

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



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150026

Grants.gov Tracking#: GRANT11762426

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

Closing Date: Oct 15, 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 c (for example, c1, c2, c3, 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): _____ * Other (Specify): _____
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* 3. Date Received: 10/15/2014	4. Applicant Identifier: _____
-----------------------------------	-----------------------------------

5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
---	--

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
----------------------------------	--

8. APPLICANT INFORMATION:

* a. Legal Name: Tennessee Department of Education	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 62-6001445	* c. Organizational DUNS: 8790162510000

d. Address:

* Street1: 710 James Robertson Parkway
Street2: _____
* City: Nashville
County/Parish: Davidson
* State: _____ IN: Tennessee
Province: _____
* Country: _____ USA: UNITED STATES
* Zip / Postal Code: 37243-1219

e. Organizational Unit:

Department Name: _____	Division Name: _____
------------------------	----------------------

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

Prefix: Mr.	* First Name: Joey
Middle Name: _____	
* Last Name: Hassell	
Suffix: _____	
Title: Assistant Commissioner, Special Populations	

Organizational Affiliation: _____

* Telephone Number: 615-253-2112	Fax Number: _____
----------------------------------	-------------------

* Email: Joey.Hassell@tn.gov

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-081814-002

* 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.):

Add Attachment

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

Investing in High-Quality Pre-K for Tennessee's Highest-Need Communities: An ambitious plan to expand High-Quality Pre-K in Memphis and Nashville

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="69,787,456.00"/>
* 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:

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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Ary Owen"/>	TITLE <input type="text" value="Commissioner"/>
APPLICANT ORGANIZATION <input type="text" value="Tennessee Department of Education"/>	DATE SUBMITTED <input type="text" value="10/15/2014"/>

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: Tennessee Department of Education
* Street 1: 710 James Robertson Parkway * Street 2:
* City: Nashville * State: TN: Tennessee * Zip: 37243-1219
Congressional District, if known:

6. * Federal Department/Agency: United States Department of Education	7. * Federal Program Name/Description: Elementary Development Grants CFDA Number, if applicable: 84.409
---	--

8. Federal Action Number, if known:	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name: N/A Middle Name
* Last Name: N/A Suffix
* Street 1 * Street 2
* City * State * Zip

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

Prefix * First Name: N/A Middle Name
* Last Name: N/A 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: Any Over
* Name: Prefix: Mr. * First Name: Kevin Middle Name
* Last Name: Sullivan Suffix
Title: Coordinator Telephone No.: 615-741-6467 Date: 10/15/2014

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S419B150026

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.

TNEBGEPA427Form.pdf

Delete Attachment

View Attachment

STATE OF TENNESSEE

General Education Provisions Act (GEPA) Section 427 Statement

The State of Tennessee is committed to extending High-Quality Pre-K programs, including those funded through Federal funding or matching funds indicated in this grant, to all high-need four-year-olds in the Subgrantees' communities, regardless of gender, race, national origin, color, or disability status. The two selected Subgrantees comprise Memphis and Nashville, two of the most culturally and socio-economically diverse communities within our state, and the Preschool Expansion Program will build on existing state and local efforts in both communities to build a diverse and inclusive network of services and support.

The primary avenue through which Tennessee will integrate the requirements of GEPA Section 427 is through the tiered preschool entry requirements established by our state preschool program. Tennessee's three-tier enrollment priorities for Voluntary Pre-Kindergarten (VPK) specify the enrollment of children from the categories specified in GEPA Section 427, and these enrollment priorities will govern all new and improved site-based seats funded through this grant program.

- Tier 1: Pursuant to state law T.C.A. § 49-6-101, students identified as economically disadvantaged are prioritized for enrollment in VPK classrooms. This identification is based on income levels set by the U.S. Department of Health and Human Services and used during the application process to determine income eligibility for enrollment. As stated and passed in legislation in 2014, the highest enrollment priority in pre-K is given to children who meet the income guidelines and have had a military parent killed in action, declared missing in action, or declared a prisoner of war.
- Tier 2: Students with disabilities, students identified as English Learners, in state custody, or those identified as educationally at-risk for failure due to circumstances of abuse or neglect, are next in line for enrollment. Note that students who meet both income requirements and the Tier 2 criteria are considered high-priority Tier 1 applicants. Tier 2 is reserved for students who are above the income threshold but meet one of the requirements listed.
- Tier 3: If an insufficient number of children meeting the above enrollment requirements are enrolled to fill a specific classroom, the Local Education Agency (LEA) may enroll any child that meets the age requirement and the requirements set forth by the

Community Pre-K Advisory Council (C-PAC). These students are considered unserved or underserved and may be enrolled by the process established by the C-PAC.

