreach, workforce development and quality professional development tools for birth through Grade 3 professionals. Where National FSC schools currently have a larger focus on K-12 services, the NH FSC model will have a dedicated focus on the Birth through grade 3-continuum understanding these are foundational years in a child's growth and development directly impacting through new and improved preschool slots a projected 62% of our preschool age children and families.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.



**UNITED STATES DEPARTMENT OF EDUCATION
UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES**

FY2014

**Preschool Development Grants --Development Grants
Application for Initial Funding
For**

CFDA Number: 84.419A



Dated Material - Open Immediately

Closing Date: October 15, 2014

4:30 pm

U.S. Department of Education

Washington, DC 20202

Approved OMB Number: 1810-0717

Expiration Date: 02/28/2015

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New Hampshire's Early Childhood Full-service Community Schools Model for Preschool Development: Supporting Competent and Confident Children

Executive Summary

(A)(1) The State's Progress to Date

The Preschool Development grant offers a unique opportunity to expand New Hampshire's work in equitable inclusive education as we close opportunity gaps (Barnett et al., 2013¹) many of our children experience as they enter public schools. Creating a seamless system of supports from the time they enter the public school to when they graduate high school college and career ready is central to our mission and vision. We know that in order to have college and career ready graduates children must have rich early experiences (Spark, NH, 2014²), to feed the mind and body, be reading and writing on grade level (Hernandez, 2011³), engage in 21st century skills (Partnership for 21st Century Skills, 2014) and have proficiency in mathematics (NRC, 2009⁴) supporting confident and competent learners. In order to achieve this goal, New Hampshire is proposing an Early Childhood Full-service Community School (ECFSC) model that is inclusive, project-based and incorporates purposeful play.

New Hampshire is focused on educational transformation as exhibited in our initiatives, most recently the New Hampshire Department of Education's partnership with the national SWIFT Center (2014). The SWIFT Center is a U.S. Department of Education Office of Special Education Technical Assistance Program, which is supporting New Hampshire's drive and readiness to provide the highest quality education possible to ALL children. SWIFT is a national center whose mission is to mentor SEAs and educators as they provide the kind of academic and behavioral support that will result in excellence and equity in full inclusion communities.

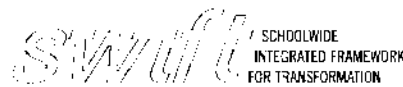
¹ W. Steven Barnett, "Effectiveness of Early Educational Intervention," *Science* 333 (2011): 975–78, doi: 10.1126/science.1204534; Jeanne Brooks-Gunn, "Early Childhood Education: The Likelihood of Sustained Effects," in *The Pre-K Debates: Current Controversies and Issues*, ed. Edward Zigler, Walter S. Gilliam, and W. Steven Barnett (Baltimore: Brookes Publishing, 2011); Haskins and Sawhill, Opportunity Society.

² Spark New Hampshire serves as the states Early Childhood Advisory Council. <http://sparknh.com/about>

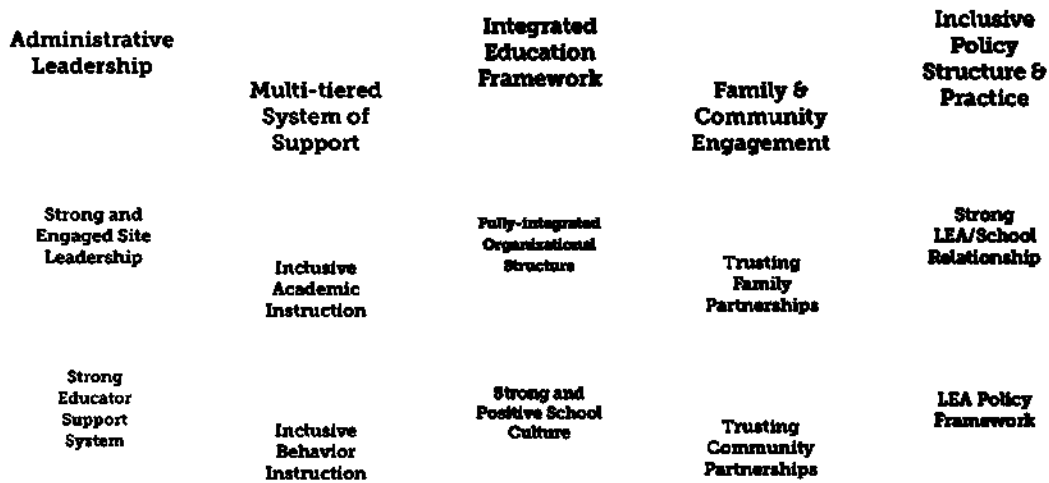
³ Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation. Annie E. Casey Foundation.

