

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



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150033

Grants.gov Tracking#: GRANT11769097

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

Table of Contents

Form	Page
1. <i>Application for Federal Assistance SF-424</i>	e3
... <i>Attachment - 1 (1268-Areas Affected by Project)</i>	e6
2. <i>Assurances Non-Construction Programs (SF 424B)</i>	e10
3. <i>Disclosure Of Lobbying Activities (SF-LLL)</i>	e12
4. <i>ED GEPA427 Form</i>	e13
5. <i>Grants.gov Lobbying Form</i>	e14
6. <i>ED Abstract Narrative Form</i>	e15
... <i>Attachment - 1 (1235-Abstract, Rhode Island Pre-K Expansion, 10-14)</i>	e16
7. <i>Project Narrative Form</i>	e17
... <i>Attachment - 1 (1267-Rhode Island Preschool Expansion Grant, 10-14-4 FINAL)</i>	e18
8. <i>Other Narrative Form</i>	e152
... <i>Attachment - 1 (1236-FINAL Excel Spreadsheets)</i>	e153
... <i>Attachment - 2 (1237-Assurances.Certificates)</i>	e154
... <i>Attachment - 3 (1238-Accountability.Transparency.Reporting)</i>	e155
... <i>Attachment - 4 (1239-AppF. RI State Prekindergarten Policies and Program Implementation Guidelines October 2014)</i>	e156
... <i>Attachment - 5 (1240-App G. 2014 - 2015 State Pre-K program contract and budget template)</i>	e171
... <i>Attachment - 6 (1241-AppH. 2013 RI Early Learning and Development Standards)</i>	e186
... <i>Attachment - 7 (1242-App. I. RIELDS Alignment to Teaching Strategies GOLD April 2014 (3))</i>	e258
... <i>Attachment - 8 (1243-App. J. Rhode Island Early Learning Council. Work Group)</i>	e277
... <i>Attachment - 9 (1244-App. K. Rhode Island Early Learning Council Strategic Plan - FINAL 12.5.12)</i>	e279
... <i>Attachment - 10 (1245-App. L. 2014 NIEER RI State Pre-K Evaluation Model Proposal)</i>	e310
... <i>Attachment - 11 (1246-App.M. SuccessfulStartPlan)</i>	e328
... <i>Attachment - 12 (1247-App. N. Description of RIELDS Courses)</i>	e361
... <i>Attachment - 13 (1248-App. O. State Law (RIGL 16-48) related to educational services to very young children (RIDE Statutory Authority))</i>	e364
... <i>Attachment - 14 (1249-INDIRECT COST INFORMATION)</i>	e369
... <i>Attachment - 15 (1250-App. P. H8094Aaa-FINAL-6-10-10, Education Funding Formula)</i>	e370
... <i>Attachment - 16 (1251-App. Q. Chapter 08-110 RI Prekindergarten Act)</i>	e391
... <i>Attachment - 17 (1252-App. R. State Pre-K Planning Group Recommendations 2009)</i>	e394
... <i>Attachment - 18 (1253-App. S1. NIEER RI Pre-K Demo Project Evaluation. Year 1 progress report)</i>	e414
... <i>Attachment - 19 (1254-App. S2. NIEER RI Pre-K Demo Project Evaluation Year 2)</i>	e424
... <i>Attachment - 20 (1255-App. T. RIDESTrategicPlan)</i>	e434
... <i>Attachment - 21 (1256-App. U. RI State Pre-K Monitoring Tool - evidence of monitoring protocol in C2a)</i>	e466
... <i>Attachment - 22 (1257-App. V. RI 2013-14 State Pre-K Program - Quality Report by NIEER)</i>	e480
... <i>Attachment - 23 (1258-App. W. WKC_FINAL_TEACHERS_EI_SPED)</i>	e491

<i>Attachment - 24 (1259-App. X. DCYF center_regs)</i>	e557
<i>Attachment - 25 (1260-ED GEPA427 Form)</i>	e591
<i>Attachment - 26 (1261-FINAL List of Appendices)</i>	e592
<i>Attachment - 27 (1262-Support_Letters_10092014)</i>	e594
<i>Attachment - 28 (1263-Commitment_Letters_10092014)</i>	e648
<i>Attachment - 29 (1264-App. C. 2014-15_RI_State-funded_PreK_Request_for_Proposals)</i>	e671
<i>Attachment - 30 (1265-App D. NIEER 2013 State of Preschool Report)</i>	e686
<i>Attachment - 31 (1266-App. E. 2013 CECE Standards for Approval September 2014)</i>	e948
9. Budget Narrative Form	e988
<i>Attachment - 1 (1234-Budget Narrative Attachment FINAL)</i>	e989
10. Form ED_524_Budget_1_2-V1.2.pdf	e997
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e999

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.).

