

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 |
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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"/> |
|--|--|--|

| | |
|--|--|
| * 3. Date Received: <input type="text" value="10/15/2014"/> | 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="Tennessee Department of Education"/> | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="62-6001445"/> | * c. Organizational DUNS: <input type="text" value="8790162510000"/> |

d. Address:

| |
|---|
| * Street1: <input type="text" value="710 James Robertson Parkway"/> |
| Street2: <input type="text"/> |
| * City: <input type="text" value="Nashville"/> |
| County/Parish: <input type="text" value="Davidson"/> |
| * State: <input type="text" value="IN: Tennessee"/> |
| Province: <input type="text"/> |
| * Country: <input type="text" value="USA: UNITED STATES"/> |
| * Zip / Postal Code: <input type="text" value="37243-1219"/> |

e. Organizational Unit:

| | |
|---------------------------------------|-------------------------------------|
| Department Name: <input type="text"/> | Division Name: <input type="text"/> |
|---------------------------------------|-------------------------------------|

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

| | |
|---|---|
| Prefix: <input type="text" value="Mr."/> | * First Name: <input type="text" value="Joey"/> |
| Middle Name: <input type="text"/> | |
| * Last Name: <input type="text" value="Hassell"/> | |
| Suffix: <input type="text"/> | |
| Title: <input type="text" value="Assistant Commissioner, Special Populations"/> | |

| |
|--|
| Organizational Affiliation: <input type="text"/> |
|--|

| | |
|---|----------------------------------|
| * Telephone Number: <input type="text" value="615-253-2112"/> | Fax Number: <input type="text"/> |
|---|----------------------------------|

| |
|---|
| * Email: <input type="text" value="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 |
|--|--|--|

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 K.L. * 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.]

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* 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.

- **Ready Schools** welcome all children, are led by skilled teachers, and have policies and practices to provide rich, age appropriate learning opportunities and to build children’s confidence in their knowledge and abilities.
- **Ready Families** interact with their children positively and frequently and take strong interest in all aspects of their welfare, ensuring safe and consistent environments, promoting good health, and fostering self-esteem, confidence and self-control.
- **Ready Children** are prepared intellectually, socially, emotionally and physically within the five developmental domains addressed in the Tennessee Early Childhood Early Learning Developmental Standards (TN-ELDS) that reflect what research says about the pathway of development and learning from birth through age 5.

Our expectations for school readiness are reinforced by our comprehensive Early Learning Development Standards, both for zero-to-48-months and for four-year-olds. These Standards, which can be found in Appendices B-1 and B-2, formalize expectations for cognitive, social, and emotional development, and are synchronized both with one another and our strong state standards for K-12 learning.

(6) Be supported by a broad group of stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils; and

This application is particularly distinguished by the commitment and contributions of local stakeholders in both Memphis/Shelby County and Nashville, as evidenced by the letters of support in the appendix, and the fact that both were able to grow their pre-K footprint behind 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. At the state level, the Tennessee Children’s Cabinet, the Tennessee Young Child Wellness Council and the coordinated efforts of the Office of Early Learning will also support continued coordination and alignment across stakeholder groups.

(7) Allocate funds between—

(a) Activities to build or enhance State Preschool Program infrastructure using no more than five percent of its Federal grant funds received over the grant period on State-level infrastructure including, but not limited to, monitoring and evaluation and other quality-enhancing activities that improve the delivery of High-Quality Preschool Programs to Eligible Children; and

Our plans for state infrastructure spending under this grant are focused on three key areas that will benefit all of our pre-K classrooms: Student Assessment, Quality Assurance, and Professional Development; and two areas directly related to the funding and the program itself; Program Evaluation and Grant Support. The funding requested for all five of these areas, including the mandatory \$(b)(4) set-aside for technical assistance, is \$(b)(4) per year, less than (b) percent ((b) percent) of our annual request in each year of the grant period.

A highlight of our state-level infrastructure investments is a partnership with the Peabody Research Institute at Vanderbilt University. This partnership will enable us not only to rigorously evaluate the success of this program, but also to test tools and approaches in at least two important areas: a kindergarten readiness measure that encompasses the five domains of school readiness, and a rigorous classroom observation protocol. We have structured the work with PRI to build state knowledge and capacity in these areas, informing approaches that could be used more broadly in Tennessee in the future.

(b) Subgrants to Early Learning Providers to implement voluntary, High-Quality Preschool Programs for Eligible Children in one or more High-Need Communities, including how it will--

(i) Provide High-Quality Preschool Programs to Eligible Children no later than the end of year one of the grant period

Both Subgrantees have outlined specific plans on how, in the beginning of Year 1 of the grant period, they will identify specific sites for new and improved classrooms. Each Subgrantee has well-defined procedures for identifying sites and ensuring compliance with the terms of the grant program. The state will begin releasing funds to school districts no later than the beginning of the 2015-16 school year to ensure that both the Shelby County Consortium and MNPS can meet their targets of opening 33 and 20 new high-quality pre-K classrooms, respectively, in that school year.

(ii) Subgrant at least 95 percent of its Federal grant funds to its Subgrantee or Subgrantees over the grant period; and

Annual grant awards are planned to be in the amount of roughly \$(b)(4) for each of the two Subgrantees, (b) percent of the funding available through the grant program. The budgets and targets included in this proposal will be the basis for annual recommendations and awards and will be finalized upon the announcement of an award, once both Subgrantees sign a final MOU in the first quarter of 2015.

As described above and below, subgrant awards will support both expansion and improvement of pre-K seats in both Nashville and Shelby County. The proposed approaches in the two communities represent many common elements but also provide the opportunity for the state to evaluate and learn from different pre-K delivery models (e.g., center-based vs. site-based).

(iii) Support each Subgrantee in culturally and linguistically appropriate outreach and communication efforts in order to ensure that all families, including those who are isolated or otherwise hard to reach, are informed of the opportunity and encouraged to enroll their children in available programs.

In addition to supporting the outreach of the subgrantees' strong local coalitions of stakeholders and service providers, the state will use its own outreach and communication strategies, as appropriate, to reach all families in Tennessee that might be eligible for these new and improved seats. These strategies include existing VPK outreach procedures, including community pre-K Advisory Councils representing parents, teachers, non-school providers, Head Start, the business community, and local government leaders. The state will reach out to its partner organizations and other state, child-serving agencies, to support efforts to reach out to the communities of the subgrantees. Examples of outreach include public announcements, community fairs and distribution of information about participating in this new preschool program through local businesses and organizations. The state website Kidcentraltn.com provides a portal for sharing information specific to the communities served by the subgrantees.

Recently, The Center for the Study of Social Policy (CSSP) announced that its Strengthening Families initiative has named Tennessee as one of four states to participate in its Action, Implementation, and Momentum (AIM) Community, designed to expand implementation of its Strengthening Families approach. The partners were chosen from members of the Strengthening Families National Network made up of more than 30 states using the protective factors in their state and local work. Tennessee and the other states chosen for the AIM Community have led the way in pioneering creative ways to adapt Strengthening Families to their own state systems of early care and education, child welfare, and public health.

B. Commitment to State Preschool Programs (20 points).

The extent to which the State has demonstrated its commitment to develop or enhance the State Preschool Program infrastructure and its capacity to both deliver and increase access to High-Quality Preschool Programs for Eligible Children, as evidenced by--

(1) State Early Learning and Development Standards (2 points);

In 2012, the Tennessee State Board of Education adopted an updated set of **Early Learning Developmental Standards** (TN-ELDS) for four year olds to better align with the Tennessee state standards for Kindergarten. The revised TN-ELDS pulled from several key sources including:

- Tennessee Early Learning Developmental Standards (2004),
- Early learning standards from states nationally recognized for their standards,
- Head Start Child Development and Early Learning Framework (2011),
- National Association for the Education of Young Children, and the
- Tennessee State Standards for Kindergarten.

In 2014, the State Board of Education augmented the existing standards for four-year-olds with a revised set of standards for birth through 48 months. Both sets of standards provide information on the knowledge, skills, and experiences children from birth to age five should engage in to provide the foundation for continued success in all developmental as well as content areas of learning. The TN-ELDS outline learning standards across the areas listed below.

- Approaches to Learning
- Social Emotional Development
- Language and Early Literacy (including reading, writing, speaking , listening, and language)
- Math (including counting and cardinality, operations and algebraic thinking, measurement and data, and geometry)
- Science
- Social Studies
- Creative Arts
- Physical Development

(Both the TN Early Learning Developmental Standards for Four-Year-Olds and the TN Early Learning Developmental Standards for birth to 48 months can be found in Appendix B-1. & B-2).

In addition to the TN-ELDS, both Subgrantees (Shelby County and Metro Nashville Public Schools) have used the **Head Start Performance Standards** as a guideline for the

Comprehensive Services they have added to the state's Voluntary Pre-K program. These standards provide a useful addendum to the TN-ELDS academic standards and help define performance in the administration of Comprehensive Services. The Head Start Performance Standards (Part 1304) specifically outline standards around Early Childhood Development and Health Services including child health and development services, child health and safety, child nutrition, child mental health, and Family and Community Partnerships.

Both sets of standards continue to serve as valuable resources for educators, child care providers, and families who work with children in the respective age ranges. There are various professional development opportunities available in Tennessee to provide ongoing training on what the standards are and how to implement them appropriately within the classroom including conferences as well as online training modules. The TN-ELDS are also an integral part of the introductory early childhood courses offered through the state's colleges and universities. The TN-ELDS are foundational to Individual Education Plan (IEP) meetings as they are used as a guide for writing long-term goals for students served through the Tennessee Early Intervention System (TEIS) that works with children from birth to age three and the IDEA 619 preschool programs that work with children ages three through five.

(2) The State's financial investment, if any, and the estimated number and percentage of children, including if known, the estimated number and percentage of Eligible Children, served in State Preschool Programs over the last four years (6 points);.

The principal mechanism for funding Tennessee State Preschool Programs is the **Voluntary Pre-K for Tennessee Act of 2005** that the Tennessee General Assembly passed with strong bipartisan support to increase the state's investment in Early Childhood Education and access for students. FY 2014 program highlights include:

- \$(b)(4) of state funding across 136 Tennessee Local Education agencies (LEAs) and all 95 Tennessee counties
- \$(b)(4) of local match funding
- 935 state-funded preschool classrooms and 18,600 students (23 percent of Tennessee four-year olds)
- 15,828 of the state-funded preschool students were from families with income below 185 percent of the poverty line (the states measure for Free and Reduced Price Lunch). The state served 33 percent of total four-year-olds below 185 percent of the poverty line.

- In addition, in the 2014-15 school year, approximately \$(b)(4) of local funding in Subgrantee communities (Nashville and Shelby County) augmented the funding to provide an additional 47 classrooms and serve 920 additional children.
 - Shelby County: \$(b)(4) **funding** from Shelby County Government serving **20 classrooms** and **400 students**.
 - Nashville: \$(b)(4) **funding** from Davidson County serving **27 classrooms** and **520 students**.

Below is an excerpt from **Table B in** that summarizes the state’s financial contributions to preschool over the last four years, as well as the mandatory local match as part of the program. Note: *In 2014, both Nashville's Metro Council and the Shelby County Commissioners approved additional local funding for pre-K in their communities, an additional \$(b)(4) in local funding in addition to the funding shown on this excerpt.*

| State Fiscal Year | 1: State Funding | 2: Local Funding | 3: Philanthropic / Private Funding (if applicable) |
|-------------------|------------------|------------------|--|
| 2014 | (b)(4) | | |
| 2013 | | | |
| 2012 | | | |
| 2011 | | | |

(3) *Enacted and pending legislation, policies, or practices that demonstrate the State's current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children (4 points):*

There are three critical elements of state legislation, policies, and practices that demonstrate Tennessee’s commitment to increasing access to high-quality preschool for Eligible Children in the state: the Voluntary Pre-K for Tennessee Act of 2005, the Tennessee Board of Education Policy on Early Childhood Education, and the Tennessee Code Annotated section on Family Engagement.

The Tennessee House and Senate passed the legislation for the **Voluntary Pre-K (VPK) for Tennessee Act of 2005** in May 2005. VPK provides Tennessee's four-year-old children, with the first priority to those four-year-olds who are at risk, an opportunity to develop school readiness skills including pre-academic and social skills. VPK classes promote a high-quality academic environment that fosters the love and joy of learning and promotes success in kindergarten and throughout the child's life. The program grew from its original pilot stage of

servicing 3,000 at-risk children in 2005 to servicing over 18,000 children per year from 2008 to the present. The basic principles of the program are:

- **Voluntary:** Parents, communities, and school districts can decide locally whether they want and need high-quality pre-K classrooms.
- **Working for Access for All:** The goal of pre-K in Tennessee is accessibility for all four-year-olds with an emphasis on at-risk students and high-priority communities.
- **Maintain Existing High Standards:** Keep the high-quality standards already in place regarding small class size, curriculum requirements, and certified teachers.
- **Applying to Match State Dollars:** The local school district serves as the applicant for matching state funds. Local school districts are accountable for matching state dollars based on the state K-12 funding formula. Local school districts have the ability to use federal funds, private dollars, or in-kind resources as part of their local match.
- **Flexible Local Partnerships:** Communities, through their local school districts, have the ability to contract and partner with non-school providers, i.e., non-profit, for-profit and local Head Start programs.
- **Community Coordination and Planning:** Each school district creates and facilitates a Community-Pre-K Advisory Council (C-PAC) that provides formal input into the application and plan to sustain or expand pre-K classrooms. Representation must include, but is not limited to, parents, teachers, non-school providers, Head Start, the business community, and local government leaders.
- **Office of Early Learning:** A strong centralized office monitors the programs for accountability, oversees the application process, and consults with local providers.

VPK enrollment priorities specify that children from at-risk groups have priority access to state-funded preschool programs. The priorities are detailed below:

- **Tier 1**—Pursuant to state law T.C.A. § 49-6-101, students identified as economically disadvantaged. This identification is based on income levels set by 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, priority enrollment for 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. Any child meeting this criterion is moved to the top of the enrollment list.

- **Tier 2**—Students with disabilities, students identified as English learners, students in state custody, or those identified as educationally at-risk for failure due to circumstances of abuse or neglect.
- **Tier 3**—If an insufficient number of children meeting the above enrollment requirements are enrolled to fill a specific classroom, the LEA may enroll any child who meets the age requirement and the requirements set forth by the C-PAC. These students are considered unserved or underserved and may be enrolled by the process established by the C-PAC.

The Voluntary pre-K Act is supported by the **Tennessee Board of Education Policy on Early Childhood Education** (Adopted: 07/21/2000, Revised: 10/21/2005). The policy encourages local school systems to establish early childhood education programs with the outlined principles including, but not limited to:

- Programs should first be directed to children who are at risk due to economic disadvantages,
- All programs established should reflect the principles of high quality programs,
- School districts will be held accountable for performance and management, and
- Local school systems will cooperate with other community agencies and new programs will complement existing programs.

Finally, the **Tennessee Code Annotated section on Family Engagement** (b)(6) adds guidance on how schools and preschool centers should:

- Improve parental involvement in children’s education,
- Share information with parents, and
- Assess and incentivize parental involvement

(4) The quality of existing State Preschool Programs, as evidenced by policies and program data that demonstrate the State’s commitment to the components of a High-Quality Preschool Program; compliance with Program Standards; and support for program monitoring and improvement, which may be accomplished through the use of a TQRIS (4 points);.

Tennessee uses multiple methods to ensure that existing State Preschool Programs are high quality. The department’s current State Preschool Programs are committed to quality as evidenced in state statute T.C.A. 49-6-101 – 110, the Tennessee State Board of Education’s early childhood policy, and the Scope of Services that outlines the requirements the LEAs must meet to continue funding for operation of State Preschool Programs. This quality is also demonstrated in Tennessee’s record of consistently meeting nine of the ten characteristics recognized by the

National Institute of Early Education Research (NIEER) for High-Quality Preschool Programs since 2009. This ranks Tennessee tied for fifth in the nation on the NIEER metric. Tennessee VPK already consistently fulfills all of the Department of Education's criteria for a High-Quality Preschool Program with the exception of universal Comprehensive Services. In recent years, Tennessee has made strides towards increasing access to Comprehensive Services with both Subgrantee communities leading the way.

The Tennessee Department of Education collects data annually from all 137 school districts that operate one or more state-funded preschool programs to ensure all programs meet the criteria as outlined in the above mentioned laws, policies, and program requirements found in the scope of services. Information about teacher credentials, student eligibility and attendance, special education eligibility, home language, and other demographics are collected through the state's longitudinal data system. The department compiles an end-of-the-year report identifying how school districts meet the required criteria. Districts complete a family satisfaction survey each year; most questions are based on a five-point Likert scale. The 2013 family survey had a return rate of 82 percent with over 90 percent of families saying they agreed or strongly agreed with the questions asked, indicating positive rates of satisfaction. The information from these two tools is shared with school districts each year and is available for public review upon request.

The state encourages LEAs to enter into Memoranda of Understanding (MOUs) to subcontract with Head Start and community child care centers to provide state preschool classrooms in non-school based settings. These non-school based organizations must be licensed by the Department of Human Services and meet the department's highest rating of child care centers as defined by the **Tennessee's Child Care Evaluation and Report Card Program**.

Centers are evaluated on the following seven areas:

1. Director Qualifications,
2. Professional Development,
3. Developmental Learning,
4. Parent/Family Involvement,
5. Ratios and Group size,
6. Staff Compensation, and
7. Program Assessment.

Additionally, programs can voluntarily opt-in to the **STAR - Quality Child Care Program Evaluation** to demonstrate they are meeting higher standards. (See more information about the Child Care Evaluation and Report Card Program in Appendices B-8 and B-9).

Further, in 2009, the **Peabody Research Institute at Vanderbilt University (PRI)** joined forces with the Tennessee Department of Education to conduct the first scientifically rigorous statewide evaluation of the effectiveness of the state's voluntary pre-K program, funded by a grant from the Institute of Education Sciences. The primary questions the study, which is still underway, is trying to answer are:

1. Does participation in VPK improve children's academic and behavioral skills when they enter kindergarten?
2. Does participation in VPK improve children's long-term academic and behavioral skills after pre-K?
3. What are the characteristics of the children who benefit the most from VPK?
4. What characteristics of VPK teachers, classrooms, and school/system organization are associated with improvements in children's school readiness?