The Tennessee Department of Education's Division of Special Populations, of which the Office of Early Learning—the Primary Agency for this application—is a part, manages all programs for children including the VPK program as well as children who have disabilities or who are homeless, migrant, neglected, delinquent, and English Learners (EL), among other populations. The staff members who work on these programs have worked with those populations for a number of years, have in-depth knowledge of the types of supports those students need, and regularly participate in both state and national conferences to share and learn best practices. For example, at the 2014 ESEA Director's Institute in Tennessee, the EL Program Director presented methods of incorporating English Learners into our state's Response-to-Intervention (RTI) framework, and the Homeless Program Coordinator explained the requirements of the McKinney-Vento Act to ensure that all LEAs understand and comply with the services that Act sets out for homeless students. Pre-K teachers and leaders in Tennessee have the opportunity to work with the state personnel to identify and promote services and strategies that best support students with specific needs. In addition to these resources for pre-K-12 students there are several services in place which specifically address the needs of the pre-K child. In 2014, the State Board of Education adopted Early English Language Standards that supplement the TN-Early Learning Developmental Standards for dual language learners; there is ongoing coordination between the Migrant Head Start programs and the LEAs serving children in these areas of the state; and the current eligibility priority includes children who meet income eligibility which encompasses migrant, homeless, state custody, military families and other at risk populations as defined by the Local Education Agency.

In Metro Nashville Public Schools (MNPS), some schools, including the new Model Early Learning Center proposed in this application, will be open enrollment, but MNPS has policies and procedures of its own to ensure compliance with GEPA Section 427. MNPS has strategically placed pre-K programs in areas within the county in which there is a large population of economically disadvantage and EL students. Furthermore, through MNPS' Child Find Department, a family who suspects their child has a developmental delay can be assessed and evaluated as early as age 3. Children who receive an Individualized Education Plan (IEP) through the Child Find process are guaranteed placement within a Metro pre-K program. MNPS

supports an inclusive model for students with developmental delays by providing placement in blended classrooms that consist of eight children with IEPs and eight children without IEPs. Additional inclusive services can be provided within classrooms with the least restrictive environment consisting of 18 children without IEPs and two students with IEPs. MNPS also provides self-contained classrooms for students who need additional supports beyond the blended and least restrictive classroom setting.

Tennessee will ensure that all faculty and staff members employed in agencies and early learning providers, as well as the families of those whose children are serviced by the grant, are provided an environment free from discrimination and harassment based upon gender, race, national origin, color, disability, or age.

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

Tennessee Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Kevin Middle Name:

* Last Name: Huffman Suffix:

* Title: Compliance Officer

* SIGNATURE: Amy Owen * DATE: 10/15/2014

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:

Investing in High-Quality Pre-K for Tennessee's Highest-Need Communities
An ambitious plan to expand High-Quality Pre-K in Memphis and Nashville

Applicant: The State of Tennessee

Overview: The State of Tennessee here details an ambitious and achievable goal to partner with a Consortium of Local Educational Agencies in Shelby County, including the districts responsible for all schools in the City of Memphis, and Metropolitan Nashville Public Schools (MNPS), to expand High-Quality Pre-Kindergarten in their communities.

Project objectives and activities: The primary objectives are to substantially **expand access** to pre-K in these communities and to ensure 100 percent of state preschool programs in these communities meet the definition of High Quality Preschool Programs put forth in the grant. In addition to opening new seats, we will invest in quality, including professional development at the state level and an innovative coaching program in Nashville.

Proposed project outcomes: Federal funds will pay for 1,400 new high-quality pre-K seats and improvements to 3,478 more new and existing seats. By the end of the grant period, when these funds are combined with local matching funds, more than 5,000 children every year, representing more than 10 percent of our Eligible Child population statewide, will be in seats funded through this program. In addition, we have ambitious goals for quality, including that 75 percent of students in participating classrooms will enter Kindergarten ready to learn.