Nonresponsive

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="10/23/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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: <input type="text" value="RI Department of Elementary and Secondary Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="05-6000522"/>	* c. Organizational DUNS: <input type="text" value="9299565630000"/>

d. Address:

* Street1: <input type="text" value="255 Westminster St."/>
Street2: <input type="text"/>
* City: <input type="text" value="Providence"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="RI: Rhode Island"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip/Postal Code: <input type="text" value="02903-3400"/>

e. Organizational Unit:

Department Name: <input type="text" value="RI Department of Education"/>	Division Name: <input type="text" value="Educator Excellence"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="MaryAnn"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Snider"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Chief, Educator Excellence & Instructional"/>	

Organizational Affiliation: <input type="text" value="RI Department of Education"/>

* Telephone Number: <input type="text" value="401-222-8492"/>	Fax Number: <input type="text" value="401-222-3605"/>
---	---

* Email: <input type="text" value="maryann.snider@ride.ri.gov"/>
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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:

S4.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-102314-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

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

Areas Affected by Project.pdf

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

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

Rhode Island State Pre-K Program Expansion

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

[Delete Attachments](#)

[View 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="19,031,533.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="(b)(4)"/>
* 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:

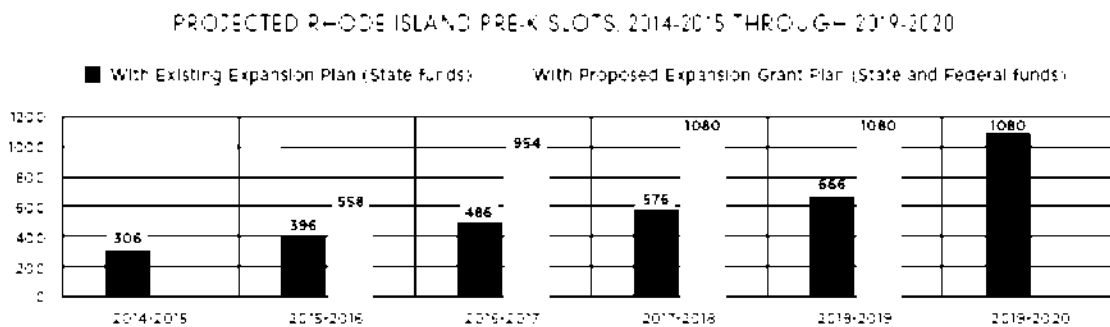
* Signature of Authorized Representative: * Date Signed:

**Preschool Development - Expansion Grants
Rhode Island Pre-K Program Expansion Proposal, Submitted 10-14-14**

Areas Affected by the Project

(A)(2) Provide High-Quality Preschool Programs in Seven High-Need Communities

Rhode Island’s achievable and ambitious plan to use this Pre-Kindergarten Expansion Grant is designed to expand access to the Rhode Island Pre-K Program from the existing 17 classrooms in school year 2014-15 to 60 classrooms in school year 2019-20. All of these classrooms will be in the seven communities that have more than 50% of children enrolled in Free- and Reduced-Price Lunch (i.e. in families with incomes less than 185% of the federal poverty level): Central Falls, East Providence, Newport, Pawtucket, Providence, West Warwick and Woonsocket. These seven communities as a whole are termed Tier One communities. Funding for the Rhode Island Pre-K Program is supported as a categorical component of Rhode Island’s education funding formula, through a ten-year phased in expansion. Rhode Island proposed to use the federal Expansion funds to accelerate the planned expansion of the State’s funding for Pre-K. The financing plan for this proposal has been designed to significantly expand State Pre-K capacity while also ensuring that the state has a mechanism, through the education funding formula, to sustain the new Pre-K classrooms when the federal expansion grant expires in four years. The chart below shows this expansion in the capacity of the Rhode Island Pre-K Program using the federal Preschool Expansion grant (gray bars) as compared with the existing plan (black bars).....