⁴ The National Academy of Sciences, National Academy of Engineering, Institute of Medicine, and National Research Council are private, nonprofit institutions that provide expert advice on some of the most pressing challenges facing the nation and the world. Our work helps shape sound policies, inform public opinion, and advance the pursuit of science, engineering, and medicine.

Central to our SWIFT work is an interagency team focused on providing early experiences grounded in the SWIFT Domains. The SWIFT domains and features are the building blocks of effective inclusive education (Waldron, 2010⁵). Research shows it takes administrative leadership, a multi-tiered system of support, family and community partnerships, an integrated educational framework, and inclusive policies and practices to effectively meet the needs of ALL students, including students with disabilities and those with the most extensive needs. These domains and features are also central to an ECFSC educational model.



Domains and Features



New Hampshire is a SWIFT development state offering us the opportunity to leverage the State Educational Agency interagency team we are building with their support as we implement our preschool professional development grant.

⁵ Waldron, N. L., & McLeskey, J. (2010). Establishing a collaborative school culture through comprehensive school reform. *Journal of Educational and Psychological Consultation*, 20(1), 58-74.

Interagency Collaborations

2014 brought 4 new initiatives funded by the New Hampshire Bureau of Special Education to support improved results for preschool children with disabilities, which we are kept abreast of at weekly **SWIFT** core-team planning sessions.

Preschool Technical Assistance Network: PTAN

- Statewide technical assistance and support network for preschool special education
- Supports Regional Stakeholder Input Groups through the Southeastern Regional

Education Service Center (SERESC)

Race2K: *Maximizing results for preschool children with disabilities, because Kindergarten is too late!*

- Focus on the special education process for preschool children with disabilities and program improvement, including child find, early transitions and the continuum of settings, Free Appropriate Public Education (RAPC) in the Least Restrictive Environment (LRE) through the Parent Information Center (PIC⁶).

Preschool Outcome Measurement System (POMS) Technical Assistance Consultation

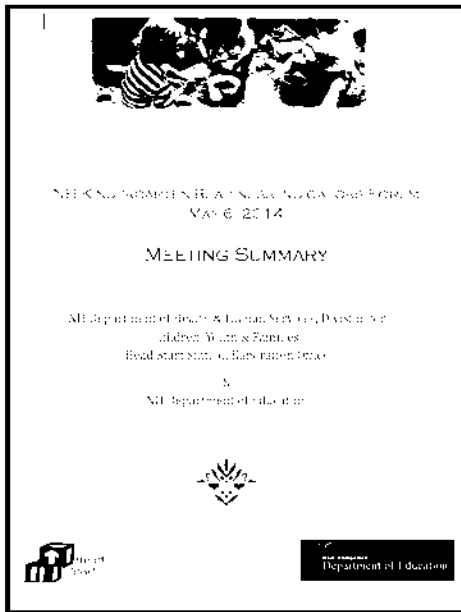
- Supports districts with data collection and utilization to improve outcomes for preschool children with disabilities and acts as a resource for IEP development

Early Education and Intervention Network (EEIN) Mentorship Program

- Funded jointly by the NH Department of Education and NH Department of Health & Human Services EEIN will provide mentorship opportunities for personnel in Family-Centered Early Supports & Services, Child Care and Preschool Special Education

In addition to 4 new initiatives this year, the Bureau of Special Education was awarded a SEE Change: Sustainable Early Engagement for Change Grant. NH applied for and was selected to receive intensive training and technical assistance from the federally funded Early Childhood TA

⁶ PIC assists families and schools in building strong family/school/community partnerships to increase parental involvement in children's education, with the goal of increasing student academic achievement.



Center (ECTA). This is a cross-sector, birth through age five initiative that supports the implementation of evidence-based practices (DEC Recommended Practices⁷) that are most likely to increase child engagement with peers, adults and materials.