PRI is addressing these questions with two methods:

- **Randomly Assigning Children to Attend VPK:** 3,000 children are being tracked through the state education database, and PRI is collecting information each year about their grade placement, school attendance, and other trends. Over 1,000 of these children are being directly assessed each year of the study by trained research staff members using assessments of academic skills. PRI is also collecting teacher ratings of their social/behavior skills every year from Kindergarten until third grade. Both sets of children, those who were in the VPK program and those who did not get in, are being followed and assessed. When these children reach third grade, PRI will collect their state standardized assessment scores.
- **Studying Classrooms in a Representative Sample of VPK:** This part of the evaluation looks at specific VPK classrooms for a two-year period, and examines only school readiness for kindergarten, not long-term effects. The research design, utilizing a regression discontinuity design (RDD), includes data collection from VPK classrooms taught by the same teacher two years in a row, and will follow the children into kindergarten. Kindergarten entry skills of children having just completed VPK will be

compared to those of children having just enrolled in VPK. VPK classroom characteristics are being observed as well. The goal is to determine the VPK classroom features associated with children's kindergarten readiness.

In an exciting recent development, PRI received funding this year from the National Institute of Health (NIH) to continue the study and follow students through late elementary and middle school years. Many participating students, who applied in 2010 and are now typically in third grade, will continue to be involved in this follow-up. They will be individually interviewed and assessed, and their parents and teachers will be interviewed or surveyed each year. All 3,000 students will continue to be tracked through the state data base.

Tennessee has also received a number of accolades for its VPK program:

- The VPK program is recognized as a national leader in pre-K quality, achieving nine out of ten quality standard benchmarks set by the *National Institute for Early Education Research (NIEER)*. The VPK program is ranked 21st in terms of access to program for four year olds while ranking 16th in terms of state funding.
- Tennessee is one of five states in the nation to receive a grant in 2008 to partner with the *Center on the Social and Emotional Foundations of Early Learning (CSEFEL)* to build the capacity of the state to increase the social and behavioral competence of young children. This work continues today in 2014.
- VPK makes Tennessee one of six states nationwide offering full-day programs requiring a minimum instructional day of 5½ hours per day, five days per week.

Finally, the former Memphis City Schools (now part of unified Shelby County Schools) also performed its own assessment of the effectiveness of its pre-K program. Memphis City Schools was able to demonstrate the positive effects of pre-K on students through second and third grade. The Longitudinal Impact of Memphis City Schools pre-K and Shelby County Head Start by Dr. Marie Sell, published in March 2013 clearly shows the gains that children demonstrated its pre-K Program. Additionally, the study results suggest that Comprehensive Services for children and families provided an academic benefit that in some cases only became evident in later years evidenced by third grade Tennessee Comprehensive Assessment Program (TCAP) scores.

(5) *The State's coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources that may be used to serve preschool-aged children, including, if applicable, programs and services supported by title I of the ESEA, part C and section 619 of part B of IDEA,*

subtitle VII-B of the McKinney-Vento Act, the Head Start Act (42 U.S.C. 9831 et seq.), and the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.) (2 points); and

The Tennessee Department of Education has undertaken several reorganizations over the past three years that allow it to better work with other agencies that serve preschool-aged children. The Division of Special Populations now houses the Office of Early Learning that includes Voluntary pre-K, IDEA 619 Preschool, Head Start, and the Tennessee Early Intervention Services (TEIS). The Division of Special Populations as a whole includes personnel that work on program support and data services for special education, English learners, homeless/migrant students, and neglected/delinquent students. The division's assistant commissioner, Joey Hassell, facilitates coordination among these programs in order to maximize the resources available to serve the most at-risk students. Other leadership from the division also assists with coordinating these various programs and offices.

In addition to the department's efforts, the state has a number of cross-organizational groups that work on behalf of preschool-aged children. Governor Haslam and First Lady Chrissy Haslam chair the **Children's Cabinet** that is designed to coordinate, streamline, and enhance initiatives across multiple departments to empower, educate, and engage Tennessee families. In the last year, the Children's Cabinet launched two major initiatives: the Tennessee School Readiness Model and www.KidCentralTN.com. The Tennessee School Readiness Model describes goals to help Tennessee students enter the classroom prepared to learn. It provides indicators of what communities, schools, and families need to do to promote children's early learning and development. The Web site www.KidCentralTN.com is a one-stop shop for Tennessee families to connect with important information and resources that various state agencies provide. This new website organizes content from many departments making it easier for families to find what they need. In addition to articles about valuable topics relating to health, education and development, www.kidcentraltn.com features a comprehensive directory of state services for children and families.

Additionally, the responsibilities of the **Early Childhood Advisory Council** has transitioned to **Tennessee Young Child Wellness Council (TNYCWC)**, a statewide early childhood entity focused specifically on infants and young children in order to promote young child health and wellness as an important policy issue. TNYCWC is coordinated by the Children's Cabinet Assistant Director and the Administrator of Early Childhood Initiatives in the Tennessee.

Department of Health and meets the membership requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837(b)) and in paragraph (l) of the Program Requirements.

The TNYCWC is a mechanism to assure a common understanding of the social ecological model of wellness, Life Course theory, research on Protective Factors, and the role of primary prevention that exists across all early childhood professionals, family providers, and topic-specific interventionists such as substance abuse and mental health providers. This statewide entity is tasked with raising public recognition of child development and wellness needs and assuring that the state can meet those needs through early intervention and prevention rather than remediation. Over 80 statewide partners, agencies, and organizations have committed their involvement and are enthusiastically participating in the TNYCWC. Members of the TNYCWC will strengthen knowledge of one another's work, embrace a shared goal and agenda, and work to implement collectively identified strategies. The TNYCWC will serve as a vehicle for proposing infrastructure reforms, policy recommendations, and improved workforce coordination to the Governor's Children's Cabinet and other decision-making bodies.

The four key focus areas that the TYCWC plans to address between 2013 and 2016 include:

- Promoting optimal early brain development by raising awareness of the importance of healthy brain development during infancy and early childhood;
- Supporting optimal child growth and development through expansion of developmental screening and increasing referrals to services for those children identified as needing additional developmental support;
- Fostering safe and nurturing relationships by mitigating toxic stress and trauma and expanding and coordinating a trauma informed system of care; and
- Providing safe and nurturing learning environments by improving the quality of infant and toddler child care.

(6) The State's role in promoting coordination of preschool programs and services at the State and local levels with other sectors that support the early learning and development of children, including child health, mental health, family support, nutrition, child welfare, and adult education and training sectors. (2 points). Section B. Commitment to State Preschool Programs

As mentioned above, the **Children's Cabinet** and the **Tennessee Young Child Wellness Council**, are cross-departmental organizations that focus on health and family wellness in addition to education. Specific accomplishments of and supports provided through this collaboration include:

- The School Readiness Model developed by the members of the Early Childhood Advisory Council and adopted by the Children’s Cabinet (see above),
- *Every Child Ready to Read* training and distribution of computers and software to libraries, child care and family child care homes, and
- The 2013 Early Childhood Summit.

The TDOE is also an important and integral player to the development and implementation of high-quality early childhood programs. Members of the Office of Early Learning take on active roles and hold leadership positions on various committees and organizations that engage with other state, district, and local entities focused on supporting the early learning and development of all young children from birth to age five. Examples are below.

- Voting member in past years and recently-elected president of the Tennessee Association for the Education of Young Children Board: department of education representative shares updates on early childhood initiatives within the department and supports collaboration among early childhood providers.
- Facilitator of Team Tennessee: members include representatives of all state agencies serving young children to educate and promote teachers understanding and utilization of evidence-based pyramid practices to promote young children’s social and emotional well-being. Team Tennessee’s work includes:
 - Working with Department of Mental Health and Substance Abuse Services to provide Pyramid Model practices to teachers from pre-K to third grade;
 - Cross-training across state and local entities;
 - Implementing Strengthening Families resources;
 - Providing family training on meeting children’s social and emotional skills at home.
- Department of Education representation on the following boards or councils:
 - Tennessee Early Childhood Training Alliance
 - Child Care Resource and Referral System
 - Nashville State Community College early childhood advisory board
 - TN Young Child Wellness Council
 - Local Chapters of the United Way
 - Interagency Coordinating Council for Children with Exceptional Needs
 - Metro Nashville Early Childhood Task Force

- Collaborate with other child serving state departments and Head Start to provide joint training and technical services and development of projects in support for one another's work. Projects include development of:
 - TN-ELDS and training on implementing the TN-ELDS
 - Family resources to support understanding of the TN-ELDS
 - Tennessee Child Care Online Training System modules
 - ReadTennessee website

The contributions of other state agencies and state and local organizations working together for the same cause – the well-being of our children, the future leaders of our state – are equally important to this effort.

**PLAN C:
ENSURING QUALITY IN PRESCHOOL PROGRAMS**

Key Goals

- Ensure that preschool classrooms created or improved by this grant exhibit strong program quality.
- Rigorously evaluate grant-funded preschool effectiveness to support continuous improvement of Subgrantees' programs and simultaneously to build the state's Quality Assurance capacity.
 - Create and administer enhanced program quality measurement process to support both goals
- Choose and administer Kindergarten readiness assessment during grant; build state infrastructure to continue post-grant
- Plan and execute high-impact professional development for educators and school leaders to support program effectiveness

| Key Activities | Rationale | Geography | Timeline and Key Milestones | Responsible Party | Financial Resources |
|--|---|-----------------------------|---|--|---|
| Conduct preschool program quality assessments (via classroom observation). | The state and Subgrantees believe in setting high and consistent standards for preschool programs in the state. During the grant period, the Subgrantees will develop and pilot a tiered quality assessment and monitoring protocol that will enhance the state's ongoing Quality Assurance capacity. The state and Subgrantees will partner with PRI on the assessment process. | Nashville and Shelby County | Evaluation Developed: January 2015 Assessments conducted: 2015-19 | Tennessee Office of Early Learning; Subgrantees | \$(b)(4) / year for PRI \$(b)(4) / year for state staff and supporting costs (also shared across activities below) |
| Conduct Kindergarten-readiness assessments (via student assessment). | State and Subgrantees believe that it's critical to assess whether the state's preschool programs are preparing Tennessee students for Kindergarten. During the grant period, the Subgrantees will select and pilot a Kindergarten-readiness assessment and share best practices with state and other LEAs. The state and Subgrantees will partner with PRI to develop the assessment approach. | Nashville and Shelby County | Evaluation Developed: January 2015 Assessments conducted: 2015-19. | Tennessee Office of Early Learning ; Subgrantees | |
| Evaluate the overall effectiveness of grant-funded expansion and improvement | The state and Subgrantees are dedicated to ensuring that the state's preschool expansion and improvement is effective. As part of this grant effort, the state will work with PRI to rigorously evaluate the effectiveness of this expansion and improvement. This will continue Tennessee's strong tradition of working with Peabody Research Institute (PRI) of Vanderbilt University to evaluate its programs. | Nashville and Shelby County | Evaluation Developed: January 2015 Assessments conducted: 2016-19. | Tennessee Office of Early Learning | |
| Plan and execute high-impact professional | The state believes that high-quality preschool needs to be fueled by high-quality professional development. The state also believes that providing new professional | Nashville and Shelby County | Summer 2015: PD programs developed | Tennessee Office of Early Learning | \$(b)(4) / year for PD specific activity. |

| | | | | |
|-------------|---|--|-------------------------------|---|
| development | development for its teachers and leaders will contribute to increasing the quality of its preschool programs. The state will allocate grant funding to support the development of ongoing training modules to use over the course of the four years. We will leverage technology to capture the training modules and sustain access to them past the life of the grant. | | PD programs executed: 2015-19 | §(b)(4) year for state staff and supporting costs (also shared across activities above) |
|-------------|---|--|-------------------------------|---|

Required Evidence of Success

- (C)(2)(a) Evidence of a monitoring protocol used to drive continuous program improvement (See plan to develop and pilot enhanced state quality measures in Subgrantee communities detailed in **Section 2A**)
- (C)(2)(c) Evidence of state targets with measurable outcomes, including school readiness achieved by the program (See plan to baseline performance, methods for measurement, and Subgrantee Kindergarten-readiness goals detailed in **Section 2C**)
- Any other supporting evidence the state believes will be helpful to peer reviewers (See description of Peabody Research Institutes historical and forward-looking plans to support state in building its infrastructure to rigorously evaluate preschool programs and assess Kindergarten readiness detailed throughout Section C).

Information requested in performance measures

See Section A

Addressing the needs of all Eligible Children

General: The State prioritizes access for Eligible Children, including those in need of additional supports, in allocating VPK seats. See table at beginning of Section A for additional detail.

Specific to Plan C: Because this application prioritizes programs serving Eligible Children in Nashville and Shelby County, including those in need of additional support, these children will benefit directly from the more rigorous classroom quality and Kindergarten-readiness measures we develop. Further, in employing these measures, the state will collect disaggregated data to understand the progress and readiness of specific student populations.

C. *Ensuring Quality in Preschool Programs (30 points).*

The extent to which the State has an ambitious and achievable plan to ensure program quality, including a description of how the State will (8 points)--

- (1) Use no more than five percent of the funds received over the grant period for State Preschool Program infrastructure and quality improvements at the State level through activities such as--*
 - (a) Enhancing or expanding Early Learning and Development Standards;*
 - (b) Implementing Program Standards consistent with a High-Quality Preschool Program;*
 - (c) Supporting programs in meeting the needs of children with disabilities and English learners, including in workforce development;*
 - (d) Conducting a needs assessment to determine the current availability of High-Quality Preschool Programs, including private and faith-based providers and Head Start programs;*
 - (e) Establishing or upgrading preschool teacher education and licensure requirements;*
 - (f) Improving teacher and administrator early education training programs and professional development;*
 - (g) Implementing a Statewide Longitudinal Data System to link preschool and elementary and secondary school data;*
 - (h) Implementing a Comprehensive Early Learning Assessment System;*
 - (i) Building preschool programs' capacity to engage parents in decisions about their children's education and development, help families build protective factors, and help parents support their children's learning at home;*
 - (j) Building State- and community-level support for High-Quality Preschool Programs through systemic linkages to other early learning programs and resources to support families, such as child health, mental health, family support, nutrition, child welfare, and adult education and training sectors; and*
 - (k) Other activities that would support the delivery of High-Quality Preschool Programs to Eligible Children.*

The TDOE's Office of Early Learning views this grant as an opportunity to dramatically improve the state's early learning infrastructure and quality. The state's strategy is to use this grant as a catalyst to pilot new and rigorous program quality and student achievement assessments that, if successful, could ultimately be scaled across Tennessee. Further, the state will use this grant as an opportunity to deepen its partnership with the world-renowned Peabody Research Institute (PRI) out of Vanderbilt University. In addition, to partnering with the state to develop and implement program and student assessments for grant-funded preschool sites, Peabody will share best practices and help train state employees. This will help build state infrastructure so that we can sustain our quality improvements after the life of the grant.

Specifically, Tennessee plans to focus funds for infrastructure and quality improvements on points F, H, K outlined in the application question. Funds will be allocated for:

- **Student assessment:** *Administering a Kindergarten-readiness assessment to participating students in grant-funded programs.* The state and Subgrantees will partner with Peabody Research Institute (PRI) at Vanderbilt University to select and implement a Kindergarten-readiness assessment as part of the grant process. The state infrastructure portion of the grant will fund PRI's contract and fully fund two additional Child Care

Program Evaluators (CCPE) and two Education Consultants at TDOE who will help with training teachers and administering the assessment (more details in Section C-3).

- **Quality assessment:** *Creating and administering a tiered quality measure for all grant-funded preschool sites in each participating community.* The state will again partner with PRI to augment its current quality assessments (described in Section B) to focus on the components of effective high-quality preschool. Each preschool site will be assessed annually. As noted above, the grant will fund PRI's contract and fully fund two additional Child Care Program Evaluators (CCPE) and two Education Consultants at TDOE who will help with administering the assessment (more details in Section C-2).
- **Program evaluation:** *Partnering with the Peabody Research Institute to evaluate the effectiveness of the new pre-K programs funded by the grant.* Peabody will conduct a rigorous evaluation of program effectiveness, detailed below:
 - PRI will conduct an evaluation of the grant-funded preschool expansion classrooms to focus on quality of preschool classroom and assessment of student learning (including Kindergarten readiness and preschool growth). See detailed project plan in Appendix C-2. The evaluation will have three major components:
 - Pre- and post-assessments for the students in the pilot to measure the quality of preschool programs and show growth in each developmental domain for children the state plans to serve (examples of assessments to-be-used include the Peabody Picture Vocabulary Test (PPVT), the Woodcock-Johnson Reading and Mathematics Assessments);
 - Sampling of classrooms for observations using narrative record in site-based preschools and centers for continuous program improvement efforts,
 - Performance comparison of kindergarten-readiness assessment for students in pilot pre-K programs and students not in program.
 - The grant will fund PRI's contract for this work. In addition, the grant will fund an additional Administrative Services Manager at TDOE to oversee data management.
- **Professional development:** *Creating new opportunities for coaching and training for teachers and administrators involved in the programs funded by the grant.* The grant will fund specific professional development opportunities including:

- Teacher and teacher assistant series of training modules focused on implementing a high-quality preschool classroom.
- Administrator’s series of training modules for principals and directors focused on ensuring understanding of high quality preschool classrooms and how to support as well as evaluate the classroom teacher and other staff to ensure high quality classrooms.
- Pyramid Model Consortium Membership and support.
- An annual summit will be held in each community for all the partners collaborating on preschool to share progress and next steps.
- **Grant support:** *Supporting Subgrantees in implementing the grant.* The Child Care Program Evaluator and Education Consultant positions funded by the grant will also oversee the implementation of the grant and support training and technical assistance.

A more detailed breakdown of estimated expenses can be found in Appendix B-1 and B-

3. Importantly, across all these funding areas, the state’s budget will not merely support short-term grant facilitation, but rather serve as an investment in building state infrastructure that will continue to support high-quality preschool after the term of the grant

(2) Implement a system for monitoring and supporting continuous improvement for each Subgrantee to ensure that each Subgrantee is providing High-Quality Preschool Programs (which may be accomplished through the use of leveraging a TQRIS and other existing monitoring systems), including the extent to which the state. (10 points)—

(a) Has the capacity to measure preschool quality, including parent satisfaction measures, and provide performance feedback to inform and drive state and local continuous program improvement efforts;

As part of the grant-funded preschool expansion, the state plans to build on its already strong early childhood education support and evaluation system. As mentioned in section B, Tennessee actively monitors the quality of all programs supporting young children through the Departments of Education and Human Services. The performance evaluations leveraged are the Tennessee Report Card and the Tennessee Star-Quality Program and Support System. Every program serving young children is monitored regularly for compliance with all applicable rules in Chapter 0520-12-01 (TDOE) or Chapter 1240-04-03 (DHS) and encouraged to provide nurturing activities to promote healthy physical and mental development as outlined in the state Early Childhood Policy. In addition to compliance with Chapter 0520-12-01, the public school-administered pre-K programs (Voluntary Pre-K, Title I funded, and/or locally funded) must provide educational programs in compliance with Chapter 0520-01-03-.05(5) and correlated with

the Tennessee Early Learning Development Standards. These performance measures are reported annually to the Office of School Based Support Services and additionally in an End of the Year report submitted to Office of Early Learning.