The federal expansion grant plan proposed here will enable 1,548 more four-year-olds to be enrolled in new state Pre-K slots than would have been possible without the federal grant. For

Preschool Development - Expansion Grants
Rhode Island Pre-K Program Expansion Proposal, Submitted 10-14-14

example, in the 2015-2016 school year there would be 558 four-year-olds enrolled in state Pre-K, 162 more children than the capacity of our existing expansion plan (which would only serve 396 children). In 2016-2017, there will be 468 more children enrolled due to the federal grant (954 children as compared to our existing plan for 486 children), etc. This is a significant increase in the number of children served by state Pre-K over four years.

(D)(2) How Each High-Need Community is Currently Underserved

Demographics of the Seven Target Communities

The city of Providence has an estimated 2,382 four-year-olds. Census data indicates that approximately 36% are living below the poverty line and 65% are living in low-income families (below 200% FPL). Approximately 56% of children in Providence are Hispanic or Latino, 16% are Black, and 16% are White. In 2013, 63% of births were to single women, 20% of births were to women without a high school diploma, and 10% of births were to teen girls. For children under age 3, 7% had an identified developmental delay or disability and were enrolled in Early Intervention and 5% of children between age 3 and kindergarten were enrolled in preschool special education. Almost half of all students (48%) of students scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of Pawtucket has an estimated 1,006 four-year-olds. Census data indicate that approximately 31% are living below the poverty line and 53% are living in low-income families (below 200% FPL). Approximately 29% of children are Hispanic or Latino, 39% are White, and 17% are Black. In 2013, 60% of all births in Pawtucket were to single mothers, 16% were to women without a high school diploma, and 6% were to teen girls. For children under age 3, 6% had an identified developmental delay or disability and were enrolled in Early Intervention and 6% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 13% of Pawtucket K-12 students were English Language Learners. Of all students, 38% scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

Preschool Development - Expansion Grants
Rhode Island Pre-K Program Expansion Proposal, Submitted 10-14-14

The city of Central Falls is home to an estimated 345 four-year-olds. Census data indicates that approximately 46% are living below the poverty line and 78% are living in low-income families (below 200% FPL). Approximately 70% of children are Hispanic or Latino, 13% are White, and 9% are Black. In 2013, 71% of all births in Central Falls were to single mothers, 34% were to women without a high school diploma, and 15% were to teen girls. For children under age 3, 7% had an identified developmental delay or disability and were enrolled in Early Intervention and 5% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 27% of Central Falls K-12 students were English Language Learners. More than half (56%) of all students scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of Woonsocket is home to an estimated 584 four-year-olds. Census data indicate that approximately 39% are living below the poverty line and 63% are living in low-income families (below 200% FPL). Approximately 27% of children are Hispanic or Latino, 52% are White, and 7% are Black. In 2013, 69% of all births in Woonsocket were to single mothers, 18% were to women without a high school diploma, and 13% were to teen girls. For children under age 3, 8% had an identified developmental delay or disability and were enrolled in Early Intervention and 9% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 8% of Woonsocket K-12 students were English Language Learners. Just under half (47%) of all students scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of Newport is home to an estimated 232 four-year-olds. Census data indicate that approximately 15% are living below the poverty line and 50% are living in low-income families (below 200% FPL). Approximately 17% of children are Hispanic or Latino, 59% are White, and 8% are Black. In 2013, 44% of all births in Newport were to single mothers, 13% were to women without a high school diploma, and 5% were to teen girls. For children under age 3, 4% had an identified developmental delay or disability and were enrolled in Early Intervention and 9% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 4% of Newport K-12 students were English Language

Preschool Development - Expansion Grants
Rhode Island Pre-K Program Expansion Proposal, Submitted 10-14-14