And finally the Bureau is engaging in a Special Education State Performance Plan (SPP) and Annual Performance Report (APR). The new SPP is a six-year plan that is due to the federal Office of Special Education Programs (OSEP) by February 2, 2015. The SPP includes indicators that measure the performance

of children and youth with IEPs, including where they receive services, child outcomes, early transitions, and parent involvement. There is a new indicator in the SPP called the State Systemic Improvement Plan (SSIP). In NH, the **SSIP will focus on improving outcomes for preschool children with disabilities** and will include input from the field.

Simultaneously the NHDOE's Bureau of Integrated Programs is working closely with the New Hampshire Coordinator of Head Start in the Department of Health and Human Services also known as DHHS. Jointly the NHDOE and DHHS co-hosted a statewide forum on Developmentally Appropriate Practices (DAP⁸) and Kindergarten Readiness. Central to this technical assistance project is bringing educators working in diverse locations Birth through age 8 to common understandings on best practices in early childhood. This partnership between the NHDOE and DHHS's has resulted in regional Head Start presentations, 2014 NH Educator's Summer Summit Presentation and will be featured at the 2015 Early Childhood Leadership Academy at the 2015 NH Educator's Summer Summit.

⁷ DEC Recommended Practices are a DEC initiative that bridges the gap between research and practice, offering guidance to parents and professionals who work with young children who have or are at risk for developmental delays or disabilities. The Recommended Practices were first developed by DEC in 1991 to provide guidance to the relatively new field of Early Intervention/Early Childhood Special Education. In the late 1990s, work was undertaken to revise the initial set of practices and establish the evidence base for the practices through an extensive review of the literature. Through recent collaborative work with the Early Childhood Technical Assistance Center (ECTA), the practices have been revised and updated, and a new set of DEC Recommended Practices is now available.

⁸ See National Association for the Education of Young Children. DAP Position Statement, 2009.

The NH Bureau of Integrated Programs, NH Bureau of Special Education and the NH DHHS have developed cross agency relationships that are foundational to insuring a successful preschool development plan that will benefit ALL children.

(A)(2) Provide High-Quality Preschool Programs in one or more High-Need Communities

Regional Centers Representing Consortia from the North, West, East and Southern communities will respond with an “ intent to apply” in January of 2015 if funded. Technical Assistance will be provided by Regional NH FSC Coaches to insure all funding requirements are met. New Hampshire is unique in that we are geographically diverse. The North Country has the highest density of extreme poverty in the state while also has the largest land area to travel for services comprised of rural and rural remote communities. Our Southern Region has the highest density of language diversity with over 170 dialects spoken in their public schools as well as the largest class sizes serving the majority of our relocated New Americans. Our West and East Regions although in high tourist areas do not share the fiscal security that many of their second home residents enjoy, and often are service workers in their home regions. Lead districts with a poverty rate in excess of 40% have submitted letters of support and will be able to submit a letter of intent to apply. The intent to apply will allow subgrantees to take advantage of technical assistance in developing consortia that will service their community programs in a FSC model coordinating services and resources Birth to age 8.

(A)(3) Increase the Number and Percentage of Eligible Children served in High-Quality Preschool Programs

	2014	2015	2016	2014
New Slots	378	500	500	500
Improved Slots	1,050	1,050	1,050	1,050
Increase %	20.64%	51.19%	51.19%	62.06%

New Hampshire’s scale up plan will raise the number of eligible students served from approximately 20.64% to 62.06% over a 4-year period. Subgrantees will apply for a full 4-year project to insure consistency and promote sustainability. Only students meeting poverty eligibility limits of 200% or below can be served to insure all funds are supplemental and not supplanting. As preschool is not required in the state of New Hampshire the issue of supplanting

funds will be limited to guidance on meeting poverty guidelines. This information can be obtained from SNAP and free and reduced data currently collected. For home or community based programs our comprehensive needs assessment will capture eligible programs for this project.

(A)(4) Characteristics of High-Quality Preschool Programs

Evidence-based Model Proposed: Full-Service Community (FSC) Schools

In a meta-analysis of 49 evaluation reports, 46 reported positive outcomes, concluding that full service community schools are a viable and advantageous alternative to current models of schools (Dryfoos, J., 2002⁹). The respect and value of this model is evidenced at the National Center for Community Schools funded by the Children’s Aid Society in New York and the National Coalition for Community Schools housed at the Institute for Educational Leadership supported by The Atlantic Philanthropies, the Annie E. Casey Foundation, JP Morgan Chase Foundation, The Charles Stewart Mott Foundation, the Stuart Foundation, and the W. K. Kellogg Foundation and successfully serves the communities with the greatest challenges. FSC schools build on the strength of communities and leverage resources currently in place that share four overarching characteristics. They are:

- **Comprehensive** – Coordinated partnership resources respond to wide spectrum of need
- **Collaborative** – All stakeholders share leadership and meaningful engagement
- **Coherent** – Programs and services are effectively coordinated and seamlessly integrated
- **Committed** – Sustained long-term partnerships with shared vision and accountability for results

New Hampshire’s Model

- **Early Childhood** - inclusive programming and quality assurances
- **Family** - engagement, education and leadership
- **Support Services** – coordination of community-based medical, dental and mental health services
- **Development** – community and economic

⁹ Dryfoos, J. (2003). A Community School in Action. *Reclaiming Children and Youth*. V11(4) pp.203-205

New Hampshire will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education, health and human services through focused technical support and intensive coaching. Specifically New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting a quality rating and improvement system and intensive coaching and professional development. Each regional center will have direct support from two NH FSC coaches who would offer weekly coaching in inclusive education, early literacy, STEM literacy and culturally responsive teaching over the 4-year granting period. Building on developmentally appropriate practices (DAP) and research in child development and learning for individual, groups of children and culturally responsive education, the New Hampshire Early Childhood Full-service Community School (ECFSC) model will have the following pedagogical core features: inclusive environments, project-based learning and purposeful play.

The **output** will be 4 Early Childhood FSC programs that could be replicated using sustainability tools developed during and built into the grant's infrastructure. Those tools would include facilitation guides for community partnerships, braiding of federal funds, family outreach, workforce development and quality professional development tools for birth through Grade 3 professionals. Where National FSC schools currently have a larger focus on K-12 services, the NH FSC model will have a dedicated focus on the Birth through grade 3-continuum understanding that these are foundational years in a child's growth and development directly impacting through new and improved preschool slots a projected 62% of our preschool age children and families.

The professional development and technical assistance needed to accomplish these goals will be delivered at annual Early Childhood Leadership Academies, Quarterly Professional Learning Network meetings and weekly intensive coaching. To prepare a well-developed model, we elicited the counsel of nationally recognized thought partners whom we would like to acknowledge for their generous gifts of time and expertise. Their dedication to educational equity and early education is inspiring.

Our Thought Partners:

The National Institute for Early Education Research NIEER

The National Institute for Early Education Research (NIEER) conducts and communicates research to support high-quality, effective early childhood education for all young children. Such education enhances their physical, cognitive, and social development, and subsequent success in school and later life. Past and current supporters of research performed by NIEER include: The Pew Charitable Trusts, Carnegie Corporation of New York, The Fund for New Jersey, Geraldine R. Dodge Foundation, The David and Lucile Packard Foundation, The Prudential Foundation, The Schumann Fund for New Jersey, Smith Richardson Foundation, Tulsa Community Foundation, and the U.S. Department of Education's Office of Educational Research and Improvement (OERI). NIEER also leads the Center on Enhancing Early Learning Outcomes (CEELO), one of 22 comprehensive centers funded by the U.S. Department of Education's Office of Elementary and Secondary Education to strengthen the capacity of State Education Agencies to lead sustained improvements in early learning opportunities and outcomes.

FirstSchool Frank Porter Graham Child Development Institute UNC at Chapel Hill

FirstSchool provides research expertise and professional development support in collaboration with states, districts, schools, administrators, and teachers. FirstSchool partners with entities that want to focus on improving the school experiences of African American, Latino, and children in families with low incomes in PreK-3rd grade. The vision of school reform is based on:

- Reinvigorating a professional culture that respects the expertise of teachers and leaders and actively involves them in reform efforts
- Belief in the process of collaborative inquiry and a mindset of continuous improvement
- Guiding states, districts and schools towards a more effective use of data that offers new lenses through which to view and inquire into practice
- Designing generative curriculum that is aligned, balanced, integrated, relevant, and developmental, using children's own funds of knowledge as a key resource
- Developing instructional practices that foster cultures of caring, competence, and excellence

- Developing home-school partnerships that value families' perspectives and involve them in a genuine partnership

The team is based at the Frank Porter Graham (FPG) Child Development Center at the University of North Carolina - Chapel Hill. Staff has extensive experience within the educational field as practitioners and researchers, as well as ground-level knowledge and experience that helps in forming meaningful relationships with education partners at every level.