As part of the grant-funded pilot, the state and Subgrantees plan to test a more robust process for measuring preschool program quality. If the enhanced process, described below, proves effective in the two Subgrantee communities, it could be scaled up across the state in the future. The new quality measures and evaluation process will occur via a partnership between the Subgrantees and PRI. The proposed process is:

- The state and Subgrantees, in partnership with PRI, will develop an enhanced observation protocol that reflects expectations for high-quality preschool classrooms:
 - Built to align with and improve upon the state’s existing Star-Quality tiered quality rating system (currently used to evaluate community child care programs)
 - Adding specific measures focused on high-quality preschool (e.g. professional development, teacher qualification, use of standards, etc.)
 - Adding measures of the use of wraparound services and the number of children enrolled
- Build on and expand the existing family satisfaction survey. All classrooms funded as part of the program will be evaluated annually using this enhanced tier rating system.
- As part of the pilot process, PRI will train state evaluators and consultants to conduct the enhanced quality rating evaluation, thus building state infrastructure to conduct this more rigorous evaluation in the future.

The measures used as part of this study will extend and enhance the current Tennessee state QRS Assessment. They include:

- **Early Childhood Environment Rating Scale-Revised (ECERS-R):** The ECERS-R is a standardized global rating of classroom quality and environment based on the use of space, materials, and experiences to enhance children’s development, the daily schedule, and supervision (Harms, Clifford, and Cryer, 1998). PRI will collect data using six of its subscales: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, and Program Structure. The overall ECERS-R score is an average of the scores from each subscale creating a range from one to seven.

- **Narrative Record:** The Narrative Record Form (Farran & Bilbrey, 2004) uses an open-ended format and coding scheme to record continuous data about activities in the classroom. It consists of observer notes and codes for every distinct “episode” that occurs (e.g., a small group activity). The data collected describe the timing of the episode (start and stop times), the learning setting, the learning content focus, level of instruction, level of student involvement, and tone of the teacher, among other variables. The Narrative Record is continuous and thus captures the entire observational period with no breaks in coding. It allows for summaries that might include the amount of time devoted to whole-class instruction, the amount of time spent on mathematics, and the percentage of episodes that a teacher used a high level of inference in his or her instruction.
- **Pre-kindergarten Classroom Dynamics Rating Scale:** Observers complete this collection of behaviorally anchored ratings at the end of each of the full-day observations. These questions include groups of items that fall under the headings of Overall Impression, Classroom Management, Teacher Responsiveness, Community, and Academic and Learning-related Behaviors.

(b) Is using a statewide Longitudinal Data System that is able to track student progress from preschool through third grade

The Tennessee statewide longitudinal data system currently includes data on preschool children served in school-administered preschool programs that follow students from entry into the Education Information System (EIS) through high school. This system tracks student demographics as well as enrollment, special education services, income eligibility for school nutrition programs, advancement/retention, transfers, and graduation/dropout. In order to further support the needs of this grant, we will add an additional code to EIS to distinguish between participants in expansion grant-funded seats and students funded through Tennessee VPK.

(c) Clearly specifies the measureable outcomes, including school readiness, to be achieved by the program

The Subgrantees are committed to setting ambitious goals for both **Preschool gains** and **Kindergarten readiness** improvement to be achieved by this program. The state and Subgrantees acknowledge that it is critical to establish an accurate baseline for performance as part of setting ambitious and achievable goals. As stated above, a key component of the state strategy is to use this grant process to assess participating students for Kindergarten readiness

and thus establish the baseline metric. That said, both subgrantees can pull from research from their communities to set a directional baseline. Data collected this fall (2014) from one of the Pre-K centers in MNPS serving children representative of the children that will be served in expansion sites is presented below:

| | | Letter Word Standard Score | Spelling Standard Score | Applied Problems Standard Score | Quantitative Concepts Standard Score | PPVT Standard Score |
|----------------|---------|-------------------------------|----------------------------|------------------------------------|--|------------------------|
| N | Valid | 163 | 165 | 165 | 163 | 166 |
| | Missing | 5 | 3 | 3 | 5 | 2 |
| Mean | | 97.73 | 84.60 | 97.28 | 88.33 | 85.64 |
| Median | | 98.00 | 84.00 | 97.00 | 87.00 | 85.00 |
| Std. Deviation | | 12.50 | 13.18 | 11.52 | 12.29 | 14.74 |
| Minimum | | 65 | 39 | 67 | 62 | 31 |
| Maximum | | 129 | 117 | 129 | 122 | 131 |

In this sample, 50 percent of the incoming children scored 85 or below on the Peabody Picture Vocabulary Test (PPVT). A similar proportion scored well below average on Spelling and the more complex math measure, Quantitative Concepts. These data indicate that MNPS children are beginning kindergarten scoring in the bottom 15 percent of national samples.

Benchmarks for the expansion sites in Memphis and Nashville have been established on this same battery of measures. Progress on reaching the benchmarks will be measured on the 10 children from each of the 200 classrooms each year. The subgrantees' **preschool measureable outcome goals** are:

1. By the end of the preschool year, 75 percent of the children will score above 85 on the PPVT.
2. By the end of the preschool year, 75 percent of the children will score above 85 on Spelling.
3. By the end of the preschool year, 75 percent of the children will score above 85 on Quantitative Concepts.
4. For the simpler measures, Letter Word Identification and Applied Problems, 90 percent of the preschool children will score above 85.

These benchmarks from the standardized and normed measures administered in preschool will be linked to the kindergarten readiness assessment (KRA) instrument chosen by subgrantee stakeholders in consultation with PRI. Our KRA will have to also have proficiency scores and

norms that can be linked to our standard measures. The subgrantees' **Kindergarten readiness measurable outcome goal** will be to have 75 percent of participating preschool students score as kindergarten ready on at least 3 of the 5 domains as measured by their kindergarten teachers.

(3) Measure the outcomes of participating children across the five Essential Domains of School Readiness during the first few months of their admission into kindergarten using an assessment or assessments, such as a Kindergarten Entry Assessment, to achieve the purposes for which the assessment was developed and that conform with the recommendations of the National Research Council report on early childhood assessments (12 points)

TDOE supports research on Kindergarten Readiness Assessments as part of its role in providing research, data support, best practices, and recommendations. Decisions about the type of assessment to use and when and how to administer it remain local decisions. Tennessee's strategy for assessment during the grant program is to use the Subgrantees to pilot rigorous Kindergarten Readiness Assessments that, if effective, could potentially be used by Early Learning Providers across the state. As part of the Nashville and Shelby County pilot, the Subgrantees will partner with PRI to create a robust assessment process that measures Kindergarten readiness in addition to the pre- and post-assessments on selected children from each of the expansion classrooms. The details of the Kindergarten readiness assessment process are:

- As part of the grant process, PRI, in partnership with both Subgrantees, will oversee the administration of a Kindergarten readiness assessment to participating students to compare performance of students in pilot pre-K programs to students not in program.
- The Kindergarten readiness assessment tool will be chosen through a collaborative process involving pre-K leadership and educators from both communities and PRI. The choice will be informed by research on best practices from around the country.
- The decision process and the subsequent training process will help build infrastructure in both Subgrantee communities so that, following the grant, the Subgrantees will be able to sustainably administer a Kindergarten readiness assessment.
- The Kindergarten readiness assessment ultimately chosen will:
 - Include measures of the five domains of development (Language & Literacy, Cognitive Development, Social and Emotional Development, Physical Development and Approaches to Learning).

- Omit some indicators that are not developmentally appropriate or best practice in Early Childhood.
- Provide samples of guiding questions to use during the pre- and post-conference that will guide teachers' and principals' focus on developmentally-appropriate practices within the early childhood classroom.
- Include a rubric to be used within the classroom that consists of a planning rubric, an environment rubric, and an instruction rubric.
 - Planning rubric indicators: Approaches to Learning, Instructional Plans, Student Work, and Assessment
 - Environment rubric indicators: Expectations, Social-Emotional Development, Environment, Respectful Culture
 - Instruction rubric indicators: TN-ELDS, Cognitive Development, Physical Development, Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Activities and Materials, Questioning, Academic Feedback, Language & Literacy, Teacher Content Knowledge and Teacher Knowledge of Students
- Include scoring descriptors for each indicator that consist of expectations that are developmentally appropriate for the early childhood learner.
- Provide examples of evidence seen in an early childhood classroom.
 - Use the Observation Document for Early Childhood provided by the TDOE Office of Early Learning as a guide for the outline of the rubric

Additionally, the Subgrantees have secured a philanthropic commitment (and thus will not need to utilize grant funding) to continue to work with PRI to study the long-term effect of preschool gains in the K-2 continuum. The study will build on the preschool gains and Kindergarten readiness assessments that PRI will already be partnering with the Subgrantees to deliver. PRI will follow students from Preschool to second grade to measure the persistence of the positive effects of preschool. The state aspires to share these learnings outside of Tennessee so that our efforts can help inform strong preschool instruction across the country.

**PLAN D:
EXPANDING HIGH-QUALITY PRESCHOOL PROGRAMS IN EACH HIGH-NEED COMMUNITY (See Sec. E for implementation plan)**

Key Goals

- Expand the total number of high-quality preschool seats in the two Subgrantee communities.
- Improve the quality of the existing preschool seats in the two Subgrantee communities by expanding Comprehensive Services and professional development
- Sustain the expanded seats and quality improvements after the duration of the grant

| Key Activities | Rationale | Geography | Timeline and Key Milestones | Responsible Party | Financial Resources |
|---|--|-----------------------------|---|---|--------------------------------------|
| Expand the number of high-quality preschool seats | Today, in Subgrantee communities, over 60 percent of 4-year-olds are not in publicly-funded preschool. Both communities are high-need (over 70 percent free and reduced lunch) and underperforming (under 50 percent proficiency on third grade tests). | Nashville and Shelby County | Expansion to begin in 2015-16 school year | Subgrantees | Y1: (b)(4) Y2: Y3: Y4: |
| Improve the quality of existing preschool seats through expansion of Comprehensive Services | Today, in Subgrantee communities, preschool students are inconsistently receiving Comprehensive Services as part of their school experience. The state and Subgrantees believe (in alignment with the definition of a High Quality Preschool Program for this grant) that Comprehensive Services are critical to creating high-quality preschool experiences. | Nashville and Shelby County | Improvements to begin in 2015-16 school year | Subgrantees | Y1: Y2: Y3: Y4: |
| Improve the quality of existing preschool seats through coaching-based PD | The Subgrantees, with support from the state, are dedicated to increasing the level and quality of professional development available to their preschool educators. In addition, Nashville will use part of its funding under this program to pilot new methods of professional development that could ultimately be rolled out to other educators in the state if successful. | Nashville | Improvements to begin in 2015-16 school year | Subgrantees | Y1: Y2: Y3: Y4: |
| Sustain the expanded and improved seats after the life of the grant | Local governmental organizations, Subgrantee school districts, the state, and the philanthropic community have all expressed commitments to continue to fund the expanded and improved preschool seats after the life of the grant. | Nashville and Shelby County | Funds beginning to be secured; see letters of support | State and Subgrantee communities will collaborate on final MOU; | To be finalized during grant period. |

| | | | | | |
|--|--|--|--|--|--|
| | | | | Subgrantees commit to ensuring sustainability | |
| Required Evidence | | | | | |
| <ul style="list-style-type: none"> • A letter of support or preliminary binding agreement, such as a preliminary MOU, from each Subgrantee attesting to the Subgrantee’s participation. – see the Required Attachments section of this application for the preliminary MOUs signed by the state and both Subgrantees (including all 4 participating LEAs in Shelby County) • Table (D)(4) and Table A (See Tables (D)(4) and A in the Excel spreadsheets). Refer to Table (D)(4) and Table (A) submitted as part of this application | | | | | |
| Information requested in performance measures | | | | | |
| <ul style="list-style-type: none"> • See the Plan in Section A for all relevant performance measures | | | | | |
| Addressing the needs of all Eligible Children | | | | | |
| <p>General: The State prioritizes access for Eligible Children, including those in need of additional supports, in allocating VPK seats. See table at beginning of Section A for additional detail.</p> <p>Specific to Plan D: Both subgrantees are committed to serving only Eligible Children with grant-funded resources. To ensure this occurs, the subgrantees will use a prioritization process similar to VPK which also prioritizes Eligible Children, for all seats except center-based seats in Nashville. Center-based seats in Nashville are open-enrollment without regard to income, however, to date they have served 75 percent Eligible Children.</p> | | | | | |

D. Expanding High-Quality Preschool Programs in Each High-Need Community.

(1) The state has selected each Subgrantee and each High-Need Community that will be served, including a description of each High-Need Community and its geographic diversity, such as whether the community is located in a rural or tribal area, and whether it is located in a federally designated Promise Zone 19 (8 or 6 points)

The state of Tennessee has selected Shelby County and Metro Nashville as Subgrantees. Memphis, which is in Shelby County, and Nashville are the two largest municipalities in the state and also represent areas of the highest need for preschool services within Tennessee.

The school districts within the Shelby and Nashville coalitions are recognized as state leaders and champions for supporting high quality early learning programs and for pursuing opportunities to expand state preschool opportunities. These school districts have deeply engaged their communities to support expansion of the state's VPK program. For example, in 2014-2015 the four districts in the Shelby County Consortium opened 20 new preschool classrooms funded by the Shelby County Board of Commissioners and awarded through the Shelby County Schools Education Foundation. Similarly, the director of Metro Nashville Public Schools worked with the Nashville Mayor's office throughout the 2013-14 school year to develop an ambitious yet achievable plan for expansion of that community's preschool program. As result of their efforts, nearly five million dollars was added to the MNPS budget to open three early childhood centers serving nearly 520 children in 27 classrooms. Of the 520 children enrolled in these early childhood programs, approximately 75 percent (or 390 children) are Eligible Children.

Shelby County (Memphis)

- Shelby County is the largest county in the state of Tennessee with a population of 927,644 (2010).
- Shelby County is geographically mixed including Memphis, a large urban center, six surrounding suburban municipalities, and rural unincorporated areas.
- According to the 2010 Census, the racial breakdown of Shelby County is 52 percent Black, 41 percent White, two percent Asian, five percent of some other race or two or more races. The percentage of Hispanic or Latino people (of any race) was approximately six percent.
- Memphis is a high-need community with a median household income of S (b)(4) and a poverty rate of 16 percent (based on 2010 Census data).

- Shelby County now has eight school districts serving its students: Shelby County Schools, which serves Memphis students and students living in unincorporated areas; six municipal school districts; and the Achievement School District, which is responsible for turnaround of schools that are among the state's bottom five percent in terms of achievement. The statistics below are from the 2013-14 school year for the four districts that will together represent the Shelby County Consortium for the purpose of this grant:
 - Enrollment (2013-14): 136,209 students
 - Free and Reduced Lunch Rate (2013-14): 75 percent

Memphis and Shelby County: Immense need and immense potential

Memphis has a child poverty rate of 40 percent, and most of the neighborhoods in the western half of Memphis, those closest to the Mississippi River, are among the poorest 5 percent of neighborhoods in America. A recent study by researchers from Harvard and the University of California found Memphians to have the lowest income mobility among the 100 largest cities in the US, with fewer than three percent of residents in the bottom quintile in income expected to reach the top quintile within their lifetime.

Over the past decade, a committed coalition of public sector, business, community, and philanthropic leaders have come together to change these grim statistics; this coalition has placed a particular emphasis on education. In 2008, when the Bill & Melinda Gates Foundation invited the Memphis City Schools to compete for a \$(b)(4) grant to enhance teacher effectiveness, the philanthropic and business community took on renewed enthusiasm. In a few months, commitments for a match of \$(b)(4) were made not only from the usual foundations and corporations but from several new contributors. The district won that grant and formed an advisory committee consisting of community leaders from business, government and philanthropy that has remained active and supports the work of this grant by providing guidance, thought leadership, and accountability. This commitment to Memphis from the Gates Foundation served to raise awareness in the entire community around education reform that dove-tailed with the state of Tennessee's reform efforts in areas such as the adoption of more rigorous state standards, new legislation around teacher evaluation and tenure, and an emphasis on data and student outcomes that resulted in the state becoming one of the first two states to win a Race to the Top grant. Locally, organizations such as Memphis Tomorrow and Stand supported these

reform efforts through advocacy, community awareness, and resource development. In the past four years, this coalition has only strengthened as the county's public schools have undergone a series of governance transitions: evolving from two school districts, to one, to seven, all in parallel to the Memphis launch of the state's Achievement School District. The Shelby County Consortium participating in this application, which includes four districts that did not exist in their current form three years ago, is a testament to a community that, by and large, has kept its focus on children through this challenging period.

Early childhood education has been central to the community's commitment. For the past decade, The Urban Child Institute has raised the community's awareness and understanding of the significance of brain development from birth to age three through research and community education. Organizations such as the Early Success Coalition, a collaborative network of non-profits, education and government entities working in the early childhood arena aligned their efforts around early child development from birth to age eight. The school districts recognized the importance of pre-K education, and Shelby County Schools and its community partners are the largest operator of Voluntary Pre-K Classrooms in the state. In recent years, however, the community has banded together in recognition that the area requires more than the current VPK opportunities. The Transition Planning Commission guiding the merger of Memphis City Schools and Shelby County Schools named early childhood education one of its instructional priorities and recommended an increase in funding to support expansion. As one strategy to put that recommendation into action, two key City Council members, with the support of the Mayor and ultimately the full Council, were successful in sponsoring a ballot measure in 2013 to create a pre-K funding stream in the City of Memphis. This referendum attracted key community leaders and organizations. The Greater Memphis Chamber became increasingly involved in the community by forming the Chairman's Circle that consists of the CEOs of about 100 local companies; early education was one of five areas of focus. They formed a strong partnership with PeopleFirst, an organization consisting of the highest level of leadership in the education, government, non-profit and faith sectors that stewards the community's "cradle to career" agenda and had been a long-time advocate for quality preschool. The Chamber and People's First took a leadership role in the campaign and were joined by Memphis Tomorrow, Stand for Children, the NAACP, the Early Success Coalition, MAEYC (the Memphis Chapter of NAEYC), key philanthropic leaders and others. In 2014, the Shelby County government, with

leadership from the County Mayor and key Commission members, stepped forward with an incremental \$^{(b)(4)} in funding earmarked specifically for pre-K in Shelby County. As described below, this infusion of funding has supported an expansion of high-quality seats that include Comprehensive Services; the County Mayor has committed to sustain these seats (see letters of support in Appendix A-1). The new funding from the County Commission was directed to the four districts in Shelby County that qualified for VPK funding, and now make up the Shelby County Consortium. This grant now provides the opportunity for Shelby County to build on this recent momentum.