Learners. Of all students, 39% scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of West Warwick is home to an estimated 354 four-year-olds. Census data indicate that approximately 24% are living below the poverty line and 57% are living in low-income families (below 200% FPL). Approximately 10% of children are Hispanic or Latino, 79% are White, and 3% are Black. In 2013, 50% of all births in West Warwick were to single mothers, 13% were to women without a high school diploma, and 8% were to teen girls. For children under age 3, 3.7% had an identified developmental delay or disability and were enrolled in Early Intervention and 9% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 2% of West Warwick K-12 students were English Language Learners. More than one-quarter (29%) of all students scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of East Providence is home to an estimated 469 four-year-olds. Census data indicate that approximately 22% are living below the poverty line and 46% are living in low-income families (below 200% FPL). Approximately 9% of children are Hispanic or Latino, 72% are White, and 7% are Black. In 2013, 39% of all births in East Providence were to single mothers, 7% were to women without a high school diploma, and 3% were to teen girls. For children under age 3, 5% had an identified developmental delay or disability and were enrolled in Early Intervention and 8% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 4% of East Providence K-12 students were English Language Learners. Also in the 2012-2013 school year, 38% of students scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

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>David Dutner</p>	<p>TITLE</p> <p>Commissioner</p>
<p>APPLICANT ORGANIZATION</p> <p>RI Department of Elementary and Secondary Education</p>	<p>DATE SUBMITTED</p> <p>10/23/2014</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
--	--	--

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="n/a"/>	7. * Federal Program Name/Description: <input type="text" value="Economic Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.419"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

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 # S419B150033

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

RI, Department of Elementary and Secondary Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Deborah Middle Name: A.

* Last Name: Gier Suffix:

* Title: Compliance Officer

* SIGNATURE: David Fisher * DATE: 10/23/2014

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:

Preschool Development - Expansion Grants
Rhode Island Pre-K Program Expansion Proposal, Submitted 10-14-14

As one of only four state preschool programs in the country that meets or exceeds the nation's highest quality benchmarks as measured by the National Institute for Early Education Research (NIEER), the Rhode Island Pre-Kindergarten Program (RI Pre-K) is a model of high-quality preschool programming both within Rhode Island and nationally. The state's long-standing efforts to create a coordinated early childhood system have positioned Rhode Island to use the federal Preschool Development Expansion Grant resources to significantly increase enrollment of four-year-olds in Pre-K in seven High-Need Communities and to enhance the existing state Pre-K infrastructure to support this expansion. Rhode Island's Pre-K Program uses a mixed delivery system that includes public schools, Head Start programs and community-based child care programs. The state is recognized as a national leader because it requires and supports all state funded Pre-K classrooms to achieve the same high-quality standards, regardless of setting. Rhode Island's Pre-K program already meets the federal requirements and is funded with sufficient resources to meet national quality benchmarks. The Rhode Island Pre-K program was recognized as one of only 15 in the U.S. to have adequate funding to meet national quality standards. Through a combination of high-quality design, comprehensive program regulations and policies, a competitive selection process, regular monitoring, comprehensive supports, and ongoing external program evaluation, Rhode Island actualizes its commitment to a High Quality State Pre-K Program.

Rhode Island proposes to use federal Preschool Development Expansion Grant dollars to 1) Expand access to the high quality Rhode Island Pre-K Program by both accelerating the existing state expansion plan and leveraging the federal dollars to achieve increased access for Eligible Children in seven high-need communities that have more than 50% of children enrolled in Free and Reduced Price Lunch: Providence, Pawtucket, Woonsocket, West Warwick, Newport, Central Falls and East Providence, and 2) Improve upon the state processes and supports that ensure the quality implementation of the program, including attention to increasing monitoring capacity, technical assistance to program sites and the implementation of a rigorous program evaluation. Rhode Island's achievable and ambitious plan is designed to expand access to the Rhode Island Pre-K Program from the existing 17 classrooms in school year 2014-15 to 60 classrooms in school year 2019-20. Over four years, the federal expansion grant plan proposed will enable 1,548 more four-year-olds to be enrolled in new State Pre-K slots than would have been possible without the federal grant.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Table of Contents