MI Measurement

Measurement IncorporatedTM (MI) is an employee-owned corporation that provides educational and professional examinations, program evaluation, and related services to state and local governments, other testing companies, and various professional organizations. Since its founding in 1980, MI has earned and continues to uphold its reputation as the industry leader in providing professional handscoring services for essays and open-ended exams. MI has steadily built its capabilities and expertise to include test development, scanning, scoring, score reporting, psychometric services, program evaluation, printing, administration, secure shipping and storage, professional development, tutoring, and multimedia instructional support.

SWIFT CENTER

SWIFT is a national center whose mission is to help educators in providing the kind of academic and behavioral support that will result in excellence in education for all students, including those with specialized support needs. The SWIFT process capitalizes on engaging the whole school community in ways that will positively transform the learning outcomes for all students. SWIFT is designed to combine the strengths of regular and specialized educators (i.e., special education, English Language Learners, etc.) by supporting them in working in concert with one another when teaching the grade level curriculum. Together, teachers can better meet the unique learning needs of all students.

National Association for the Education of Young Children 3 Core Features Developmentally Appropriate Practices (DAP)

Knowing about child development and learning. Knowing what is typical at each age and stage of early development is crucial. This knowledge, based on research, helps us decide which experiences are best for children's learning and development.

Knowing what is individually appropriate. What we learn about specific children helps us teach and care for each child as an individual. By continually observing children's play and interaction with the physical environment and others, we learn about each child's interests, abilities, and developmental progress.

Knowing what is culturally important. We must make an effort to get to know the children's families and learn about the values, expectations, and factors that shape their lives at home and in their communities. This background information helps us provide meaningful, relevant, and respectful learning experiences for each child and family.

Building on developmentally appropriate practices (DAP) and research in child development and learning for individual, groups of children and culturally relevant education, the New Hampshire Early Childhood Full-service Community School (ECFSC) model will have the following pedagogical core features: inclusive environments, culturally responsive teaching, project-based learning and purposeful play.

Inclusive Education

The benefits of inclusive education for both typically and atypically developing children have been clearly documented. Key findings include:

Frostdad and Phil (2007¹⁰) found that the social gap between typically and atypically developing children is decreased in inclusive classrooms. In addition they found that low empathy by typically developing children towards children with special needs is related to decreased feelings of belonging to a school community and building friendships.

¹⁰ Frostdad, P. & Pijl, S.J. (2007). Does being friendly help in making friends? The relation between the social position and social skills of pupils with special needs in mainstream education. *European Journal of Special Needs Education*, 22 (1) 15-30

Children with special needs in inclusive educational environments identify with normalcy, have increased access to content specialists and achieve higher levels of academic achievement (Bouck, 2009; Zionts, 2005¹¹).

Empathy development for typically developing children increases in inclusive classroom as (Downing & Peckman-Harding, 2007), as well as appreciation for diversity, self-esteem and friendship development for ALL children typically and atypically developing children (Carter & Kennedy, 2006¹²) Inclusion not only support academic outcomes, butt leads to increased peer acceptance and friendship quality (Vaugh, et.al, 1998¹³).

Project-based Learning

Project-based Learning (PBL) is a pedagogy applied by educators that posits that children (and adults) learn best by engaging in experiences that solve real-world problems (Barron & Darling-Hammon, 2008; Thomas, 2000¹⁴). Applying inquiry-based methods children focus on real problems or topics of deep interest; drive their own learning supporting self-regulation; work in pairs or small groups while educators coach and facilitate the learning environments.

Research¹⁵ has clearly identified the effective components of PBL:

1. Realistic projects or problem that aligns with a child's development and is intentional.
2. Small groups of 3-4 children with diverse developmental and learning styles that promote self-regulation and collaboration.
3. Feedback loops that include time for children to visit and revisit their projects have a variety of ways to present their understandings (such as performances, plays, exhibits).
4. Professional learning networks for educators to reflect and grow as professionals engaged in PBL.

¹¹ Zionts, P. (Ed.). (2005). *Inclusion strategies for students with learning and behavior problems: Perspectives, experiences and best practices* (2nd ed.). Austin, TX: Pro-ed. Bouck, E. C. (2009). No Child Left Behind, the Individuals with disabilities education act and functional curricula: A conflict of interest? *Education and Training in Developmental Disabilities*, 44(1), 3-13.