The districts joining Shelby County Schools—Bartlett, Millington and the Achievement School District—also recognize the need for quality pre-K for their students. The Achievement School District, which is the state-run district formed to serve the schools in the state’s bottom 5 percent in academic achievement, is keenly aware that the students it serves often are not ready to enter school in kindergarten. Their goal is to have pre-K classrooms in all of their schools, and they have already formed critical partnerships in the community with Porter Leath and Agape Child and Family Services to provide needed comprehensive services.

Organizational Capacity

The Shelby County Consortium subgrantee will incorporate four school districts and thus the coordinating organizational structure for the consortium will be formed as a result of the grant award. However, the largest of the districts, Shelby County Schools, has taken a leadership role in the development of the Shelby County model for the consortium and has identified several resources within the district that will strengthen the consortium’s organizational capacity. For example, as the Head Start agency for the county, SCS is strongly positioned to ensure that grant activities are organizationally consistent with other early childhood education initiatives in the county. ^{(b)(6)} the district’s researcher who has performed a longitudinal study and other studies of elementary education in the county at the behest of local government, works within the district’s office of Early Childhood Programs and will be able to provide valuable insight for the evaluation team examining implementation in Shelby County. Also, SCS has been instrumental in collaborative planning among Shelby school districts in the selection of RTI assessment tools to facilitate county-wide analysis of children’s school readiness and academic progress in the years prior to state assessment. SCS’s Early Childhood Programs office will be able to draw on

expertise from other SCS departments with which they work closely – for example, Human Capital, Curriculum and Instruction, Federal Programs, and Exceptional Children.

Metro Nashville

- Nashville is the second largest city in Tennessee with a population of 626,681 (2010).
- Nashville is geographically urban and suburban.
- According to the 2010 Census, the racial breakdown of Nashville is 61 percent White, 28 percent Black, three percent Asian, and eight percent other races or from two or more races. Ten percent of residents are Hispanic or Latino
- Nashville is a high-need community with a median household income of \$(b)(4) and a poverty rate of 18 percent.
- Nashville students are served by Metropolitan Nashville Public Schools:
 - Enrollment (2014-15): 82,235
 - Free and Reduced Lunch Rate (2014-15): 72.4 percent

History of Strong Education Reform Successes

In 2009, MNPS embarked on an innovative and aggressive reform effort, MNPS Achieves, based on a 10-year meta-review of school system evaluations. MNPS Achieves engaged district and community leaders to collaboratively develop, recommend and implement strategic initiatives to transform district operations, and dramatically improve schools. Low student performance outcomes necessitated the introduction of significantly higher academic standards, and negative public perception of the school system necessitated the urgency of the reform effort.

MNPS Achieves was accelerated by an unprecedented \$(b)(4) in Race to the Top funding that enabled the district to apply significant support and resources to reform initiatives targeted to improve the district's collaborative culture and increase student achievement across all subgroups of students. The results have been significant. Since 2009:

- All student subgroups have experienced academic gains, year-over-year;
- 18 percent of MNPS students have advanced at least one achievement level on annual state assessments;
- Proficiency rates on TCAP have improved six percentage points for Reading, 18 for Math, and 12 for Science;

- ACT results have continually improved;
- District culture has dramatically improved to become more collaborative;
- Internal systems and operations have been successfully restructured.

MNPS Achieves moved the district in the right direction. Despite the gains, student achievement gaps remained persistent, so the district leadership, under the direction of Dr. Jesse Register, Director of Schools, began a strategic planning process in 2013 with the goal to be the highest performing urban school district in the nation by 2018. The strategic plan, Education 2018: Excellence for Every Student, aims for accelerated student achievement, in all classrooms, and in all schools. The goal is to ensure every student starts with a strong foundation for learning in pre-K and builds on that foundation to develop the knowledge, skills, and character to excel in grades K-12 and eventually in college and career.

Strong Community Support

Metropolitan Nashville has fared better than most urban areas during the recession years. Furthermore, local government has been committed to fully funding education, and the district's general operating revenues have increased significantly over the past four years. This on-going financial support from local government will ensure continued funding of the proposed project's initiatives.

Mayor Dean has consistently prioritized three goals since becoming Mayor of Nashville: improving schools, making neighborhoods safer, and bringing more and better jobs to Nashville. Pre-K is critical to achieving these goals. In Mayor Dean's words, "Expanding early childhood learning opportunities for Nashville's children is an untapped well of opportunity for improving educational outcomes for our students, because if a child enters Kindergarten unprepared to learn to read and write, they have an uphill battle to climb from that day on. I applaud Dr. Register and his team for making pre-K a priority."

Organizational Capacity

MNPS has the organizational capacity to provide and coordinate resources and supports to successfully implement this grant proposal. As a part of the district's five-year strategic plan, MNPS restructured the central office to more efficiently and effectively manage the school system that is comprised of over 150 schools. The central office has five primary divisions that

reflect the major functions of the system: Academics, Human Capital, Student Services, Operations and Data Management, and Finance & Business Services. All five divisions will support the pre-K initiative funded by this grant to ensure success and internal capacity building to sustain the efforts. One example of this support is the district's student data warehouse, one of the most sophisticated public school data warehouses in the nation. The data warehouse provides a single interface for the many data sources available to school and district personnel. Pulling data from multiple sources, it provides school, grade, and student level reports that enable teachers, principals, counselors and administrators to access data quickly and easily to inform school improvement planning. The data warehouse is continuously being enhanced to house and align new data sources, including the district's pre-K expansion with the addition of data tracking of pre-K students.

Additionally, MNPS is supported by foundations and organizations that link community resources to district needs, including: the Nashville Public Education Foundation (NPEF), the PENCIL Foundation, the United Way of Middle Tennessee and Alignment Nashville, an organization that coordinates resources to support public school success, and the health and well-being of all children in the community. MNPS currently has more than 160 business and community partnerships that range from multi-billion dollar companies such as HCA Healthcare and Dollar General to local, community-based organizations such as Belcourt Theatre and Rocketown. MNPS partners provide a variety of services to the students and faculty of the schools they support including mentoring and job shadowing as well as internships, financial resources, volunteers and instructional support for project-based learning.

The Need for Better Preschool Opportunities

Currently, the Metro Nashville community is not able to serve all families who want and need an affordable, high-quality pre-K program. Of approximately 8,680 four-year-olds in Davidson County (as of 2013), approximately 4,000 are served in a publicly-funded preschool program. A small number of children not served by a public program can afford private preschool or group care where the quality of service is inconsistent. Only 12 preschool programs in the county are NAEYC accredited and fewer than half of the programs evaluated by the Star Quality Rating System meet the quality standards of the state. In 2013-14, there were more than 1,000 families on the waitlist to attend MNPS pre-K due to limited availability.

Consequently, too many of Metro Nashville’s incoming Kindergarten students are not adequately prepared for their school experience in kindergarten. Approximately 72 percent of students qualify for free- or reduced-price lunch, and the fastest-growing population of English learners in Nashville is under age five and growing each year.

(2) Each High-Need Community is currently underserved, including the number and percentage of four-year-olds in State Preschool Programs and other publicly funded preschool programs (8 points)

Shelby County and Nashville are both high-need communities with significant unmet demand for high-quality, publicly-funded preschool seats. The table below summarizes the key statistics for Metro Nashville and Shelby counties:

| 4-Year-Olds | Metro Nashville | percent | Shelby County | percent |
|-------------------------|------------------------|----------------|----------------------|----------------|
| Total | 9,349 | 100 percent | 14,420 | 100 percent |
| VPK | 1,059 | 11 percent | 2,540 | 18 percent |
| Head Start | 1,485 | 16 percent | 1,720 | 12 percent |
| Other public preschool | 1,608 | 17 percent | 802 | 6 percent |
| Not in public preschool | 5,197 | 56 percent | 9,358 | 65 percent |

Source: American Community Survey 2013

Additionally, 560 4-year-olds (28 classrooms) will be losing service in 2015 with the drawing down of Tennessee's Race to the Top funding.

The need in both Shelby County and Nashville for high-quality preschool extends beyond the number of un-served students. By third grade, the majority of students in both counties are not achieving proficiency on state-level assessments.

| Third Grade Proficiency | Metro Nashville | Shelby County |
|--------------------------------|------------------------|----------------------|
| Math | 47 percent | 44 percent |
| ELA | 36 percent | 32 percent |

These data highlight the need to expand and improve preschool in Shelby County and Nashville in order to serve more students and raise achievement scores.

(3) The state conducted outreach, including consultation with tribes, if applicable, to potential Subgrantees and the process used in selecting each Subgrantee (4 points)

Representatives of both Shelby County and MNPS began conversations with Tennessee Department of Education staff regarding this funding opportunity during the initial comment

period for the opportunity. Since that time, both communities have assembled strong local coalitions including private, public, and nonprofit supporters of early childhood education that are committed to both matching and sustaining the potential funds awarded as part of this grant process. Throughout the grant process, both coalitions have been actively engaged in the application process and have led development of a unified vision for improving preschool in their respective communities.

As noted in Section D1, Shelby County and Nashville were selected as Tennessee’s Subgrantees for the following reasons:

- Memphis (within Shelby County) and Nashville are the two largest municipalities in the state of Tennessee.
- They are both very high-need: 75 percent of Shelby County Consortium and 72 percent of Metro Nashville Public School students are economically disadvantaged, respectively.
- Both communities are reform-minded and have made large strides over the years to improve the quality of their public education systems.
- Both communities have built strong local coalitions supporting public education in general and high quality pre-K in particular. Local governments in both communities have responded to and reflected this support by increasing local investment in high quality pre-K in 2014.
- Both communities had the capacity to generate matching and sustaining financial commitments.

(4) The state will subgrant at least 95 percent of its Federal grant award over the grant period to its Subgrantee or Subgrantees to implement and sustain voluntary, High-Quality Preschool Programs in two or more High-Need Communities, and—

(a) Set ambitious and achievable annual targets for the number and percentage of additional Eligible Children to be served during each year of the grant period through, as applicable, (16 points)

Working in close consultation with the Subgrantees, we have set ambitious and achievable targets for the use of Federal funds in adding High-Quality Preschool Program seats in our state. The Subgrantees have developed these targets based on local needs, infrastructure, priorities, and the cost of implementation. The table below details the targets we have set for this grant program.

| | Year 1 | | Year 2 | | Year 3 | | Year 4 | |
|--|--------|---------|--------|---------|--------|---------|--------|---------|
| | # | percent | # | percent | # | percent | # | percent |
| | | | | | | | | |

| | | | | | | | | |
|--|-------|--------------|-------|--------------|-------|--------------|-------|--------------|
| Eligible Children in <i>new</i> grant-funded HQPPs | 1060 | 1.8 percent | 1,340 | 3.0 percent | 1,440 | 3.0 percent | 1,440 | 3.0 percent |
| Eligible Children in grant-improved seats | 3,348 | 7.3 percent | 3,348 | 7.3 percent | 3,348 | 7.3 percent | 3,348 | 7.3 percent |
| Eligible Children in new match-funded HQPPs | 790 | 1.6 percent | 790 | 1.6 percent | 790 | 1.6 percent | 790 | 1.6 percent |
| Improvements to new match-funded seats | 390 | | 390 | | 390 | | 390 | |
| Total new HQPP Seats (row 1 plus row 3) | 1,850 | 3.9 percent | 2,130 | 4.5 percent | 2,230 | 4.7 percent | 2,230 | 4.7 percent |
| TOTAL improved HQPP seats (row 2 minus row 4) | 2,958 | 6.2 percent | 2,958 | 6.2 percent | 2,958 | 6.2 percent | 2,958 | 6.2 percent |
| TOTAL CHILDREN SERVED | 4,808 | 10.1 percent | 5,108 | 10.6 percent | 5,188 | 10.7 percent | 5,188 | 10.6 percent |

Note: Estimates of percentage of children served in the last row are based on total population estimates that use a 1 percent expected population growth. Estimated Eligible Children population growth rate in the past three years has been -2 percent, +2 percent, +1 percent

As the above table of our targets shows, we have developed a strong network of local matching commitments and support of this expansion effort, meaning that we can substantially leverage Federal dollars into even more ambitious targets. By the end of the grant period, all state- and local-funded pre-K programs in the Shelby County Consortium and MNPS will meet the definition of High-Quality Preschool Programs set forth by this grant. The total committed matching funds, which include increased State funding of \$(b)(4) in 2014, and local commitments from the Shelby County Commission and Nashville's Metro Council in the amounts of \$(b) and \$(b)(4) per year, respectively, bring the total investment represented in this grant up to nearly \$(b)(4) for Eligible Children in Tennessee's most high-need communities. Because of matching funds committed to new classrooms that don't yet meet the definition of high-quality, grant funds will be used to pay for improvements to 390 classrooms that are considered 'new match-funded classrooms' throughout the application. As a result, our target for the grant funds is funding improvements for 3,348 seats, but, since 390 of those seats are new and funded by a matching investment, the total number of seats receiving *only* improvements through this grant program is 2,958.

We believe these targets are extremely ambitious, but well within reach, for both Shelby County and MNPS. Achieving these goals would:

- Expand the total number of state-funded preschool seats in these two communities by 51 percent. Today, there are 3,599 State Preschool Program seats between the two communities. By year three of the grant, that would rise to 5,439.

- Ensure 100 percent of the publicly-funded preschool classrooms in these communities meet the definition of a High Quality Preschool Program.

(b) Incorporate in their plan (12 points):

(i) Ambitious expansion of the number of new seats in State Preschool Programs that meet the definition of High-Quality Preschool Program; and

In terms of serving additional Eligible Children in new seats, we plan to support the Subgrantees' use funds from this grant to open 72 new pre-K classrooms by the end of the grant period, resulting in 1,440 new seats – 1,000 in Shelby County Consortium schools and 440 in MNPS. Our targeted ramp-up involves opening 1,060 new seats in year one, and then adding 280 in Year 2 and 100 more in Year 3, for our total of 1,440. All seats funded by the grant will be reserved for Eligible Children, and this priority will be sustained along with the seats after the end of the grant period.

Between local funding and grant funding, we have set a target of 2,230 new high-quality pre-K seats for Eligible Children by the end of the third year of the grant. This target is composed of 790 new seats funded by local investments and 1,440 new seats funded by the grant.

(ii) Ambitious improvement of existing State Preschool Program seats to bring them to the level of a High-Quality Preschool Program by extending programs from half-day to Full-Day; limiting class size and decreasing child to staff ratios; employing and compensating a teacher with a bachelor's degree; providing in-service, evidence-based professional development such as coaching; or providing Comprehensive Services

Today, all state-funded preschool programs in Tennessee already deliver four of the five improvements identified in the grant for becoming a High Quality Preschool Program. Thus, both communities will use grant funding to **improve their existing seats by adding Comprehensive Services** to all existing state-funded preschool classrooms in their respective communities. Similarly, both plans focus on using the bulk of their remaining funds to create **new expansion high-quality preschool seats** in their respective communities.

In terms of improvement, our aspiration is to offer a High Quality Preschool Program to all Eligible Children enrolled in a state funded program. To achieve that goal, we will deploy grant funding to offer Comprehensive Services to all Eligible Children in both communities and to enhance the professional development available to pre-K teachers in MNPS. As a result of these investments the total number of Eligible Children Served in improved preschool seats will increase by 2,958 (2,318 for MNPS and 640 for SCS).

As described above, the grant will fund improvements in an additional 390 seats in Nashville's Early Learning Model Centers (which Nashville has already committed to funding throughout the grant period as part of its match). Grant funding will only go to the (b)
Y percent of locally-funded center seats that serve Eligible Children. For the purposes of this application, because the entire seat is funded by investments that are a part of this application, these 390 seats are treated as new. However, 3,348 seats are receiving grant funds for improvements.

Both MNPS and the Shelby County Consortium are committed to expanding and improving preschool opportunities for Eligible Children and have different targets that are based on their local needs and starting positions.

Metro Nashville Public Schools Plan

In total, MNPS plans to improve quality of 2,378 seats currently offered in state funded programs in two ways:

1. Offer Comprehensive Services in classrooms where not available today
2. Introduce an innovative coaching model available to all preschool teachers (See appendix D-7 for a description of a needs assessment that resulted in the proposed plan for additional coaching).

Today very few state funded pre-school programs have Comprehensive Services, and we aspire to invest significantly in this area in order to have all state-funded programs in Nashville meet the definition of a High Quality Preschool Program.

Beyond adding Comprehensive Services to the majority of state-funded preschool seats in the district, MNPS will invest in evidence-based professional development. As a part of its pre-K expansion plan, MNPS has conducted a thorough needs analysis of its existing pre-K programs. Based on extensive feedback from teachers across the district, MNPS has developed a coaching model to meet the needs of pre-K teachers who are often isolated in site-based programs with little to no systemic support to improve instruction. MNPS believes teachers improve when they have the support of other teachers and coaches in well-organized and meaningful professional learning communities.

In terms of expansion, MNPS will build on its existing managerial infrastructure and organizational capacity to add 22 new High Quality Preschool Program classrooms of its own following two distinct strategies based on innovative work already underway in the school

district: 12 through a site-based expansion, 10 through the Early Learning Model Center model similar to those already active in three locations in Nashville. These classrooms will add 440 new High Quality Preschool Programs seats for Eligible Children in addition to 390 new seats funded through local matching funds for a total of 830 new seats.

The total annual investment required by the MNPS plan is approximately \$ (b)(4) of which (b)(4) represents local matching funds supporting 390 new seats that currently are offered in the Early Learning Model Centers, (b)(4) are grant funds supporting 440 new seats and (b)(4) are grant funds supporting the improvement of 2,318 existing preschool seats. Sections E and G of this application have additional details on implementation plans and cost estimates use to arrive at these ambitious and achievable targets.

The table below provides annual targets for MNPS in terms of new and improved seats.