A. Executive Summary.....2

B. Commitment to State Preschool Programs.....22

C. Ensuring Quality in Preschool Programs.....38

D. Expand High-Quality Preschool Programs in High-Need Communities.....55

E. Collaborating with Sub-Grantees and Ensuring Strong Partnerships.....72

F. Alignment within a Birth to Third Grade Continuum.....95

G. Budget and Sustainability.....112

Competitive Priority 1. Contributing Matching Funds.....117

Competitive Priority 2. Supporting an Early Learning Continuum.....119

Competitive Priority 3. Creating New High-Quality State Pre-K Slots.....134

**Preschool Development - Expansion Grants
Rhode Island Pre-K Program Expansion Proposal, Submitted 10-14-14**

Executive Summary

(A)(1) Rhode Island's Progress to Date

As one of only four state preschool programs in the country that meets or exceeds the nation's highest quality benchmarks as measured by the National Institute for Early Education Research (NIEER), the Rhode Island Pre-Kindergarten Program (Pre-K) has been a national leader in the development of high-quality preschool programs. Rhode Island's high quality Pre-K Program sits within the state's comprehensive early childhood system – with connections to health services, mental health services, and family support services. This comprehensive early learning system provides additional interventions and supports to all young children, including children enrolled in the Rhode Island Pre-K Program. The early learning system in Rhode Island is wholly focused on improving program quality and improving access for all children, with particular attention to children in low-income families and communities as well as children who are dual language learners and those who have high needs due to disabilities, developmental challenges, homelessness or who are involved in the child welfare system.

The state's long-standing efforts to create a coordinated early childhood system have positioned Rhode Island to use the federal Preschool Development Expansion Grant resources to significantly increase enrollment of four-year-olds in Pre-K in high-need communities and to build and enhance the state Pre-K Program infrastructure. Rhode Island's Pre-K Program uses a mixed delivery system that includes public schools, Head Start programs and community-based child care programs. We are recognized as a national leader because Rhode Island requires and supports all state Pre-K funded classrooms to achieve the same high-quality standards, regardless of setting. Rhode Island does not need to expend substantial dollars for program improvement as our Pre-K program already meets the federal requirements and is funded with sufficient resources to meet national quality benchmarks. The Rhode Island Pre-K Program was recognized as one of only 15 in the U.S. to have adequate funding to meet national quality standards. The state started with a high-quality design and has only improved upon it with the implementation of key systems and policies. Rhode Island has been intentional in creating systems of monitoring and evaluation that ensure access to data about current Pre-K quality and children's outcomes. These data are used consistently to guide the planning and implementation of supports to state Pre-K classrooms, thereby continuing to enhance quality. Through a combination of high-quality

Preschool Development - Expansion Grants
Rhode Island Pre-K Program Expansion Proposal, Submitted 10-14-14

design, Comprehensive Early Childhood Education (CECE) program regulations, competitive selection, regular monitoring, comprehensive supports, and ongoing external evaluation, Rhode Island actualizes its commitment to a High-Quality State Pre-K Program. On the whole, Rhode Island's Pre-K Program is much like the state itself, small but mighty, and the federal resources available through this Preschool Expansion Grant will accelerate the expansion of this excellent state investment and have a powerful impact on the lives of significantly more children than would otherwise be served with existing resources.

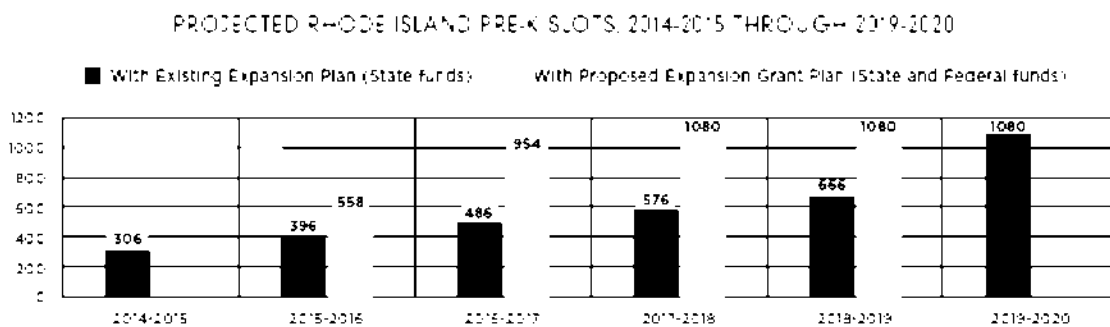
Rhode Island proposes to use federal Preschool Development Expansion Grant dollars to 1) Expand access to the high quality Rhode Island Pre-K Program by both accelerating the existing state Pre-K expansion plan and leveraging the federal dollars to achieve increased access for eligible children in high need communities, and 2) Improve upon the state processes and supports that ensure the quality implementation of the program, including attention to increasing monitoring capacity, technical assistance to program sites and implementation of a rigorous program evaluation. This elegantly simple plan contains ambitious goals and is achievable because we have worked hard to build our quality early childhood systems for the past decade. Rhode Island's work to date has created a strong foundation of aligned expectations for children, for the early learning workforce, and for early learning programs, as well as intentional connections and coordination with the other sectors of the early childhood system. Letters of Support and Letters of Interest are in Appendix B.