Our Partners: Metro Nashville Public Schools (Subgrantee); The Shelby County Consortium (Subgrantee), representing four school districts in the county—Shelby County Schools, Millington, Bartlett, and the Achievement School District; Vanderbilt University's Peabody Research Institute (monitoring and evaluation)

Our two Subgrantees are the largest and highest-need communities in our state, but both have made extending and expanding high-quality pre-K a major priority and have built the requisite local stakeholder networks to sustain this effort after the grant period. During the grant period alone, matching investments and commitments from the local networks in both

communities—local government, philanthropy, and the private sector—this program will commit a total of more than \$(b)(4) in federal, state, local, and private funds and in-kind support to a target of opening 2,230 new high-quality preschool programs, and improving a total of 2,958 existing seats.

This project is building on a strong base of investment in both delivering pre-K and improving quality here in Tennessee; we are working not only to get more four-year-olds into the classroom, but also to ensure they are moving towards sustained gains in school readiness and achievement in elementary school. This work has been underway since the passage of the Voluntary Pre-K for Tennessee Act in 2005 that today serves more than 18,000 children in our state with more than \$(b)(4) in state funding. In addition, the Peabody Research Institute (PRI) at Vanderbilt University in Nashville, one of the leading early-childhood education research centers in the United States, has been engaged in a comprehensive assessment of the quality and effectiveness of our VPK program, work that continues today. PRI also partners with MNPS in an innovative learning center-based research project that is examining what teaching and administrative techniques actually lead to the best outcomes for children. PRI is a partner in this application and will extend their expertise in evaluating pre-K programs to evaluating the effect of these new and improved seats on our state's most high-need children.

Thanks to existing state VPK framework, we are confident that we can distribute funds to the Shelby and MNPS with a minimum of administrative costs, and that each Subgrantee will efficiently and conscientiously direct the sub-granted funds towards bringing a rich, effective pre-K experience to the Tennesseans and their families who will benefit from it most.

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 –Expansion Grants
Application for Initial Funding**

STATE OF TENNESSEE SUBMISSION



CFDA Number: 84.419B



**U.S. Department of Education
Washington, DC 20202
Approved OMB Number: 1810-0718**

Frequently Used Acronyms in this Application

CCPE	Child Care Program Evaluator
DHS	Department of Human Services
ECAC	Early Childhood Advisory Council
ELDS	Early Learning Development Standards
IEP	Individual Education Plan
LEA	Local Education Agency
MNPS	Metropolitan Nashville Public Schools
OEL	Office of Early Learning
PD	Professional Development
PRI	Peabody Research Institute
QRIS	Quality Rating Improvement System
SCS	Shelby County Schools
SCC	Shelby County Consortium
SIB	Social Impact Bond
TDOE	Tennessee Department of Education
TFA	Teach for America
TN	Tennessee
TNYCWC	Tennessee Young Child Wellness Council
VPK	Voluntary Pre-K

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**PLAN A (EXECUTIVE SUMMARY):
TENNESSEE'S AMBITIOUS AND ACHIEVABLE PLAN FOR EXPANDING ACCESS TO HIGH-QUALITY PRESCHOOL PROGRAMS**

Key Goals

- To significantly increase pre-K access among Eligible Children in High-Need Communities in Shelby County and Nashville
- To strengthen quality through upgrading existing pre-K seats in both communities to include all elements of High-Quality Preschool Programs. In particular, to add Comprehensive Services to existing classrooms that already address all other elements of High-Quality programs
- To strengthen alignment of the birth-to-third grade continuum
- To build Tennessee's pre-K infrastructure, particularly in the area of evaluating and ensuring program quality
- To measure the impact of several different models of High-Quality Preschool Programs

Key Activities	Rationale	Geography	Timeline and Key Milestones	Responsible Party	Financial Resources
1. Create additional site-based High-Quality Preschool seats	Shelby County has a need that significantly exceeds its current number of High-Quality Preschool seats: it has 4,422 seats to serve 14,420 four-year-olds. A Consortium of four LEAs in Shelby County (Shelby County Schools, Bartlett, Millington, and the Achievement School District) plans to use this grant to build on the districts' 2014 expansion of 400 seats by adding 1,000 additional seats in programs operated by both LEAs and community partners.	Shelby County	New seats (vs 2014 baseline): 2015: 660 2016: 920 2017: 1,000 2018: 1,000	Shelby County Consortium (SCC) and member LEAs	2015: \$(b)(4) 2016: \$ 2017: \$ 2018: \$
2. Create additional center-based and site-based High-Quality Preschool seats	Similarly, Nashville has great need that exceeds its current pre-K capacity: 5,197 of Metro Nashville's 9,349 four-year-olds are not in public pre-school, and more than half of those that are enrolled are in programs that don't offer Comprehensive Services. In 2014, Nashville opened three new pre-K centers serving 520 students. The center model provides capacity and serves as a hub of innovation for the development of best practices in early childhood education. The district is partnering with the Peabody Research Institute (PRI) at Vanderbilt University to implement data-driven continuous improvement practices. This grant	Nashville	New seats (vs 2014 baseline): 2015: 400 2016: 400 2017: 400 2018: 400	Metro Nashville Public Schools (MNPS)	2015: (b)(4) 2016: 2017: 2018:

	provides an opportunity for Nashville to add an additional center, as well as expand site-based classrooms, to serve 400 additional children.				
3. Improve existing state-funded seats to High-Quality status by adding Comprehensive Services	<p>Shelby County Schools, the largest member of the Shelby County Consortium, has been a leader in recognizing the importance of Comprehensive Services in pre-K. The district has significantly expanded Comprehensive Services in recent years, first through an innovative strategy to align Head Start and state resources, and more recently through providing Comprehensive Services to all 20 classrooms in its 2014 expansion. This grant allows Shelby County to add Comprehensive Services to 32 classrooms served by community partners, meaning 100 percent of state-funded pre-K classrooms in the county will have Comprehensive Services and meet the High-Quality Preschool definition.</p> <p>Nashville, meanwhile, has made significant investments in Comprehensive Services in K-12 schools and will use this grant to provide critical Comprehensive Services for all pre-K students served. With this grant funding, Nashville will significantly expand Comprehensive Services in their pre-existing site-and-center-based classrooms and improve 2,838 seats to meet High-Quality status.</p>	Shelby County and Nashville	<p>Improved seats (vs. 2014 baseline):</p> <p>2015: 3,478</p> <p>2016: 3,478</p> <p>2017: 3,478</p> <p>2018: 3,478</p>	SCC and member LEAs; MNPS	<p>2015: (b)(4)</p> <p>2016: (b)(4)</p> <p>2017: (b)(4)</p> <p>2018: (b)(4)</p>
4. Implement teacher coaching model	Nashville has dedicated significant resources to provide job-embedded, evidence-based professional development to teachers in its new centers. This grant will provide funding to provide similar support for pre-K teachers in site-based classrooms through a job-embedded coaching model. This model will provide support for 136 pre-K teachers, in	Nashville	<p>Teachers reached by coaching model:</p> <p>2015: 146</p> <p>2016: 161</p> <p>2017: 181</p> <p>2018: 206</p>	MNPS	<p>2015: (b)(4)</p> <p>2016: (b)(4)</p> <p>2017: (b)(4)</p> <p>2018: (b)(4)</p>

	addition to all teachers in newly-expanded site-based classrooms funded by this grant expansion.				
5. Evaluate effectiveness of new and improved seats and build state capacity	<p>The state and both communities are deeply committed to better understanding not just whether pre-K is better preparing children for Kindergarten, but when, where, how, and for whom it is. We propose to partner with PRI in a study of the effectiveness of this pre-K expansion. PRI researchers will measure child learning in pre-K and the impact of participation in these new and improved classrooms on Kindergarten readiness. In addition, PRI will conduct classroom observations, enabling analysis of how teacher practices correlate with student learning.</p> <p>Two new TDOE staff members will be trained by and work alongside PRI staff in conducting observations. This will enable this work not only to serve as an evaluation, but also to build the state's ongoing capacity for monitoring pre-K classroom quality. This effort will serve as a pilot and will inform the state's ongoing approach.</p>	Evaluation in Shelby County and Nashville; entire state to benefit from increased capacity	Data collection begins: Sept 2015 PK gains analysis results: summer 2016, 2017, 2018 K readiness analysis results: Dec 2016, 2017, 2018	TDOE, Peabody Research Institute, Vanderbilt U. (PRI)	2015: (b)(4) 2016: 2017: 2018:
6. Increase alignment along the birth to third grade continuum at the state and local levels	Both the Shelby County Consortium and MNPS are committed to fostering a continuum of learning, birth through third grade. The Subgrantees will partner with Early Head Start and other local providers to co-locate services with pilot classrooms as a first step in providing seamless transitions for children in need from birth to age five. They will focus resources and existing infrastructure to ensure successful transitions	Shelby County and Nashville	Ongoing and beyond the grant period	TDOE, SCC, MNPS	Funds allocated separate from this grant