MNPS PLAN

| | Year 1 | Year 2 | Year 3 | Year 4 |
|--|---------------|---------------|---------------|---------------|
| New HQPP seats funded by local match | 390 | 390 | 390 | 390 |
| New HQPP seats funded by grant | 400 | 420 | 440 | 440 |
| Total new HQPP seats | 790 | 810 | 830 | 830 |
| Eligible Children Served in Improved Preschool Seats | 2,318 | 2,318 | 2,318 | 2,318 |
| Number of additional Eligible Children served | 3,108 | 3,128 | 3,148 | 3,148 |

Shelby County Consortium Plan

The Shelby County Consortium plans to invest the bulk of its grant funds in expanding the availability of High Quality Preschool Program seats because most existing classrooms already meet the definition of High-Quality Preschool Program. Their plan consists of two main targets:

1. Open 50 new classroom that meet the definition of High Quality Preschool Program;
2. Offer Comprehensive Services for the 32 existing classrooms that do not offer those services.

According to the plan, 33 new classrooms will be started in the first year of the grant, 13 in the second year, and four in the third year, for a total of 50 new classrooms that will be sustained in the last year of the grant and beyond. In addition to those new seats funded through the grant, Shelby County Government has invested \$3 million to open 20 new classrooms in 2014 for a

total of 400 seats, so by the third year of the grant there will be in total 1,400 new seats available for Eligible Children.

The total annual investment required by the Shelby County Consortium plan is \$(b)(4) of which \$(b)(4) represent local matching funds supporting 400 new seats, \$(b)(4) are grant funds supporting 1,000 new seats and \$(b)(4) are grant funds supporting the improvement of 640 existing preschool seats. In addition to those investments, there will be a matching contribution in-kind valued at approximately \$(b)(4) per year. Sections E and G have more information on the implementation plan and cost estimates used to arrive at the targets articulated here.

The table below provides annual targets for the Shelby County Consortium in terms of new and improved seats.

SHELBY COUNTY CONSORTIUM PLAN

| | Year 1 | Year 2 | Year 3 | Year 4 |
|--|--------|--------|--------|--------|
| New HQPP seats funded by local match | 400 | 400 | 400 | 400 |
| New HQPP seats funded by grant | 660 | 920 | 1,000 | 1,000 |
| Total new HQPP seats | 1,060 | 1,320 | 1,400 | 1,400 |
| Eligible Children Served in Improved Preschool Seats | 640 | 640 | 640 | 640 |
| Number of additional Eligible Children served | 1,300 | 1,560 | 1,640 | 1,640 |

The mechanism for allocating the new seats across the four LEAs in the Consortium is described in Section (E)(2) of this application.

(5) The state, in coordination with each Subgrantee, intends to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the state or each Subgrantee commits to contribute (12 points)

We are committed to supporting the Subgrantees in their efforts to sustain both the expansion of High-Quality Preschool Programs and quality improvements that will be funded by this grant. The state and Subgrantees have outlined multiple avenues to achieve sustainability. Each of these options has not only been identified and researched but most have been supported by a letter from a key stakeholder pledging their support of the sustainability efforts (see letters of support in the Appendices). The sources of sustainability are listed below:

- Local government:** The Subgrantee communities have already demonstrated strong support for preschool as evidenced by recent increases in local funding for seat expansion

- Shelby County has committed \$(b)(4) specifically earmarked for new classrooms and Mayor Mark Luttrell has expressed the County's intention via a letter of support to continue to sustain the funding increase in perpetuity.
- The Memphis City government has also expressed interest in contributing to the sustainability of preschool seats that will be funded by the grant.
- In Nashville/Davidson County, the County Commission and the Mayor's Office have allocated an incremental \$(b)(4) for fiscal year 2014 to support the creation of three Preschool Centers in Nashville. Similarly, Davidson County leadership has expressed its intention to continue this funding increase in perpetuity.
- **Local school districts:** In addition to the County governments, school districts in both communities have expressed a commitment to expand their efforts to fund preschool through the traditional K-12 system:
 - The Superintendent of Shelby County Schools has committed to support the pre-K expansion through in-kind services needed to maintain all the new classrooms added during the years of the grant and afterward, as indicated in his letter of support in the appendices. The total value of the in-kind contribution is estimated to be more than \$(b)(4) per year. Additionally, Superintendent Hopson has committed to pursue reallocation of funds over the coming years in order to support continuation of the pre-K expansion after the grant period.
 - Metro Nashville Public Schools has also laid out a long-term plan to allocate funding to support the vision of a pre-K-12 school system, with a strong, unified pre-K to third grade continuum of learning, providing opportunities to all students, irrespective of family income.
- **State Government:** Tennessee has historically been a strong supporter of state-funded preschool as evidenced by the laws and policies focused on providing high quality that were in place with the creation and growth of its Voluntary Pre-K Program. The state has held spending steady while the program is being evaluated by Peabody Research Institute (though it continues to spend over \$(b)(4) annually to fund nearly 19,000 seats). The Tennessee Department of Education is currently staffed to sustain support of the existing VPK program and to offering high-quality programming. The state's FY 2015 budget

incorporates the investment in this program through the continuation of funding.

Following the release in 2015 of the latest results on the research that PRI conducted on the long-term effectiveness of the Voluntary Pre-K program, the governor will make recommendations to the General Assembly regarding future investments in pre-K.

- **Philanthropy:** Tennessee has a strong history for supporting public education through its philanthropic community. Examples of major donors and recent philanthropic activity include:

- United Way of Tennessee raised \$(b)(4) to support the operation of 46 state preschool programs over a three-year period (2005-2008). Local branches of United Way continue to raise the quality of local child care programs through funding educational and family initiatives
- Niswonger Foundation provided \$(b)(4) in support for a preschool classroom in a rural East Tennessee school district for three years, 2008-2010. The LEA provided matching funds of a total of \$(b)(4) over the same time period in order to sustain this classroom.
- Promethean Foundation of Union City, TN supports young children and early learning programs by meeting the following objectives:
 - To provide daycare scholarships for qualified at-risk pre-school children
 - To increase the quality of education and care at all participating daycares in Obion County
 - To ensure an environment in the daycares that teaches using a wide variety of developmentally appropriate curriculum activities for academic and character development
 - To ensure an environment in the daycares that models responsibility, courage, empathy, kindness, and respect
 - To continually measure and evaluate the progress of the scholarship recipients and the participating daycares
- The Tennessee Alliance for Early Education was established in 2005 and is a bipartisan coalition of more than 1,000 individuals and groups who believe the expansion of pre-K opportunities across the state is critical to the future success of our children.

- Pre-K Now awarded a grant in the amount of \$(b)(4) to the Tennessee Alliance for Early Education, a project of the Tennessee Association for the Education of Young Children and Tennessee Stand for Children (2008). Pre-K Now is a national nonprofit public education and advocacy organization created by the Pew Charitable Trusts and other foundations. These funds were used to support two statewide Early Childhood Summits as well as a business leaders luncheon over a three year time period.
- Fight Crime Invest in Kids Tennessee president Mark Rogers advocates for pre-K and offered several presentations and support for pre-K across Tennessee showing the value of investment in children rather than expenditure for prisons.
- There is tremendous philanthropic support for Education in Memphis
- For over the last ten years, the Memphis philanthropic community has made important philanthropic investments to attract a set of emerging entrepreneurs and high-performing organizations to begin work. These organizations, including KIPP, New Leaders for New Schools (NLNS), The New Teacher Project (TNTP), Teach for America (TFA), and others, have established a strong presence in the city.
- The Memphis coalition has also worked closely with the state to develop foundational policies that have helped Tennessee remove some of the barriers hampering effective changes within K-12.
- For example, many were part of Tennessee’s “First to the Top” plan, which enabled the state to win the first federal Race to the Top award, given to states that spur innovation and reforms in K-12 education.
 - This big win laid the foundation for Memphis to establish itself as a city focused on strong human capital development and thus, attract a significant commitment from the Bill and Melinda Gates Foundation to expand the Teacher Effectiveness Initiative (TEI) work.
 - The Memphis philanthropic community was able to secure approximately \$(b)(4) **match** for the Gates Foundation Teacher Effectiveness Initiative.

- Through the TEI work, Shelby County Schools has created a common teacher evaluation framework and deployed high-impact coaching and evaluation teams into its schools.
- The Memphis philanthropic community has made a significant multi-year investment in **Teacher Town USA**. Teacher Town USA is a public-private collaborative created to build a pipeline of talented professionals utilizing three strategies: recruiting talented, experienced teachers/school leaders nationally, training new teachers in the best practices of their profession, and retaining great teachers/leaders who already work in Memphis. Local philanthropic partners have come together to anchor a larger national fund-raising effort that will see support for retaining, training and hiring great teachers who can raise student outcomes in priority schools.
- Finally, The University of Memphis is the largest university in the region and recognizes the opportunity to contribute significantly to the success of this transformation of the local education system. Specifically, the University and two of the nation's leading teacher development program providers, TNTP (formerly known as The New Teacher Project) and the Relay Graduate School of Education, are partnering to create a new undergraduate teacher preparation program, one designed to prepare large numbers of new teachers (targeting an eventual scale of 200 graduates per year) to be effective in urban turnaround schools.
- **Alternative financing structures:** Shelby County leadership is actively exploring using Social Impact Bonds (SIBs) as a means to sustain its preschool programs over the long term. Though these financing models are still being fully developed, successful pre-K SIBs have been launched in both Utah and recently in Chicago. Donors in Tennessee have already expressed interest in backing a SIB package that could be accessible to the Subgrantee. For example, the Pyramid Peak Foundation has funded a landscape study in Shelby County that will detail how social impact bonds could be structured to support the sustainability of the classrooms added through the grant as well as continued pre-K expansion over the coming years (please refer to the relevant letter of support in appendix for additional details about the study commissioned by the Pyramid Peak Foundation)

Beyond any one funding source, we think the strongest argument for sustainability in Nashville and Shelby County is the strength and diversity of the communities' respective coalitions supporting high-quality pre-K. The plans contained in this application truly have local community ownership that goes beyond the support of the state and even of local school districts. In both communities, the coalitions include LEAs, other pre-K providers, community organizations, local governments, and the business and philanthropic communities. With recent increases in local funding for pre-K, the coalitions in both communities have demonstrated the ability to rally additional local resources. We believe this support, which is not dependent on the tenure of any particular leader or administration, is more sustainable than any funding source, and it gives us confidence in our ability to sustain and grow the investments described in this application.

**PLAN E:
ENSURING THE EFFECTIVE IMPLEMENTATION OF NEW AND IMPROVED HIGH-QUALITY PRESCHOOL PROGRAMS**

Key Goals

- To support and ensure effective implementation of High-Quality Preschool Programs in the identified high-need communities (Nashville and Shelby County)
- To ensure the Department of Education's and all matching funds dedicated to this expansion are used responsibly and in line with Tennessee's standards on responsible fiscal stewardship
- To ensure the lessons learned and new knowledge and infrastructure generated from this program benefit all of Tennessee's communities, not only the programs that receive direct funding
- To build an effective network of early learning and early childcare providers, strengthen linkages and build partnerships among them, and between them and the public education system, especially in high-need communities where informal support networks for children are often lacking

| Key Activities | Rationale | Geography | Timeline and Key Milestones | Responsible Party | Financial Resources |
|---|--|-----------------------------|--|------------------------------------|--|
| Finalize Subgrantee budgets and sign final MOU | Upon the announcement of a successful award, TDOE (as Lead Agency) will work with Shelby County and Nashville to finalize their plans and formalize the proposed structure of the program outlined here | Nashville and Shelby County | January 1- March 31, 2015 | Tennessee Office of Early Learning | None |
| Convene local Councils and determine specific need | In both Shelby County and Nashville, a Council will oversee the process of determining exact locations for expansion sites, reviewing expansion plans, and evaluating potential providers | Nashville and Shelby County | January 2015: Initial meetings Spring 2015: Expansion sites for 2015-16 selected | Subgrantees | None |
| Release state funds according to Subgrantee recommendations | The state will solicit recommendations on funding from each local Council, ensuring broad-based local engagement on proposed plans. The state will release funds directly to LEAs in accordance with those recommendations (provided plans are strong and all relevant laws and regulations are followed) | Nashville and Shelby County | Summer 2015: Recommendations received Late Summer 2015: Funds released to districts Process repeats annually for the life of the grant | Tennessee Office of Early Learning | Up to (b)(4) per Subgrantee per year |
| Develop quality monitoring plan | As a condition of the grant, the state will work with both Subgrantees and partners at Vanderbilt's Peabody Research Institute to develop a sound, cost-effective plan for ensuring funds are being spent appropriately and the target numbers of children are being served in truly high-quality classrooms | State | January 1- March 31, 2015 | Tennessee Office of Early Learning | Portion of set-aside state funds for program evaluation |

| | | | | | |
|---|---|----------------------|--|------------------------------------|----------------------------------|
| Monitor Subgrantees for compliance with grant terms | In addition to all required state oversight of health, safety, and other inspections of State Preschool Programs, Subgrantees will be monitored to ensure they are complying with the terms of the grant application and the final MOU signed after the grant award, including budgets, allocation of matching funds, and inclusion of special populations. | Subgrantee locations | Ongoing annual inspections as long as facilities are operational | Tennessee Office of Early Learning | No specific request at this time |
| Required Evidence | | | | | |
| <ul style="list-style-type: none"> Appendix E-1 through E-4 contain the detailed requirements of Tennessee's VPK program, including the health, safety, educational and other standards that all State Preschool Program providers are expected to meet Appendix E-5 contains the MNPS budget for its Early Learning Model Centers program, which was used as a basis for budgeting the Center-based seats which will be used as a basis for this application | | | | | |
| Information requested in performance measures | | | | | |
| See the plan at the beginning of Section A for all relevant performance measures. | | | | | |
| Addressing the needs of all Eligible Children | | | | | |
| <p>General: The State prioritizes access for Eligible Children, including those in need of additional supports, in allocating VPK seats. See table at beginning of Section A for additional detail.</p> <p>Specific to Plan E: Because this application prioritizes programs serving Eligible Children in Nashville and Shelby County, including those in need of additional support, these children will benefit directly from the expanded and improved seats to be located in their communities. As a condition of having funds allocated to a specific LEA, Subgrantees will be required to show the State that their plan will reach special populations in at least the same proportion as the Subgrantee community as a whole.</p> | | | | | |

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships

(1) The roles and responsibilities of the state and Subgrantee in implementing the project plan (2 points).

In order to maximize efficiency and integration of the expansion program with existing state and local preschool programs, the roles and responsibilities associated with the implementation of the project plan will closely follow those associated with implementation of the statewide Voluntary Pre-K program (VPK). Through the VPK roles and responsibilities, Tennessee has made clear its preference for local control and local accountability in carrying out the state's vision for early childhood education. Because of that preference, local communities have been able to develop their own priorities around early childhood education, build coalitions, and engage stakeholders to ensure local priorities are met. In the process, many of Tennessee's communities, particularly Shelby County and Metro Nashville, have developed and begun moving toward ambitious goals of their own, taking a leading role in moving towards high-quality preschool for every child in their communities.

The table below outlines anticipated roles and responsibilities associated with the pre-K expansion program described in this application. Because both Subgrantees already have significant experience administering VPK programs and both recently committed and allocated new funding to their preschool programs, the state has elected to delegate the allocation of new preschool classrooms and slots to local decision makers. Both Subgrantees will establish their own committees to review applications for funding and will allocate classrooms according to agreed-upon criteria. The state will continue to provide program administration, monitoring, oversight, and technical assistance.

| Major Responsibility | Responsible Party |
|--|---|
| <i>Program administration & coordination</i> | |
| Primary oversight of grant funds | TDOE Office of Early Learning |
| Implementation of infrastructure specified in grant | TDOE Office of Early Learning |
| Oversight of coordination between Subgrantees | TDOE Office of Early Learning |
| <i>Fund Disbursement</i> | |
| Initial allocation of funds to Subgrantees | TDOE Office of Early Learning |
| Outreach to eligible ELPs in each high-need community | Subgrantees |
| Review of applications from ELPs using VPK criteria | Subgrantees |
| Disbursement of funds to approved applicants | Subgrantees |
| Execution of outreach plans to parents and families eligible for new slots | Subgrantees, in partnership with ELPs receiving funding |
| <i>Knowledge sharing and quality monitoring</i> | |
| Development and implementation of monitoring plan | TDOE Office of Early Learning |
| Individual monitoring of grant recipients | Subgrantees |
| Submit student and classroom data to State Data Systems | Subgrantees |
| Aggregation and reporting of student and classroom data | TDOE Office of Early Learning |

(2) How the State plans to implement High-Quality Preschool Programs, including the organizational capacity and existing infrastructure of the Subgrantee to provide High-Quality Preschool Programs, either directly or indirectly through an Early Learning Provider or Providers, and coordinate the delivery of High-Quality Preschool Programs (6 points).

Tennessee has had a statewide Voluntary Pre-K program (VPK) program since 2005 that today funds 935 classrooms and serves more than 18,000 children across the state. VPK has historically focused on high quality as described in the State Board of Education's Early Childhood Policy and the Scope of Services that defines the requirements for continued funding for school districts from one year to the next. Both of these policies can be found in the Appendix, as Appendices E-1 and E-7. As a result of the strong standards, capacity, and infrastructure developed through the decade of the state VPK program, Tennessee is one of only 12 states to meet at least nine of 10 of the benchmarks that the National Institute for Early Education Research identifies as indicators of a High Quality Preschool Program.

Tennessee's Office of Early Learning (OEL), established in 2005, administers the VPK program. Its responsibilities include reviewing applications and overseeing the application process, program administration, monitoring, data collection, technical assistance, training, and family literacy and health consultations. OEL is responsible for data collection and filing of all state and federal progress reports regarding all programs administered through this office. The various entities within the OEL collaborate, coordinate, and partner with intra-state agencies, local education agencies (LEAs), institutions of higher education and community providers, and agencies to assist the children and families of Tennessee. In addition to VPK, OEL also includes the Head Start State Collaboration Office, IDEA 619 Preschool, TEIS, the School Administered Child Care Program Evaluation Office, and Family Resource Centers.

In the spirit of local ownership, both Shelby County and MNPS will carry out the anticipated expansion program through slightly different methods. The differentiated strategies will take into account their existing education and early childhood infrastructures, the different stakeholders in each community, and the local investments in quality already underway in those communities. The sections below outline the specific implementation plans for Shelby County and MNPS; in both cases, the role of the state will remain the same. The state, through the Office of Early Learning at TDOE, will oversee all grant funds; distribute expansion funds to Early Learning Providers according to the recommendations of each Subgrantee; collect and compile all required student and classroom data to fulfill state, federal, and grant requirements; establish

standards for the responsible use of grant funds; and ensure that all ELPs receiving expansion funding are meeting those standards.