(A)(2) Provide High-Quality Preschool Programs in Seven High-Need Communities

Rhode Island's achievable and ambitious plan to use this Pre-Kindergarten Expansion Grant is designed to expand access to the Rhode Island Pre-K Program from the existing 17 classrooms in school year 2014-15 to 60 classrooms in school year 2019-20. All of these classrooms will be in the seven communities that have more than 50% of children enrolled in Free- and Reduced-Price Lunch (i.e. in families with incomes less than 185% of the federal poverty level): Central Falls, East Providence, Newport, Pawtucket, Providence, West Warwick and Woonsocket. These seven communities as a whole are termed Tier One communities. Funding for the Rhode Island Pre-K Program is supported as a categorical component of Rhode Island's education funding formula, through a ten-year phased in expansion. Rhode Island

**Preschool Development - Expansion Grants
Rhode Island Pre-K Program Expansion Proposal, Submitted 10-14-14**

proposed to use the federal Expansion funds to accelerate the planned expansion of the State’s funding for Pre-K. The financing plan for this proposal has been designed to significantly expand State Pre-K capacity while also ensuring that the state has a mechanism, through the education funding formula, to sustain the new Pre-K classrooms when the federal expansion grant expires in four years. The chart below shows this expansion in the capacity of the Rhode Island Pre-K Program using the federal Preschool Expansion grant (gray bars) as compared with the existing plan (black bars).



The federal expansion grant plan proposed here will enable 1,548 more four-year-olds to be enrolled in new state Pre-K slots than would have been possible without the federal grant. For example, in the 2015-2016 school year there would be 558 four-year-olds enrolled in state Pre-K, 162 more children than the capacity of our existing expansion plan (which would only serve 396 children). In 2016-2017, there will be 468 more children enrolled due to the federal grant (954 children as compared to our existing plan for 486 children), etc. This is a significant increase in the number of children served by state Pre-K over four years.

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

Within the first three years of this Preschool Development Expansion Grant, the number of Rhode Island children served in the Rhode Island Pre-K Program will have more than tripled from the current enrollment of 306 children in federal 2014-2015 to 1,080 children in 2017-2018. The state Pre-K serves 2.8% of four-year-olds statewide, based on an average daily attendance in first grade of 10,931 students. The total number of four-year-old children in the seven Tier One

Preschool Development - Expansion Grants
Rhode Island Pre-K Program Expansion Proposal, Submitted 10-14-14

communities that are the focus of this expansion plan is 4,960 based on average daily first grade enrollment. The chart below shows the current penetration rate for state Pre-K in each of the Tier One communities and the aggregate for the seven Tier One high-need communities (4.7% of children served).

Community	Average Daily First Grade Enrollment (as of June 30, 2014)	Participation in State Pre-K (as of September 2014)	
		Number of Children Enrolled	As a % of All Children
Providence	2,150	90	4%
Pawtucket	945	18	2%
Central Falls	343	18	5%
Woonsocket	583	36	6%
Newport	195	36	19%
West Warwick	302	36	12%
East Providence	442	-	-
TOTAL for Seven Tier One Communities	4,960	234	4.7%

The proposed expansion plan increases the proportion of children served by the Rhode Island Pre-K Program in the seven Tier One communities, from 4.7% of all 4-year-olds in 2014-2015 to 21% of all four-year-olds in 2017-2018. Based on the estimates of eligible children as defined for the expansion grant program (less than 200% of the federal poverty level), the percentage of eligible low-income children served by the Rhode Island Pre-K Program will grow from 7% of eligible children served in Year 1 to 29% of eligible children served in Year 4, as shown in Table A of the required Excel spreadsheets included in this proposal.