¹² Carter, E. W. & Kennedy, C.H. (2006). Promoting access to the general curriculum using peer support strategies. *Research & Practice for Persons with Severe Disabilities*, 31(4), 284-292.

¹³ Vaughn, S., Elbaum, B.E., Schumm, J.S., & Huges, M. (1998). Social outcomes for students with and without learning disabilities in inclusive classrooms. *Journal of Learning Disabilities*, 31(5), 428-436.

¹⁴ Barron, B., & Darling-Hammond, L. (2008). *Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning*. Powerful Learning: What We Know About Teaching for Understanding.

¹⁵ Barron & Darling-Hammond, 2008; Frumer & Simons, 2005; Mergendoller & Thomas, 2005; Hung, 2008.

When PBL is implemented successfully children experience personal satisfaction taking ownership of their learning while feeling free to take risks and engage in invention!

Purposeful Play

“Play becomes purposeful when children’s potential for learning is enhanced while these attributes of play are maintained. These attributes can be heightened by people and/ or the addition of objects of inquiry. For example, children engage in collaborative interactions as they negotiate resources, share ideas, and have conversations (Gilbert, Hartc & Patrick, 2011¹⁶).

In 2007 the American Association of Pediatrics¹⁷ released a report on the need for play and its central role in healthy child development. Play supports physical and cognitive growth and development. And it is through play that children demonstrate complex symbolic thinking and self-regulation as they reflect and explain their thinking. In purposeful play educators deeply observe, scaffold and develop feedback loops to children that enhance and elevate their learning. Key characteristics of purposeful play are joy in engagement, exploration and investigation, collaborating in small groups, risk taking and invention. These characteristics are all embedded in the evidence-based practices of project-based learning, making them both not only important to children, but important for educators to understand in order to apply the most effective pedagogical methods.

Culturally Relevant Teaching

Culturally relevant (Irvine, 2010) pedagogy moves teachers beyond a “tourist” understanding of diverse cultural perspectives and languages to a deeper understanding of the power dominant groups have over what is taught and how it is taught. Subgrantees will engage in on-going professional development on the need to have a deep understanding of their students and families cultural backgrounds through the identification of their funds of knowledge and to then integrate that information into the school community to connect the learning and teaching in familiar and meaningful ways.

¹⁶ Gilbert, J.,Harte, H., & Patrick, C. (2001). Purposeful play leads to school readiness (PDF). *Dimensions of Early Childhood*, V 39(1), pp.29-37.

¹⁷ American Academy of Pediatrics (2007). *The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds*.
Irvine, J. (2010). *Culturally Relevant Pedagogy*.

(A)(5) Expectations for School Readiness – A Developmental Approach

<p>School Readiness Must be Flexibly and Broadly Defined</p> <p>National Association for the Education of Young Children, 2009</p>
<p>Young children develop in different ways. Readiness does not happen at the same time or in the same way for all children. For example, one child may develop language skills rapidly while being slower to gain social competence. Definitions of readiness must consider these variations.</p>
<p>All areas of children’s development and learning must be included in definitions of readiness. Readiness is more than basic knowledge of language and math, important as these are. Readiness expectations should include all areas: physical, cognitive, social, and emotional competence as well as positive attitudes toward learning.</p>
<p>The concept of readiness includes much more than children’s readiness. As defined by the National Education Goals Panel, the School Readiness Indicators Initiative, and others, <i>readiness</i> includes ready children, ready families, ready communities, ready early care and education, and ready schools. All are necessary so that all children will experience success.</p>

Expectations of children must always be accompanied by expectations for their teachers.

<p>Through the decisions they make, excellent teachers translate the DAP framework into high-quality experiences for children. Such teaching is described in NAEYC’s position statement on Developmentally Appropriate Practice, pages 16-23: "Guidelines for Developmentally Appropriate Practice." These guidelines address five key aspects of the teacher's role:</p>
<p>1. Creating a caring community of learners</p>
<p>2. Teaching to enhance development and learning</p>
<p>3. Planning curriculum to achieve important goals</p>
<p>4. Assessing children's development and learning</p>
<p>5. Establishing reciprocal relationships with families</p>
<p><i>“Let’s think of these guidelines as five points on a star—a “mariner’s star” to guide our journey to help children learn best. Each point of the star is a vital part of good practice in early care and education. None can be left out or shortchanged without seriously weakening the whole.”</i></p> <p>National Association for the Education of Young Children, 2009</p>