Pre-K in Shelby County and Metro Nashville: A track record of sound management, innovation, and local investment

The Shelby County Consortium and Metropolitan Nashville Public Schools together represent 182 of the 935 State Preschool Program classrooms funded under VPK, and both areas have consistently met the strict requirements for new and continuing VPK funding requirements. Shelby County's recently formed school districts – Bartlett, Millington, and the Achievement School District – represent 13 of these classrooms, and all three qualified for VPK awards for the 2014-15 school year.

Even more important than their continued demonstration of competence and cost-effectiveness in delivering pre-K services, however, is these communities' shared dedication to high-quality pre-K, as evidenced through their ability to build strong local coalitions, secure significant local investment, and launch their own innovative efforts to improve and streamline the delivery of pre-K services. In Shelby County, representatives of the local public, private, and philanthropic sectors have been pivotal in developing plans and securing resources for preschool expansion and improvement. At the same time, Shelby County Schools, by far the largest public school district in the county, has become the Head Start administrator in Shelby County, thereby ensuring integration between programs supported by a diverse range of funds. This commitment from the public and private sectors has led to a \$3 million per year annual investment from the County Commission devoted to expanding pre-K in Shelby County. The County Commission has affirmed this commitment for the life of this grant period, bringing a total of \$12 million in local matching funds, and an additional locally-funded 20 classrooms, to this ambitious expansion project.

At the same time, Metropolitan Nashville Public Schools has developed a strong local coalition of its own, and has intensified its focus on quality. MNPS developed a five-year strategic plan, Education 2018: Excellence for Every Child, targeting ambitious student achievement goals for 2018. To ensure future cohorts of students meet these targets, the district prioritized early learning as an essential strategy to close achievement gaps and ensure a strong foundation for academic and social-emotional learning for all students, irrespective of

background and family income (see Appendix E-6 for a Summary of MNPS's strategic plan). The Director of Schools and Nashville's Mayor came together in 2014 to embrace pre-K expansion as a critical strategy for Nashville and together secured a \$(b)(4) per-year investment from the Metro Council focused on building and sustaining new Early Learning Model Centers that serve as hubs of best practice in Early Childhood Education. The Centers were created to increase seat capacity and to serve as benchmarks for quality in early childhood education. Researchers from the Peabody Research Institute at Vanderbilt University, one of the most highly-regarded centers of research on early childhood education in the nation, are working to evaluate the Centers' outcomes. As a part of this grant application, this \$(b)(4) annual commitment has been committed to be sustained and rolled into the expansion program, funding 520 new Pre-K seats. More than 75 percent of the children served in these centers meet the requirements to receive free- or reduced-price lunch, so the state has conservatively estimated this sustained local commitment as \$(b)(4) in total matching funds from local partners. Metropolitan Nashville Public Schools has created a coalition of support for pre-K expansion through partnerships with the United Way, the Mayor's Office of Children & Youth, Metro Action Commission, including Head Start and Early Head Start, the Nashville Area Chamber of Commerce, the Nashville Public Education Foundation, Stand for Children, and the Nashville Area Association for the Education of Young Children.

The plans for managing expansion

In both Shelby County and MNPS, Subgrantees will follow a focused, agreed-upon process for identification of sites for new slots. For site-based expansion in existing VPK sites, this framework consists of a comprehensive application and set of criteria that combine local need, applicant quality, and financial requirements and is already familiar to eligible Early Learning Providers in both Shelby County and Nashville. The state will be able to move quickly, save money, and maximize integration of new classrooms into the existing State Preschool Program by leveraging an existing application and process. For the new Center-based expansion proposed by Nashville, the creation of a mixed learning environment and promotion of economic diversity is a key part of the classroom experience, so the Center will remain open enrollment. However, the decision on placement of the new Center will be guided by the desire to reach underserved Eligible Children, and no federal funds will be used on any slots not filled by Eligible Children.

Shelby County: 50 new classrooms and high quality in every public preschool classroom

The consortium of school districts representing Shelby County will, by the end of the grant period, have added 50 new high-quality preschool classrooms serving 1,000 students and added comprehensive services to 32 existing classrooms. Once those services are added to the 32 existing classrooms, 100 percent of Shelby County's state-funded preschool programs, as well as all federally-funded Head Start classrooms, will meet the definition of High-Quality Preschool Programs set forth in the grant.

To achieve this goal, the Consortium will follow a procedure close to the one it followed in 2013-14 when the County Commission approved \$(b)(4) in local funding for expansion—the new funding that has been earmarked as a matching commitment from the county under this grant. Under the proposed plan, Early Learning Providers within the boundaries of the districts that the Consortium represents will be eligible to apply for allocations of grant funding using the VPK application that can be found in Appendices E-1 through E-4. The Governing Council of the Shelby County Pre-K Consortium formed to administer this grant will consist of: the four superintendents or designees of the Shelby County pre-K Consortium districts; the county mayor or designee; a representative of the community organizations serving on the steering committee involved in moving this grant application forward; the Greater Memphis Chamber; Memphis Tomorrow and PeopleFirst Partnership; the Chair of MAEYC; a philanthropic partner; and other community stakeholders as determined appropriate by the Governing Council. This Council will have among its responsibilities determining and overseeing a process for allocating funds sub-granted by TDOE across the LEAs in the Consortium. Once the Council approves an application for funding, it will notify the state Office of Early Learning to release funds in the amount specified in the application to the district of each successful applicant. The budgeted per-classroom amount is approximately \$(b)(4) in the first year with continuation per-classroom amounts of approximately \$(b)(4) in each of the following three years of the grant, subject to the ELP's adherence to standards, evidence of continued demand, and ability to satisfy the budgetary and other conditions of the initial award. In the first year of the grant, in order to build internal capacity inside the school district for this expansion, an additional \$(b)(4) will be granted to the Consortium, increasing the effective per-pupil expenditure in year one of the grant

to \$ (b)(4) Per-pupil expenditure in Shelby County in the final year of the grant is estimated to be \$ (b)(4) inclusive of all annual fixed costs.

An additional use of funding in Shelby County will be the improvement of 32 existing preschool classrooms in order to align them with the definition of High-Quality Preschool Programs set out in the grant. These classrooms, all operated by community partners, are the only publicly-funded classrooms in the community that do not currently meet the definition of high quality; the addition of comprehensive services will enable them to meet that standard. In order to provide for these improvements, the state has budgeted \$ (b)(4) per year, corresponding to 32 times \$ (b)(4) the estimated average contracted rate for such services in the state, based on a \$ (b)(4) contracted figure. The Consortium will work with the community partners operating these classrooms to ensure capacity to manage the addition of these comprehensive services and sign Memoranda of Understanding containing assurances and agreements to comply with all the standards and requirements set forth in the grant. Because these partners have already qualified to operate VPK classrooms, they have already demonstrated ability to meet the highest state standards in administering Pre-K programming. As a result, a comprehensive MOU with the Consortium will be the primary requirement for recommending that the state release the funding for Comprehensive Services to these ELPs.

In Nashville: A New Model Center of Early Childhood Learning and High Quality Everywhere

Metropolitan Nashville Public Schools will build on its existing managerial infrastructure and organizational capacity to add 50 new High Quality Preschool Program classrooms of its own following two distinct strategies based on innovative work already underway in the school district. It also plans to add comprehensive services to every classroom that currently lacks them meaning that, like Shelby County, 100 percent of State Preschool Program slots in Nashville will meet the definition of a High-Quality Preschool Program set forth in the grant by the end of the grant period.

First, MNPS, like Shelby County, will create a local Early Childhood Education (ECE) Commission responsible for identifying and prioritizing specific locations for opening new expansion classrooms in Nashville. Also like Shelby County, for site-based expansion, Nashville's ECE Commission will use the state VPK methodology to determine sites most in need of funding and most capable of meeting the high standards of the state and the terms of the

grant program. The Commission will notify the state Office of Early Learning to release funds to MNPS in the amount specified to open all classrooms identified in each year's recommendation. For site-based expansion, the budgeted per-classroom amount is \$ (b)(4) in the first year with recipient classrooms eligible for continuation awards of \$ (b)(4) in each of the following three years of the grant, subject to the ELP's adherence to standards, evidence of continued demand, and ability to satisfy the budgetary and other conditions of the initial award.

Nashville is committed to a deeper understanding of quality in its preschool classrooms and has already made significant investments in understanding and improving quality for the most high-priority children in its community. MNPS will therefore earmark a substantial portion of its subgrant for expansion of the innovative Early Learning Model Center program. This program began in 2014 as a way to create a structured early learning environment that adheres to globally recognized best practices, allows close monitoring of student outcomes and responses to strategies inside the classroom, and is funded locally for at least the next four years as a matching investment for the purposes of the Preschool Expansion Grant program. Because of the standalone nature of the Model Centers and the on-site services these centers offer (see Appendix E-5 for a description of the model centers and budgets for each of the Centers opened in 2014-15), the per-student cost is higher than for traditional site-based expansion. For center-based expansion the budgeted per-classroom amount is \$ (b)(4) per year to account for the full infrastructure required to provide the innovative learning experience that Centers are designed to deliver. Due to the state's commitment to both local ownership and rigorous experimentation to build a better understanding of quality in early childhood education, the state considers the additional per-pupil expenditure in the Model Center classrooms to be an appropriate cost in this case.

MNPS will put aside some of its allocation from the state for improvement of existing classrooms as well. In Nashville, there are 163 classrooms that currently meet all of the requirements of a High Quality Preschool Program with the exception of comprehensive services. Adding those services to the classrooms will cost \$ (b)(4) per year. MNPS will ensure the improved sites have the capacity to manage the addition of comprehensive services by dedicating staff, including a new position of Pre-K Family Engagement Coordinator, to collaborate with the Pre-K Advisory Council, comprised of district and community leaders and stakeholders, to lead, manage and oversee the implementation of comprehensive services at each

pre-K site based on a needs assessment of the community. This combined group will collaborate with the Department of Student Services to leverage the district's existing platform for developing community schools in Nashville, Community Achieves. Depending on the needs of the site and existing infrastructure, MNPS may contract with service providers, add staff positions, and/or augment existing programs, such as Family Resource Centers, to provide these additional services. The United Way of Metropolitan Nashville will partner with MNPS to structure existing programs with new resources to maximize impact for the students and families in each Pre-K program. Additionally, MNPS will ensure each site complies, and will comply with all the standards and requirements set forth in the grant.

At the State: Ensuring compliance, safety, and fiscal responsibility

The current application process for operating a State Preschool Program provides funding directly to a Local Education Agency or school district. The school district may in turn subcontract with a non-school-based program to provide a state preschool classroom in their facility. The requirements remain the same for the daily operation of the program. The oversight of the subcontracts is primarily the responsibility of the school district. However, the state collects and maintains information about these subcontracts and ensures the LEA continues to meet the requirements of the State Preschool Program regardless of its location. This system would work well with the expansion of State Preschool Programs in these two districts. The state would require each LEA to submit the same information it currently collects on existing state preschool classrooms. The Subgrantees would develop additional contracts with providers in their communities and be responsible for making sure these providers met the requirements of the program. The Office of Early Learning at TDOE is a clearinghouse for responding to questions about the existing program as well as providing information on the latest research and resources available to support high quality preschool programs. The addition of two education consultants will support this work.

(3) How the State will ensure that each Subgrantee minimizes local administrative costs (2 points).

Each subgrantee will submit a budget to the state itemizing costs, including administrative costs. The budget will also include a line item for identified "matching funds".

Within Shelby County Schools, ten percent of the time of the Director of Early Childhood Programs will be devoted to this project as an in-kind match to ensure that all project activities

occurring within SCS-managed classrooms are fully integrated with the district's other pre-K and Head Start programming as well as its pre-K to Grade 2 continuum planning. The small centralized SCS staff hired through grant funding to support the expansion classrooms will focus exclusively on grant-related services and will have a work load and classroom supervision assignment comparable to other SCS staff hired to support current VPK and Head Start operations. The grant-funded fiscal clerk will work closely with the district's fiscal office, whose support of the project will be reflected within the district's low indirect cost rate of 3.2 percent. At this time, the exact location of expansion classrooms across SCS and the other three districts in the Shelby County Consortium is unknown. However, the number of classrooms anticipated for the other three districts in the Consortium is expected to be low due to much smaller enrollment numbers and centralized staff has not been budgeted by those districts to support those classrooms. Indirect cost rates for those districts are comparable to SCS's, and the indirect cost rate, in accordance with the terms of the grant, will only be charged against the first \$(b)(4) of the anticipated annual subaward. If the Consortium determines that additional central support is needed for expansion classrooms within the ASD, Bartlett City Schools, or Millington Municipal Schools, terms will be negotiated as part of the Shelby County Consortium's Final Memorandum of Understanding.

(4) How the State and Subgrantee will monitor the Early Learning Providers to ensure they are delivering High-Quality Preschool Programs (4 points).

The Tennessee Department of Education will monitor preschool programs through existing measures and will continue to work with the Department of Human Services and the Subgrantees to ensure classrooms located in DHS facilities meet the highest rating for quality as defined by the Stars Quality Rating and State Report Card. Monitors and providers are already well-versed in these quality metrics and that familiarity will ease program implementation in that all stakeholders will have a clear set of expectations. In addition, researchers from PRI, together with the new staff members budgeted in the state portion of the grant, will conduct additional observations of these classrooms as part of the program evaluation and as a quality assurance pilot for the state.

All preschool providers in Tennessee are already required to submit to the series of mandatory evaluations spelled out in the Scope of Services agreement which is attached to this application as Appendix E-1. With statutory monitoring completed by the state, as well as the

detailed evaluation to be completed by PRI with assistance from state staff, this plan will not only ensure the requirements of the grant are met but will help build a detailed picture of what quality instruction looks like, and tie actual instructor behavior in the classroom to medium-term educational outcomes from pre-K to third grade.

(5) How the State and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development (4 points).

TDOE will facilitate meetings of a Coordination Team of stakeholders: each Subgrantee will select two members to serve on the team with additional members coming from the department. Through quarterly meetings either in person or via teleconference, the Coordination Team will align plans for coordinated assessments, data use and sharing and instructional tools. The Coordination Team will also discuss best practices for family engagement and share strategies and resources for professional development as well as workforce and leadership development. The Coordination Team may also choose to invite members from other relevant agencies or from the community to speak or present on various topics as needed. The Office of Early Learning at TDOE will act as the primary support for this team; other personnel in the Division of Special Populations, including the Data Services Team and Instructional Programming Team, will assist in their areas of expertise.

Specifically, the Coordination Team will be tasked with the following responsibilities, at a minimum:

- Based on input from each Subgrantee's Office of Research, Assessment & Evaluation and the state and local Data Management Offices, set forth terms regarding data sharing and tackle roadblocks to enhance the interoperability of data systems
- Structure data sharing agreements with comprehensive community service providers to assess the quality of services and impact on student learning
- Share dashboards that highlight each Subgrantee's progress, challenges, and learning, including details on instruction and overall quality of programs
- Collaboratively design summer professional development and trainings to be offered by the state, based on input from each Subgrantee
- Aggregate, review, and provide input on family engagement strategies based on findings from the annual family satisfaction survey

- Coordinate among cross-sector service providers, including the Department of Human Services, relevant municipal government agencies and non-profits across the spectrum of early childhood—housing, urban development, social service agencies, local chambers of commerce, et cetera.
- Lead partnerships with other agencies to provide job training for low-income families with children in pilot programs

(6) How the State and Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, State Preschool Programs and programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act (6 points).

The State Preschool Program is only one of the suite of services Tennessee offers for preschool-aged children and their families. Funds from this grant will supplement the existing state program to increase the number of children and families served, and the State Office of Early Learning will work to ensure the new slots and new comprehensive services are additive to existing programs for child and family welfare. Specifically, TDOE will conduct a review of currently-offered services and survey service providers to identify areas where funds can be better used to strengthen or coordinate with existing services. The division of Consolidated Planning and Monitoring at TDOE conducts desktop and on-site school monitoring annually; thus, Tennessee LEAs are well-versed in federal requirements surrounding “supplement, not supplant” requirements and are accustomed to meeting this criteria for other federal programs.

(7) How the Subgrantee will integrate, to the extent practicable, High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings, including those that serve children from families with incomes above 200 percent of the Federal Poverty Line (6 points).

In both Shelby County and Nashville, the need for High Quality Preschool Program slots for Eligible Children far outstrips the demand; as a result, the state and the Subgrantees have continued to prioritize expanding access to children most at risk over the real advantage of having learning take place in economically diverse settings. As a result, few existing State Preschool Program classrooms in either county contain children from families with incomes over the income threshold; the new slots are unlikely to result an increase in enrollment of non-Eligible Children in public pre-K in the Subgrantee communities. Two important exceptions to this prioritization are outlined below.

Shelby County: Community Partners can promote inclusion

Several Community Partner ELPs in Shelby County administer both publicly- and privately-funded classrooms inside the same building. When evaluating community partners for potential expansion slots under this grant program, the Shelby County Consortium will seek to prioritize those partners that demonstrate a good-faith effort to integrate their classrooms and bring paying and publicly-supported students together. In these cases, the partners must carefully document that Eligible Children are benefitting from economic diversity inside their pre-K classroom in order to continue to maintain eligibility under this special consideration.

Metro Nashville: Model Learning Centers are committed to economic diversity

One of the key learning strategies being employed in Nashville's Model Early Learning Centers is the promotion of economic diversity in the classroom; this kind of economic inclusion is one of several innovations in early learning that the Centers are modeling. As a result, these new Centers practice an open enrollment policy that has resulted in about one-fourth of students enrolled at existing centers being above the income threshold for free- and reduced-price lunch. This practice will continue in the new Centers that Nashville plans to open under this grant, and while income status of students will be closely monitored and accounting procedures carefully audited to ensure federal funds are used only on Eligible Children, the principle of economic diversity and inclusion will remain at the heart of the Centers' operating plans.

(8) How the Subgrantee will deliver High-Quality Preschool Programs to Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural or tribal areas; who are from military families; and other children as identified by the State (6 points).

Tennessee's three-tier enrollment priorities for VPK specify the enrollment of children from the categories specified in this sub-criterion, and these enrollment priorities will govern all new and improved seats funded through this grant program, with the exception of Nashville's Center-based classrooms described in (E)(7) and elsewhere throughout the application. As described in Section (B), the three-tier system is designed to ensure enrollment for Eligible Children meeting the special considerations outlined in this sub-criterion by placing them ahead in line of children with either higher income or lack of special status.