RI's Pre-K design enrolls children from families with mixed incomes but focuses on high-poverty communities. Children are selected for the program by a lottery that ensures that the proportion of children under 185% of the federal poverty level reflects that of the school District. Approximately 80% of the children enrolled in the state Pre-K Program will be from families with income below 200% of the federal poverty level (FPL). Only children who are below 200% of the FPL will be funded with funds from this grant. Children above 200% of the FPL will be funded using state funds in order to comply with the requirements of the Preschool

Preschool Development - Expansion Grants
Rhode Island Pre-K Program Expansion Proposal, Submitted 10-14-14

Development Expansion Grant. In addition, Rhode Island will ensure that children with special needs – as evidenced by an Individualized Education Plan (IEP) – will meet or exceed the state rate of 7% of preschool-age children with IEPs. The current Pre-K Program has 6% of children with IEPs at entry and this rate tends to increase as the school year proceeds and children’s special needs are identified.

Pre-K Program sites are selected through a competitive Request for Proposals (RFP) administered by the Rhode Island Department of Education (RIDE). This competitive RFP is issued annually when new funds are appropriated. (See RFP in Appendix C). The RFP lists the targeted communities and is open to public schools, community-based programs, and Head Start programs. All programs must compete for funding. The state does not automatically award funding on the basis of program type, e.g. public schools or Head Start. The state believes this method for selecting Sub-grantees allows for the selection of programs that are most prepared to operate at the level of quality required in the state Pre-K Program.

Children in the RI Pre-K Program are selected by lottery. RIDE conducts and will continue to conduct under this grant, an annual randomized, weighted State lottery to select children for slots in each state Pre-K Program. Children must meet the age requirement (four years old by September 1) and reside in the community where the Pre-K Program is located. Families may apply for any and all programs located in their community. There are no income requirements for families to enter the lottery; *all children* who meet the age and residency requirements are eligible to enter the state lottery for the Pre-K Programs in their community. The lottery is weighted to ensure the proportion of children eligible for free and reduced priced lunch (FRPL income is less than 185% of the federal poverty line) chosen for each classroom reflects that of the community (e.g., if a district has 50% of students eligible for FRPL, 9 of 18 children chosen in the lottery would be below 185% of the federal poverty line). If selected, families are required to provide evidence of age, residency and annual income. Rhode Island’s state Pre-K lottery policies ensure that eligible children, as well as children from families with incomes over 200% of the FPL, will participate in high-quality preschool programs under this grant. The state maintains the randomized application lists and if a child disenrolls, the next child on the list is offered the slot – again based on family income category. Under this grant, the state lottery will be held in the winter or early spring prior to the upcoming school year in order to

Preschool Development - Expansion Grants
Rhode Island Pre-K Program Expansion Proposal, Submitted 10-14-14

provide families with time to arrange for other early education options if their child is not selected in the state lottery.

The Rhode Island Department of Education works closely with the Rhode Island Pre-K Programs in each community to ensure that the Pre-K lottery is available and accessible to all families in the community. Implementing a full range of culturally and linguistically diverse outreach strategies will continue to be a high priority as the Pre-K Program expands to serve more children. In addition, RIDE and the selected Pre-K Program providers do extensive outreach in local communities to identify hard to reach families with young children and also to provide information to the agencies that work with children in the child welfare system and who are homeless.

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

Rhode Island is one of the newest states to develop a state Pre-K Program and was able to learn from the experiences of states that had implemented Pre-K before Rhode Island launched its Pre-K Program in 2009. The resounding message of the Pre-K pioneers was that it was easier to increase access than to increase quality. This wisdom and the significant research evidence that only high-quality programs produce child outcomes were key factors in the state's decision to implement a Pre-K design that prioritized and supported quality, even if that meant starting with a smaller number of classrooms. The Rhode Island Pre-K Program meets all NIEER recommended national benchmarks and exceeds the benchmarks for teacher and teacher assistant qualifications, class size, and other key program requirements. (See NIEER Report in Appendix D). In addition, Rhode Island's Pre-K Program model meets all of the criteria outlined in the Federal Definition of a High Quality Preschool Program, including criteria for high staff qualifications for teachers and teacher assistants, comparable salary with K-12 teachers, professional development for all staff, child:staff ratios, class size, full-day programs, and inclusion of children with disabilities. The table at the end of this section summarizes the Rhode Island Pre-K Program Standards in comparison with the federal criteria for a high-quality preschool program.