	from pre-K to Kindergarten for all families served, while also aligning Kindergarten to third grade instruction with the foundations of pre-K.				
7. Continue to involve broad group of stakeholders in advancing High-Quality Preschool Programs	This application is particularly distinguished by the commitment and contributions of local stakeholders in both Shelby County and Nashville, as evidenced by the fact that both were able to grow their pre-K footprint via new local funding in 2014. This effort has been structured to sustain the involvement of stakeholders through councils (the Governing Council of the Shelby County Consortium and the Early Childhood Education Commission in Nashville) that oversee implementation and make resource allocation decisions. The Children’s Cabinet, TN Young Child Wellness Council and the coordinated efforts of the Office of Early Learning at the state level also support continued coordination and alignment across stakeholder groups.	Statewide, Nashville, Shelby County.	Ongoing through and beyond the grant period	Shelby County Consortium Governing Council, Metro Nashville ECE Commission	No funds specifically allocated for this purpose
Required Evidence					
<ul style="list-style-type: none"> • Eligible Children to be served each year (Table A, Row 48)—Year 1: 4,808; Year 2: 5,088; Year 3: 5,188; Year 4: 5,188 • Number and percent of new SPP Seats (Table A, Rows 37 & 38)—Year 1: 1,850 (3.89 percent); Year 2: 2,130 (4.43 percent); Year 3: 2,230 (4.59 percent); Year 4: 2,230 (4.55 percent) • Documentation of the structure of Tennessee’s existing standards for Preschool Programs can be found in Appendix E-1, the Scope of Services governing all VPK classrooms • Expectations for School Readiness can be found in Appendix B-12, Tennessee’s School Readiness Model • Letters of Support from all required and many additional stakeholders are included in Appendix A-1, Letters of Support 					
Information requested in performance measures					
			Year 1	Year 2	Year 3
					Year 4

	Number	percent	Number	percent	Number	percent	Number	percent
Number and percent of Eligible Children served in grant-funded HQPPs (NEW):	860	1.8 percent	1,420	3.0 percent	1,440	3.0 percent	1,440	3.0 percent
Number and percent of ECs served in grant-funded IIQPPs (IMPROVED):	2,958	7.0 percent	2,958	7.0 percent	2,958	7.0 percent	2,958	7.0 percent
Number and percent ECs served in the SPP:	20,459	43 percent	21,019	44 percent	21,039	44 percent	21,039	44 percent
Number and percent of children in Shelby County and Nashville that are K-ready:	<i>Set baseline</i>		<i>Close ¼ of gap to goal</i>		<i>Close ½ of gap to goal</i>		Goal: 75 percent of the Eligible Children in new/improved seats (3,299 children)	
Addressing the needs of all Eligible Children								
<p>The state gives income-eligible children Tier 1 priority for seats in VPK, the State Preschool Program. Many children in need of additional supports (those with developmental delays, English learners, and those in other groups identified in the NIA) are included in this priority group because they are also income-eligible. If not income-eligible, children in these groups have Tier 2 priority ahead of all other children. All expansion and improvement seats described in this application follow VPK priority except the Nashville center-based programs, which are open enrollment without regard to income, but today serve approximately 75 percent Eligible Children in mixed-income classrooms.</p> <p>Various programs and activities support the specific needs of Eligible Children in need of additional supports; these are described further in the sections below.</p>								

A. Executive Summary

The extent to which the State includes an ambitious and achievable plan for expanding access to High-Quality Preschool Programs that clearly articulates how the plans proposed under each criterion in this section, when taken together, will--

(1) Build on the State's progress to date as demonstrated in selection criterion (B);

Tennessee is a national leader in bringing high-quality preschool to those who need it most and especially in bringing together strong, diverse, local groups of stakeholders to work together to make it happen. In 2005, Governor Bredesen signed the Voluntary Pre-K for Tennessee Act, a program that today has grown to serve more than 18,000 children in the state with a commitment of more than \$(b)(4) per year from the state and a mandatory local match. Children in VPK classrooms benefit from a rigorous model that requires all of the characteristics of a High-Quality Preschool Program as defined in the NIA, except one (Comprehensive Services, a focus of this grant application).

At the same time we have been expanding pre-K, we have been committed to ensuring quality. As a part of this effort, we recently introduced new Early Learning and Development Standards for pre-K, aligned with our college- and career-ready state standards and expectations for successful Kindergarten entry. The tiered enrollment requirements for VPK classrooms, outlined in Section B, ensure that students who are truly high-need get the best chance of enrolling in one of our classrooms.