Metro Nashville Public Schools (MNPS) follows the Tennessee three-tier enrollment priorities to specify the enrollment of Eligible Children into VPK. It is the district's desire to provide high-quality programs for all eligible pre-K children. MNPS requires all families of pre-K students to complete Tennessee's Voluntary Pre-K Income Verification form along with submitting proof of income. Using the Income Verification form as part of the application process allows the school system to capture data on the economic income levels of families applying for pre-K. The form will be revised to ensure it is capturing the appropriate threshold for this program, 200 percent of the poverty level.

In Metro schools, the district's demographic data show the at-risk pre-K through 12th grade population consisting of 66 percent economically disadvantaged students, 27 percent English Learners (EL), and 14 percent students with disabilities. To meet the needs of the growing population within Nashville of at-risk students, MNPS has strategically placed pre-K programs in areas within the county where there is a large population of economic disadvantage and EL students. Given the number of students who meet eligibilities for enrollment and the current number of pre-K available seats, the district has chosen to implement an electronic enrollment process for eligible students. By using an electronic process to record applications and qualifying factors of applicants, Nashville can ensure that parents of children in special populations have access to information on all the programs and program sites in which their child is eligible to enroll, so that they can make an informed decision about the site that will best fit their specific needs.

Through MNPS' Child Find Department, a family who suspects their child has a developmental delay can be assessed and evaluated as early as age three. 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.

(9) How the State will ensure the Subgrantee implements culturally and linguistically responsive outreach and communication efforts to enroll children from families with Eligible Children, including isolated or hard-to-

reach families; helps families build protective factors; and engages parents and families (e.g., builds capacity to support children's learning and development) as decision-makers in their children's education (4 points).

Enrollment guidelines and requirements are already in place as described in section B for existing state funded preschool classrooms of which both Subgrantees are already familiar. The Subgrantees will be required to continue these practices with their proposed expansions. Through on-site visits to participating classrooms, the education consultants will document appropriate practices. The Subgrantees will document their process for enrollment and registration as well as provide documentation of family engagement activities and opportunities.

As an example, MNPS currently offers the following services to children and families who fall within the categories listed in this subcriterion:

- Translation services for the top five languages spoken offered by MNPS English Learners department for all parent communications
- Every pre-K classroom is served by a family engagement specialist that serves a cluster of schools; they conduct workshops and formal outreach programs onsite in community centers, apartment complexes, shelters, and other places where hard-to-reach families live
- The Parents-as-Partners program provides families with a pre-K curriculum about child development, language development, math skills, kindergarten expectations, and kindergarten preparation. Nashville will continue to build on this program, expanding it where needed and using it as a resource to offer this for all pre-K families
- Parent University, a district-wide event offering parents information, resources, and classes, has been extended to include pre-K families
- The Parent Ambassador Program, started by the Mayor's office and Metro Schools, pairs immigrant families with host families in Nashville to ease their integration into the community and help navigate school system.

(10)How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers, as appropriate, including a description of how the State will ensure that each Subgrantee (10 points)—

Partners with LEAs or other Early Learning Providers, as appropriate, to carry out activities that provide children and their families with successful transitions from preschool into kindergarten;

Collaboration with community partners is an integral part of providing quality early childhood programs in a variety of settings, especially in high-need communities throughout the state; both Subgrantees in this application have been leaders in this regard. In Shelby County and MNPS, VPK awardees have contracted with Head Start providers, community-based child

care centers, and faith-based centers to provide High-Quality Preschool Programs in their communities.

Coordinates and collaborates with LEAs or other Early Learning Providers, as appropriate, in
i. Providing opportunities for early educators to participate in professional development on early learning and kindergarten standards, assessments, curricula, and culturally and linguistically responsive strategies to help families build protective factors, build parents' capacity to support their children's learning and development, and engage parents as decision-makers in their children's education;

A portion of the infrastructure budget outlined in this grant is targeted at two kinds of professional development for participants in this program: training for teachers and training for administrators and principals. For teachers, the state will develop a year-long series of training modules for teachers and teacher assistants focused on implementing a high quality preschool classroom. The training modules for administrators will focus on overseeing a High-Quality Preschool Program and the role that administrators play in ensuring a high-quality environment. The modules will have a special emphasis for site-based pre-K classrooms where K-12 principals will be taking on new responsibilities for overseeing pre-K. For both trainings, funding in year one will be allocated to developing the training modules to share with teachers and teacher assistants for ensuring implementation of high quality classrooms. The training will incorporate the use of technology for sustaining use of training modules over time.

TDOE also plans to use a portion of the grant funds to begin a partnership with the Pyramid Model Consortium. Membership in the Consortium will guaranteed access to the National Training Institute on Challenging Behavior including participation in the state systems-building session. The Partnership also gives the state access to several networks of trainers, coaches, and community- and state-level systems builders who are engaged in finding similar solutions to common challenges. Beyond these professional development opportunities specifically enabled by the grant, there are myriad opportunities for professional development for a variety of audiences in Tennessee and the Office of Early Learning will work closely with Subgrantees to ensure teachers and administrators participating in this program are able to take advantage of these opportunities.

Opportunities for ECE professional development in Tennessee

- The Tennessee Early Childhood Training Alliance offers scholarships for staff working in early childhood settings to advance their degree and deepen their understanding of the

development and education of young children. Scholarship funding supports students working towards an initial credential, Child Development Associate certification, through those seeking a doctorate.

- Tennessee Child Care Resource and Referral provides training and technical assistance for child care providers.
- The state and local chapters of the National Association for the Education of Young Children offer training throughout the year that is open to all the public.
- TDOE has offered year round training for pre-K through second grade teachers on the state standards spanning these grade levels the past three years to encourage the vertical alignment of the educational needs of young children.
- The Governor's Children's Cabinet developed a training tool for supporting the transition from preschool to kindergarten that promotes collaboration between the LEA and all entities serving children prior to the kindergarten year. This tool is used to bring together schools and the entities, as well as families, serving children prior to entering kindergarten.

ii. Providing family engagement, support, nutrition, and other Comprehensive Services and coordinating with other community partners to ensure families' access to needed supports;

New classrooms will follow VPK guidelines for community and family outreach and provide comprehensive services for every slot. Under VPK, each school district creates a Community Pre-K Advisory Council that provides formal input into the current operation of and any expansion plans for pre-K classrooms. Representation must include, but is not be limited to, parents, teachers, non-school providers, Head Start, the business community, and local government leaders.

The state will reach out to its partner organizations and other state, child serving agencies, to support our efforts to reach out to the communities of the subgrantees. Examples of outreach include public announcements, community fairs and distribution of information about participating in this new preschool program through local businesses and organizations. The state website Kidcentraltn.com provides a portal for sharing information specific to the communities served by the Subgrantees.

Recently, The Center for the Study of Social Policy (CSSP) announced that its Strengthening Families initiative has named Tennessee as one of four states to participate in its

Action, Implementation, and Momentum (AIM) Community, designed to expand implementation of its Strengthening Families approach. The partners were chosen from members of the Strengthening Families National Network made up of more than 30 states using the protective factors in their state and local work. Tennessee and the other states chosen for the AIM Community have led the way in pioneering creative ways to adapt Strengthening Families to their own state systems of early care and education, child welfare, public health and even probation. Shelby County Schools currently receives services of AmeriCorps VISTA volunteers, one of whom has been charged with building capacity for family outreach activities. The SCS office managing the work of the AmeriCorps VISTAs, the Office of Parent and Community Engagement (PACE), is aware of SCS's involvement in this grant application and will work with the Shelby County Consortium to integrate VISTA position descriptions with the emerging work of the Consortium. Barbara Wall, past Director of Child Care for the Tennessee Department of Human Services, noted that "Strengthening Families is not a curriculum or a program; it is an approach that is consistent with what many early care and education providers are already doing. The tools and protective factors framework help child care providers build on their strengths and implement changes in a way that makes sense...It is exciting to see the Tennessee Strengthening Families partnership that is built on mutual respect between child care providers, families and child serving agencies acknowledged on the national level."

iii. Supporting full inclusion of Eligible Children with disabilities and developmental delays to ensure access to and full participation in the High-Quality Preschool Program;

Approximately 10 percent of students served in State Preschool Programs are children with IEPs. Eligible Children with IEPs are first in line for enrollment in State Preschool Programs if their income status qualifies them for Tier 1 enrollment. Even IEP students who don't meet the income requirement still qualify for the second tier for priority enrollment in state-funded preschools. The VPK Scope of Services lays out the specific requirements for inclusion of children with disabilities and developmental delays for any preschool program accepting state funds or adhering to state standards.

iv. Supporting the inclusion of children who may be in need of additional supports, such as children who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural areas; who are from military families; and other children as identified by the State;

The state recognizes the additional needs of children who are in certain circumstances that place them at risk for academic or other difficulties, and TDOE's Division of Special Populations, of which the Office of Early Learning is a part, manages all programs for children who are homeless, migrant, neglected, delinquent, and English Learners, 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 ESL Program Director presented methods of incorporating English learners into the 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-ELDS 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.

v. Ensuring that High-Quality Preschool Programs have age-appropriate facilities to meet the needs of Eligible Children;

All early childhood classrooms are currently monitored by either the Department of Education or Department of Human Services to ensure the facilities meet the child care rules and regulations as defined by the respective departments. The facilities must also meet fire codes for educational occupancy as well as environmental codes, compliance with which is monitored through annual inspections for meeting health and safety codes. All facilities will meet Tennessee's existing standards for state-funded VPK classrooms. A full list of the terms governing VPK facilities, compliance with which will be a requirement for all facilities operating preschool programs under this grant, can be found in Appendices E-1 through E-4.

vi. Developing and implementing a systematic procedure for sharing data and other records consistent with Federal and State law;

Students who participate in VPK are enrolled in the state Student Management System and are readily identified by a classification code specific to the program. The state would add a new classification code to identify students in the new classrooms resulting from this grant to enable specific monitoring of outcomes directly attributable to the Preschool Expansion Grant program. One of the state infrastructure requests included in this application is the hiring of a Administrative Services Manager who will monitor the input of student information and develop appropriate reports as needed to share with the Subgrantees, the state Office of Early Learning, and the federal government as required or requested throughout the grant period, in accordance with all applicable local, state, and federal data privacy laws. In addition, the coordination team describe in (E)(5) will be tasked with the creation of a records- and data-sharing framework the will smoothly integrate with the current processes and systems of both Subgrantees and relevant ELPs in each community.

vii. Utilizing community-based learning resources, such as libraries, arts and arts education programs, and family literacy programs. While the State will be providing primary oversight of the grant funds and ensuring that all funded Early Learning Providers adhere to quality standards and incorporate the monitoring and evaluation plan into their activities, each community will differ on the specific according to their existing Preschool infrastructure, needs, and specific priorities.

TDOE reaches out to the libraries, arts and arts education programs and family literacy programs in a variety of ways. In 2013, the department collaborated with public libraries to deliver training on a curriculum implemented by child care programs, families, and libraries, called *Every Child Ready to Read*. Regional training was offered to librarians and child and family care providers on how to implement this program within their organizations. Approximately 150 participants attended this training. In addition, 137 computer systems with loaded software including learning activities and games to support young children's learning were distributed to public libraries and family child care homes (59 and 61 respectively with some libraries receiving two computers). The State Preschool Program partners with The Governor's Books from Birth Foundation (GBBF), in collaboration with Dolly Parton's Imagination Library, which delivers one new, high-quality, age-appropriate book to the home of registered Tennessee preschoolers (from birth to age 5) statewide at no cost to the family. The department tracks the percentage of families who participate in this program through a question

on the family satisfaction survey. Eighty-two percent of families indicated that they participated in this program in 2013-14.

**PLAN F-1:
ALIGNING TENNESSEE'S HIGH-QUALITY PRESCHOOL PROGRAMS WITH THE BIRTH-THROUGH-THIRD-GRADE CONTINUUM, IN ORDER TO SMOOTH TRANSITIONS AND ENSURE SCHOOL READINESS**

Key Goals

- To ensure a continuum of services and support for Eligible Children in Shelby County and Nashville from birth through age five, especially at the point of transition from young childhood into pre-Kindergarten, and from pre-K into Kindergarten
 - To sustain the academic and social-emotional gains of students in High-Quality Preschool Programs through the third grade year
- To build the capacity of educators and administrators in Shelby County and Nashville to smooth the transition both into a classroom setting for new pre-K students and into Kindergarten for graduating pre-K students

| Key Activities | Rationale | Geography | Timeline | Responsible Party | Financial Resources |
|--|--|--|---|---|---|
| Develop two year-long training series – one for teachers / TAs, one for administrators of birth-to-five programs | The best way to ensure a smooth continuum into pre-K for Tennessee's children is by maximizing professional development opportunities for the staff working with children from birth to age five. The development of these training modules will provide resources for future use beyond the timeframe of the grant. Use of technology will ensure ongoing opportunities for training through various delivery modes. Modules will cover topics including developmentally-appropriate practices, evidence-based curriculum, classroom practices, teacher evaluation, and social and emotional development. | Statewide, with initial training to take place in Memphis and Nashville as the largest communities with the largest populations of Eligible Children and largest networks of providers | Spring 2015: Development of training modules Fall 2015: First trainings held | Tennessee Office of Early Learning | \$(b)(4) per training module in Year 1, annual decreases |
| Join the Pyramid Model Consortium | The Pyramid Model Consortium is a 501(c)(3) nonprofit that was created to continue the Pyramid Model work after funding for the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) and the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) ended. The Consortium provides technical assistance and training on just the issues Tennessee is seeking to build into this grant: Making sure children are entering pre-K ready to learn and making the most of their time there in terms of social and emotional development | Statewide | Immediate, with training and professional development rolled out in proportion to opening of classrooms | Tennessee Office of Early Learning | \$(b)(4) per year for membership; future fees to be paid from professional development budget |
| Foster collaboration among state preschool, early childhood | As a part of this plan, state preschool programs must go beyond the scheduled opportunities for formal partnerships and engage in ongoing collaboration with the service providers in their local community. The only way to ensure a seamless transition between childcare and the pre-K | Shelby County and Nashville | Ongoing | Primary: Subgrantees; Secondary: Tennessee Office of Early | \$(b)(4) per year to host annual summit to discuss the successes and |

| | | | | | |
|--|---|---|---|--|---|
| providers, local businesses and other parties with interest in this continuum | classroom is to make sure that providers know one another and parents know where their children are headed once they turn four. Engagement of the community as a whole is crucial to support and sustainability of this plan. | | | Learning | progress of the program in the Subgrantee communities |
| Begin to hold principals accountable for pre-K outcomes | Historically, because Grade 3 is the first tested grade in Tennessee, relatively little attention has been paid to measuring academic and emotional outcomes prior to this baseline year. Tennessee's state standards for pre-K were developed to align with the college- and career-ready standards being implemented statewide; ensuring students in pre-K are Kindergarten- and primary-school-ready was at the heart of the effort in making standards clearer and more rigorous. Both the Shelby County Consortium and Metro Nashville are committed to ensuring that principals have the incentive to support student success not just in third grade but also in the earlier grades. | Shelby County and Nashville | Initial planning beginning (2014); rollout of specific accountability measures TBD | Subgrantees | None. |
| Conduct training and professional development focused on the pre-K to K transition | The pre-K to K transition is a key juncture for a child, both in terms of social/emotional growth and the ability to sustain the cognitive gains she has developed during her time in preschool. Many of the specific professional development opportunities made available by this grant, both through the Pyramid Model Consortium and planned state trainings for teachers and administrators (described above), will have specific modules on the pre-K to K transition. | Statewide, with initial training and professional development to be focused on grant-funded classrooms in Shelby County and Nashville | Ongoing | Training delivery: Subgrantees; module development: Office of Early Learning | Portion of resources allocated to professional development in grant |
| Measure outcomes of participating children through third grade | Both Shelby County and Nashville expressed interest in expanding and improving their pre-K programs due to dissatisfaction with current third-grade achievement levels. The ability to monitor outcomes through third grade, and tie them back to pre-K experiences, is essential to informing continuous improvement in pre-K and in the early elementary grades. | Shelby County and Nashville (follow-up with sampling of PK participants in grades K-2) | Starting immediately through three years after the last year of the grant period (2022) | Office of Early Learning, Peabody Research Institute | Specified in preliminary PRI proposal |

Required Evidence

- Guiding principles for family engagement strategies are outlines in Appendix CPP-1 and CPP-2, describing the protective factors model at the base of many subgrantee family engagement strategies
- The Tennessee ELDS in Appendix B-1 and B-2 formalize the expectation of progress along a zero-to-third-grade continuum, and show the work our State has done in ensuring expectations, curricula, and support are aligned for teachers to be able to help children meet those expectations.

Addressing the needs of all Eligible Children

General: The State prioritizes access for Eligible Children, including those in need of additional supports, in allocating VPK seats. See table at beginning of Section A for additional detail.

Specific to Plan F: The coordination across the network of service providers for young children and their families that is described in this section will make a special effort to ensure that providers who work specifically with the populations described as priorities in Section A and in the grant criteria are a part of these collaborations, and that access to services is equal for all.

F. Alignment within a Birth Through Third Grade Continuum

(1) Birth through age-five programs

(a) Coordinating with other early education and care programs and child care family service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five and their families that expands families' choices, facilitates or improves their access to programs and supports in their own communities, and engages all families with Eligible Children, including isolated or hard-to-reach families that might not otherwise participate

Tennessee is a leader in developing a comprehensive approach and set of standards for child development, school readiness and learning from birth to third grade. In 2013, after a comprehensive review of its Early Learning Development Standards for four-year-olds that brought them into direct alignment with state standards for Kindergarten, the state reviewed and edited its birth-to-48-months developmental standards to ensure alignment with the new standards. While ensuring alignment across the birth-through-third-grade continuum was at the heart of the review effort, the committee also focused on ensuring standards are developmentally appropriate.

In addition to the TDOE's efforts, the state has a number of cross-organizational groups that work on behalf of preschool-aged and younger children.

- TN Young Child's Wellness Council
- Team Tennessee, promoting social and emotional well-being for all children ages birth through second grade.
- Tennessee Commission for Children and Youth
- TN Association for the Education of Young Children
- United Way
- Early Connections Network
- Home Visitation Program
- Tennessee Child Care Resource and Referral Network
- Tennessee Early Childhood Mental Health
- Interagency Coordination Council
- Community Pre-K Advisory Councils
- Strengthening Families

The Children's Cabinet is chaired by the Governor and first lady and is designed to coordinate, streamline and enhance initiatives across multiple departments to empower, educate, and engage Tennessee families. Members of the Council are representatives from the state departments of Education, Human Services, Children's Services, Health, Mental Health and

Substance Abuse Services, and TennCare. In the last year, the Children's Cabinet launched two major initiatives: the Tennessee School Readiness Model and www.kidcentraltn.com. The Tennessee School Readiness Model describes goals to help Tennessee students enter the classroom prepared to learn. It provides indicators of what communities, schools and families need to do to promote children's early learning and development. The website www.kidcentraltn.com is a one-stop shop for Tennessee families to connect with important information and resources provided by state departments. This new website organizes content from across departments, making it easier for families to find what they need. In addition to articles about valuable topics relating to health, education and development, www.kidcentraltn.com features a comprehensive directory of state services for children and families.