At the same time that Rhode Island was working on the design for Pre-K, the state was also working to develop and launch BrightStars, the state's research-based quality rating and

Preschool Development - Expansion Grants
Rhode Island Pre-K Program Expansion Proposal, Submitted 10-14-14

improvement system for child care and early learning programs. When using a mixed delivery system for Pre-K, it is essential to have a quality rating and improvement system that accurately measures quality and provides a mechanism for early learning programs to advance toward higher quality, thereby ensuring a pipeline of higher quality programs that are capable of delivering high-quality Pre-K. BrightStars also works to improve program quality for children who are too young to enroll in Pre-K (children ages birth through three) and expanded learning opportunities for older children before and after school. Race to the Top Early Learning Challenge resources have been used to significantly increase the numbers of community-based child care programs, Head Start programs, and public schools participating in BrightStars. Currently, 73% of Rhode Island's child care centers participate in the BrightStars TQRIS.

Rhode Island takes a strong hand in ensuring that the Pre-K Program is not only high-quality in design, but also in implementation. The state's experiences in monitoring program quality within its Individuals with Disabilities Education Act programs and the monitoring of its preschool approvals, now called the Comprehensive Early Childhood Education (CECE) Approval, revealed significant differences in quality among programs. Data on program quality in child care and Head Start, collected as part of the development of BrightStars also showed significant differences in quality among community-based early learning programs. For this reason, Rhode Island does not use NAEYC Accreditation or Head Start Performance Standards as a proxy for meeting high quality program expectations. All RI Pre-K classrooms must meet the highest level of program quality expectations, CECE Approval, as well as comply with specific State Pre-K Policies and Procedures. (See Appendix E for CECE Regulations and Appendix F for State Pre-K Policies and Procedures.) The CECE regulations align with NAEYC accreditation standards and Head Start Performance Standards, but have also been designed to exceed those standards in key areas. All early learning programs that operate a RI Pre-K classroom must participate in BrightStars and work toward improving overall program quality for children of all ages enrolled in their programs.

Rhode Island selects all of its Pre-K Program sites through a competitive RFP process targeted to the highest need communities in the State. Even with a competitive selection process, state experiences reveal that additional ongoing support is necessary to ensure high level performance in state Pre-K classrooms. Rhode Island has been committed to on-site monitoring

Preschool Development - Expansion Grants
Rhode Island Pre-K Program Expansion Proposal, Submitted 10-14-14

as well as external program evaluation from the beginning and has worked with NIEER on two occasions in the state’s brief history of providing Pre-K to better understand the quality of the state Pre-K classrooms. These evaluations, along with state monitoring, CECE Approval (that includes a required Early Childhood Environmental Rating System – ECERS – score of at least five in every classroom) and BrightStars TQRIS rating reports, provide information that is then used to design specific technical assistance and professional development supports to improve the quality of the state Pre-K implementation.

As illustrated below, Rhode Island ensures that the state Pre-K Program meets or exceeds the federal definition of a High Quality Preschool Program as shown in the following chart.

Federal Criteria of High Quality Preschool Programs	Rhode Island Criteria for RI Pre-K Program Quality
High staff qualifications, including a teacher with a bachelor’s degree in early childhood education or a bachelor’s degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials	Teacher: BA with RI Certification in Early Childhood Education Teacher Assistant: minimum of 12 credits in Early Childhood Education All programs are all also required to have an Education Coordinator who is also a certified Early Childhood Educator (Appendix E, CECE 4.1, 4.2, 4.3)
High-quality professional development for all staff	Required to meet CECE regulations that specify: The program shall assure that each teacher/teacher assistant/Education Coordinator shall have an individual professional development plan to complete at least 20 hours of professional development related to the Workforce Knowledge and Competencies appropriate to his/her position. This plan shall be developed and updated annually as part of each staff person’s annual performance evaluation. (Appendix E, CECE 4.1, 4.2, 4.3)
A child-to-instructional staff ratio of no more than 10 to 1.	Required to meet CECE regulations which specify a staff:child ratio of 1:9 (Appendix E, CECE 3.4)
A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of	Required to meet CECE regulations which specify a class size of no more than 18 with at least one qualified teacher in each classroom