In addition to being the largest participants in VPK in terms of funded seats, the two Subgrantees named in this application—Metro Nashville Public Schools and a consortium of Shelby County school districts—stand apart for their strong local commitment to high-quality pre-K. In Shelby County, the County Board of Commissioners has committed \$(b)(4) per year in new funding to high-quality pre-K classrooms in the county and an attached letter of support shows County Mayor Mark Luttrell's commitment to continue to seek this funding as matching funds should the grant be awarded. Shelby County Schools, the largest district in the Shelby County Consortium, has also recently been awarded the Head Start grant for the entire community to ensure a seamless integration of Head Start and Early Head Start programming and policies with other publicly-funded preschool programs. This gives Shelby County Schools a unique platform from which to ensure alignment and integration across the early childhood continuum, from Early Head Start, through Head Start or other public pre-K, into Kindergarten and beyond.

In Nashville, the Metropolitan Council approved \$(b)(4) per year to fund new model pre-K centers serving 520 children, beginning in 2014. These Centers provide capacity and serve as hubs of innovation for the development of best practices in early childhood education. The Centers are closely monitored by researchers from the Peabody Research Institute at Vanderbilt University, one of the country's leading research institutes on early childhood education, to aid the district and its educators in knowledge sharing and continuous improvement.

This grant provides an opportunity for Tennessee to build on its foundation of an established state program; rigorous, developmentally appropriate, and aligned standards; and strong local ownership. Expansion of high-quality seats in Shelby County and Nashville will help meet more of the significant need in the state's two largest communities. The addition of Comprehensive Services will help a large number of classrooms that lack only those supports to meet the High-Quality Preschool Program definition. A rigorous, multi-faceted program evaluation in partnership with Vanderbilt's Peabody Research Institute will not only support direct learning and continuous improvement but will also support building the state's Quality Assurance capacity.

(2) Provide voluntary, High-Quality Preschool Programs for Eligible Children through subgrants to each Subgrantee in two or more High-Need Communities;

More than (b)(4) percent of the funding we receive through this grant program will be subgranted to the Shelby County Consortium and Metro Nashville Public Schools. Both Subgrantees have carefully detailed the need and plans for expansion in their respective communities, and together plan to add 1,400 new High-Quality Preschool Program seats with these funds and improve an additional 3,478 seats.

As detailed in Section D of this application, Metro Nashville and the communities represented by the Shelby County Consortium are among the most high-need communities in our state. Seventy-five percent of elementary school students in the consortium and 72.4 percent of those in MNPS are eligible for free- or reduced-price lunch, and both communities are dissatisfied with the educational outcomes of their third-graders. Both see high-quality pre-K as a critical strategy to help prepare children to learn and smoothly integrate into a school system where they will prepare for college and careers via rigorous standards, curricula, and instruction.

(3) Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs during each year of the grant period through the creation of new, and the improvement of existing State Preschool Program seats, as applicable;

The plan detailed in this application will result in 1,400 new High-Quality Preschool Program seats in Tennessee and 3,478 improved seats meaning that, following the two-year ramp-up envisioned in this application, 4,778 students each year will benefit from these programs. This represents approximately 10 percent of our state's population of Eligible Children who, in the absence of the grant funding, would not have access to a High-Quality Preschool Program.

(4) Have all the characteristics specified in the definition of High-Quality Preschool Programs;

Existing state standards for VPK classrooms already demand all but one of the characteristics defined as comprising a High-Quality Preschool Program by this grant announcement; a copy of the Scope of Services for VPK classrooms is attached to this application as Appendix E-1. The only standard that current VPK classrooms are not required to meet is the one describing Comprehensive Services. As a result, nearly all funds going into improvement in this grant will be used to provide Comprehensive Services in state-funded classrooms that currently lack them. This grant will enable all state-funded preschool seats in Shelby County and Nashville to meet the definition of a High-Quality Preschool Program, an achievement that we believe will have significant positive effects for children.

(5) Set expectations for the school readiness of children upon kindergarten entry;

Tennessee's School Readiness Model, developed by the state's cross-agency Children's Cabinet, which the Governor and First Lady co-chair, spells out four specific goals for what it means to be school-ready in Tennessee. These goals emphasize the key role that communities, families, and the school environment play in defining, promoting, and ensuring school readiness for every Tennessean. More details on the School Readiness Model can be found in Appendix B-12.

- **Ready Communities** hold high expectations for the agencies and organizations that provide resources, services, and supports for families with young children to protect their health and well-being.