In addition, the Early Childhood Advisory Council has transitioned to Tennessee Young Child Wellness Council, a statewide early childhood entity focused specifically on infants and young children in order to assure a common understanding that promoting young child health and wellness is an important issue. The TNYCWC is a mechanism to assure a common understanding of the social ecological model of wellness, Life Course theory, research on Protective Factors, and the role of primary prevention that exists across all early childhood professionals, family providers, and topic specific interventionists such as substance abuse and mental health providers. This statewide entity is tasked with assuring recognition and understanding that child development and wellness needs to be influenced in a positive way by focusing on prevention rather than remediation; starting prevention efforts early; and supporting nurturing relationships through comprehensive multi-level approaches. Over 80 statewide partners, agencies and organizations have committed their involvement and are enthusiastically participating in the TNYCWC. Members of the TNYCWC will strengthen knowledge of one another's work, embrace a shared goal and agenda, and work to implement collectively identified strategies. The TNYCWC will serve as a vehicle for proposing infrastructure reforms, policy recommendations, and improved workforce coordination to the Governor's Children's Cabinet and other decision-making bodies.

The four key focus areas to be addressed by the TYCWC from 2013-2016 include:

1. Promoting optimal early brain development by raising awareness of the importance of healthy brain development during infancy and early childhood;

2. Supporting optimal child growth and development through expansion of developmental screening and increasing referrals to services for those children identified as needing additional developmental support;
3. Fostering safe and nurturing relationships by mitigating toxic stress and trauma and expanding and coordinating a trauma informed system of care; and
4. Providing safe and nurturing learning environments by improving the quality of infant and toddler child care.

As a result of this effort, the state is in a strong position to guide and oversee efforts to deepen the integration of pre-K in Memphis and Nashville into such a continuum, complementing independent efforts already underway in both communities, through the ambitious and achievable plan outlined below.

(b) Ensuring that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five

As the program budget shows, our plans for providing new High Quality Preschool seats and improvements such as Comprehensive Services for existing seats are entirely funded with newly committed resources. No state or local budget for similar services in these communities will be cut, and all service providers along the continuum in both Shelby County and Nashville will be welcome to participate in the information sharing and other common resources developed as a result of this grant.

(2) For kindergarten through third grade

(a) Ensuring that Eligible Children are well-prepared for kindergarten;

Ensuring Kindergarten readiness is at the heart of Tennessee's investment in Voluntary Pre-K, and is a continuing area of emphasis for the state. The plans described above in Sections C-E represent a concrete strategy for improving access to and quality of pre-K, which is a central building block in preparing Eligible Children for kindergarten. The age 0-5 coordination described above in Section (F)(1) is another important component.

We see these plans in a broader context where kindergarten readiness is not a condition within a child, but a nurturing environment that starts at birth. Accordingly, the Children's Cabinet has created the Tennessee School Readiness Model to inform all stakeholders including families, schools, early childhood professionals, business and religious leaders, and the general public,

about what it means for schools, parents and communities to be effective and active in supporting all young children’s “readiness to learn.” This model includes four sets of goals:

- **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.
- **Ready Schools** welcome all children, are led by skilled teachers, and have policies and practices to provide rich, age appropriate learning opportunities and to build children’s confidence in their knowledge and abilities.
- **Ready Families** interact with their children positively and frequently and take strong interest in all aspects of their welfare, ensuring safe and consistent environments, promoting good health, and fostering self-esteem, confidence and self-control.
- **Ready Children** are prepared intellectually, socially, emotionally and physically within the five developmental domains addressed in the Tennessee Early Childhood Early Learning Developmental Standards (TN-ELDS) that reflect what research says about the pathway of development and learning from birth through age 5.

(b) Sustaining the educational and developmental gains of Eligible Children by—

(i) Promoting collaboration between preschool and kindergarten teachers;

(ii) Expanding access to Full-Day kindergarten;

(iii) Increasing the percentage of children who are able to read and do math at grade level by the end of third grade;

Early, first-of-its-kind research on Tennessee’s Voluntary Pre-K program shows that sustaining the social, emotional and cognitive gains of pre-K students through third grade remains a major challenge in many classrooms across the state.

Promoting Collaboration

The Early Childhood Advisory Council developed and distributed the Kindergarten Here We Come Video that features representatives from child care, Head Start, LEAs, and families discussing the need for developing a plan to support the transition of children from a preschool setting (of any type) or home environment into kindergarten. The need for ongoing dialogue between the preschool programs and kindergarten teachers is highlighted and identified as a necessity in order to build support needed for children, as well as families, to make this transition as smooth and successful as possible. A copy of the video and a discussion guide were

distributed to all LEAs, the various organizations working with childhood agencies, Head Start grantees, and Institutes of Higher Education to be a conversation-starter between preschool program staff and Kindergarten teachers.

Professional development funded through this grant program is specifically targeted at training principals to be effective leaders across the pre-K to third grade continuum, including programs on identifying and hiring effective pre-K staff, understanding the difference between the pre-K environment and other classrooms, and fostering collaboration between pre-K teachers and teachers in the early grades. The Subgrantees also envision ways of using this program to explore the potential for stronger principal accountability in the early grades, moving towards a seamless continuum from pre-K to third grade.

Expanding access to Full-Day kindergarten

Tennessee is one of 12 states to mandate access to full-day kindergarten for all students, in all districts.

Increasing third-grade outcomes

One of the primary reasons Memphis and Nashville were selected for this grant, in addition to the large need and substantial local investment in both communities, is that both Subgrantees are dissatisfied with their third grade achievement levels and see improving school readiness as a key lever to pull to help improve achievement. For that reason, third-grade literacy and numeracy are positioned as the ultimate goal in both communities,¹ and the state's, ongoing efforts to improve the quality of pre-K delivery in Tennessee.

(c) Sustaining a high level of parent and family engagement as children move from High-Quality Preschool Programs into the early elementary school years;

The Subgrantees have specific ideas about how to sustain parent and family engagement across the transition from pre-K into elementary school. This application contains concrete proposals for partnering with appropriate community agencies in implementing this engagement.

*(d) Taking steps, or building upon the steps it has taken, to align, at a minimum--
(i) Child learning standards and expectations;*

Tennessee's state standards for pre-K were developed to align with Tennessee state standards to ensure that children participating in pre-K are Kindergarten- and primary school-

ready. The new pre-K standards are clearer and more rigorous and create a structure for collaboration between pre-K and Kindergarten teachers in curriculum development and social and emotional monitoring.

(ii) Teacher preparation, credentials, and workforce competencies;

Teachers in state preschool program classrooms, including VPK, existing locally-funded classrooms, and all new classrooms described in this application, already are required to have high qualifications (including bachelor's degrees) as defined in the definition of High Quality Preschool Programs in the NIA.

The subgrantees' next human capital-related focus in further improving alignment between early childhood and subsequent grades is building-level leadership accountability. The Subgrantees are exploring the opportunity to hold principals accountable by building pre-K-Grade 2 student outcome scores into their evaluations. This strategy, while not a state- or even district-wide policy, is being developed and may be implemented at some of the grant-funded sites. Any final strategy and implementation plan would involve significant engagement of participating principals and other educators. One central goal of principal accountability reaching into PK-2 is to encourage strategic teacher placement across the early grades, so that principals have the incentive to put the best or most age-appropriate teachers in each classroom from pre-K to third grade.

Once student outcome data have been collected over the grant period and this practice is established as the norm, there will be an opportunity to discuss extending accountability for student outcomes to PK-2 teachers, as in later tested grades and subjects. Any such move would be informed by extensive engagement with PK-2 teachers and administrators, and would be accompanied by robust training and professional development for administrators and teachers.

(iii) Comprehensive Early Learning Assessment Systems;

Historically, because Grade 3 is the first tested grade in Tennessee, relatively little attention has been paid to measuring academic and social and emotional outcomes prior to this baseline year. Both Subgrantees plan to work with the state to establish a student outcome evaluation process utilizing appropriate assessment for pre-K to second grade to inform instruction leading up to third grade as well as for building level leadership accountability. This will effectively

make the data available on pre-K-Grade 2 as rigorous as in the later tested grade and will result in a stronger focus on quality.

- Pre-K students will be evaluated with the Istation ISIP Early Reading Assessment in December of the school year and again in April/May at the conclusion of the pre-K year to obtain growth measurements;
- K-2 students achievement would be assessed utilizing the Istation three times yearly and would also be assessed with Stanford Achievement Test 10 (SAT10) to determine student growth and actual achievement.

(iv) Data systems

The Tennessee statewide longitudinal data system currently includes data on preschool children served in school-administered preschool programs that follow students from entry into the Education Information System (EIS) through high school. This system tracks student demographics as well as enrollment, special education services, income eligibility for school nutrition programs, advancement/retention, transfers, and graduation/dropout. In order to further support the needs of this grant, we will add an additional code to EIS to distinguish between participants in expansion grant-funded seats and students funded through Tennessee VPK.

(v) Family engagement strategies

Both the Shelby County Consortium and MNPS have a close relationship with Early Head Start and Head Start in their communities—in Shelby County, SCS is the administrator of the Head Start, ensuring a tight integration of programs and services—and both are committed to the principles of parent and family engagement laid out by EHS and HS as outlined here:

- The first five years of life are critical to a child’s lifelong development of self-regulation, ability to communicate effectively, and build lasting positive relationships.
- Young children’s earliest experiences and environments set the stage for future development and success in school and life.
- Families play a critical roles in helping children become school-ready.
- School readiness is acquired through the participation of families, schools and communities providing environments and experiences that support the physical, social, emotional, language, literacy, and cognitive development of children.
- Early experiences influence brain development, establishing the neural connections that

provide the foundation for language, reasoning, problem solving, social skills, behavior and emotional development.

Below are some examples of current activities in each community that show the alignment in family engagement across the span of young childhood.

- EHS and MNPS' Early Childhood programs operate full day programs with extended before and after care available in all EHS programs and in 18 MNPS program sites to meet the needs of this population.
- School readiness goals are coupled with parent and family engagement strategies in order to strengthen the child's success in kindergarten and the parent's expertise in advocacy that will last throughout the formal years of education and benefit the entire family.
- In Nashville Twice annual home visits allow both the caregivers and the parents to establish an early bond and atmosphere of mutual respect for families participating in EHS programs.
- The SCS office of Early Childhood Programs is working to create a coordinated and cohesive Pre-K through 2nd grade continuum that aligns standards, curriculum, instruction, assessments, family engagement and professional development and creates a seamless and effective pathway of learning for all children. Literacy-focused programs promote school readiness with the alignment of the TN Early Learning Developmental Standards.
- SCS's contracting partner for Head Start, Porter Leath, provides comprehensive services to students and their families.

G. Budget and Sustainability (10 points).

The extent to which the budget narrative and budget tables demonstrate that the State will--

- (1) Use the funds from this grant and any matching contributions to serve the number of children described in its ambitious and achievable plan for each year, including using the funds for the projected per child costs for new and improved State State Preschool Program seats that are reasonable and sufficient, and that the projected per child costs for new and improved State State Preschool Program seats are reasonable and sufficient to ensure High-Quality Preschool Programs;*

As the quantitative information supplied in the Excel spreadsheets that accompany this application show, we plan to use \$17.5 million in annual federal funding to open 1,400 new High-Quality Preschool Program seats across the state by the end of the grant period. In addition, we will use the federal funding to improve 2,958 existing State Preschool Program seats so that they meet the definition of High-Quality Preschool Programs, primarily through the expansion of Comprehensive Services to the children in these programs. The grant will also fund improvements in an additional 390 seats in Nashville's Model Early Learning Centers that have been committed to be funded through the grant period by the Metro Council as part of its match. These seats are the (b) percent of locally funded Center seats that contain Eligible Children. On the Excel spreadsheet accompanying this application, these 390 seats are treated as 'new,' as the seats are new and paid for by matching funds, and the Comprehensive Services are funded by the grant.

Combined with our substantial local commitment of matching funds, our plan will reach more than 5,188 Eligible Children once it is fully rolled out, with an estimated annual investment of \$(b)(4) including funds from all sources. At the end of the grant period, 2,230 new High-Quality Preschool Program seats for Eligible Children will have been added in these two communities since the beginning of the 2014-15 school year. This is a meaningful step towards meeting both Subgrantees' local vision of Pre-K for all high-need members of their communities.

Our determination of projected per child seats for both new and improved seats are outlined below.

Projected per child costs—New classrooms

To come up with the projected per-child costs in new classrooms, we relied on data from the recent locally driven expansion of preschool in each Subgrantee's community. For Shelby County, the budget reflects estimated grant expenditure for child of \$(b)(4) in the first year of the grant period, rapidly scaling down to \$(b)(4) in year 4. This large decrease is due to large one-time fixed costs in Year 1, including new curriculum development materials and other local

infrastructure requirements that future grant years will be able to leverage. The Year 4 per-child expenditure is the best estimate of annual costs to sustain the classrooms beyond the grant period, as no new classrooms are predicted to be added that year.

Because Memphis will be focused on expanding pre-K in existing school sites, they have also budgeted a commitment to an in-kind match to accompany this expansion, based on the additional burden these new classrooms will incur on common resources in the existing school sites. This matching commitment, which is spelled out in detail in a commitment letter from Shelby County Schools Superintendent Hopson, is expected to total more than \$(b)(4) per year by the end of the grant period, and is based on similar in-kind calculations that have been completed and accepted by our Office as part of the match for receipt of VPK funds. The detailed tables on Shelby County Schools' anticipated commitment can be found in Appendix G-1.

In Nashville, the projected per-child costs are based on two sources: For the Center-based expansion, estimates were based on the recent commitment of the Nashville Metropolitan Council to opening new Model Early Learning Centers in high-need communities in the community. Because Nashville's expansion model includes the opening of a new center, the estimated cost structure used is the same as from that proposal, which is attached as an appendix to this application. Average per-pupil expenditure requested from the grant is \$(b)(4) per child, reflecting the classroom cost as well as the fixed costs of running a standalone center, plus \$(b)(4) per child to add Comprehensive Services and \$(b)(4) per child to add teacher coaching services in Year 1—coaching expenses are anticipated to increase at (b) percent per year over the course of the grant period. In order to ensure consistent and conservative estimates of cost, we are using the estimated statewide cost for Head Start Comprehensive Services to build the estimates here, but it is likely that, because many services on site at the Centers may be duplicative to what is provided in the standard contract, this will be a source of savings.

Finally for Nashville, there is an additional \$(b)(4) per year, corresponding to the grant-funded portion of the new seats funded by the Metro Council, being used to add Comprehensive Services to those new seats.

As the budget spreadsheet reflects, taking these estimates together, as well as the matching funds and additional seats they fund, we arrive at a blended estimate cost of \$(b)(4) per child in Year 1, ramping down to \$(b)(4) per child by the end of the grant period.

| Total grant funding for new High-Quality Preschool Program seats | | | | | | | | | | | | |
|--|-------------|-------|------------|-------------|-------|------------|-------------|-------------|------------|-------------|-------------|------------|
| | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | |
| | Cost / Seat | Seats | Total Cost | Cost / Slot | Seats | Total Cost | Cost / Slot | Total Seats | Total Cost | Cost / Slot | Total Seats | Total Cost |
| Shelby County | 11,428 | 660 | (b)(4) | 8,242 | 920 | (b)(4) | 7,622 | 1,000 | (b)(4) | 7,532 | 1,000 | (b)(4) |
| Nashville—Centers | 11,015 | 200 | (b)(4) | 11,023 | 200 | (b)(4) | 11,031 | 200 | (b)(4) | 11,039 | 200 | (b)(4) |
| Nashville—Site-based | 11,695 | 200 | | 8,517 | 200 | | 7,905 | 200 | | 7,823 | 200 | |
| Nashville—Comprehensive | 1,515 | 390 | | 1,523 | 390 | | 1,531 | 390 | | 1,539 | 390 | |
| TOTAL | | | | | | | | | | | | |
| Federal Request | | | 12,373,718 | | | 12,254,740 | | | 12,322,564 | | | 12,217,817 |

Projected per child costs Improved classrooms

Since our state standards already require all but one of the criteria for a High-Quality Preschool Program as defined in the grant announcement, calculating predicted costs for improved seats is a matter of estimating costs for providing Comprehensive Services to children that currently lack them. In Shelby County, this rate is \$ (b)(4) per slot, and combined with a planned 640 seats to be improved, the estimated annual budget for improvement for the Shelby County Consortium is \$ (b)(4). In Metro Nashville, due to the addition of coaches as a commitment to going above and beyond existing state and federal standards for evidence-based professional development, the cost per slot is higher than in Shelby County. Namely, it begins at 1,515 (1,248 plus the cost of coaching) and escalates by 3 percent per year. Multiplied by 2,318 seats to be improved in Nashville, this comes to a Year 1 cost of \$ (b)(4), rising gradually to a Year 4 cost of (b)(4).

| Total grant funding for Improved High-Quality Preschool Program seats | | | | | | | | | | | | | | | |
|---|-------------|-------------|------------|-------------|-------------|------------|-------------|-------------|------------|-------------|-------------|------------|-------------|--|--|
| | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | | | | |
| | Cost / Slot | Total Seats | Total Cost | Cost / Slot | Total Seats | Total Cost | Cost / Slot | Total Seats | Total Cost | Cost / Slot | Total Seats | Total Cost | | | |
| Shelby County | 1,248 | 640 | (b)(4) | | | |
| Nashville Centers | 1,515 | 200 | (b)(4) | 1,523 | 200 | (b)(4) | 1,531 | 200 | (b)(4) | 1,539 | 200 | (b)(4) | | | |
| TOTAL | | | | | | | | | | | | | | | |
| Federal Request | | | | \$4,309,725 | | | | \$4,328,269 | | | | | \$4,347,369 |  |  | $4,367,026 |

(2). Coordinate the use of existing funds from Federal sources that support early learning and development, such as title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act of 1990, and state, private, local, foundation, or other private funding sources for activities and services that help expand High-Quality Preschool Programs;

Tennessee has pioneered consolidated planning, budgeting, and monitoring for multiple federal and state funding streams into a one-stop hub for LEAs via a tool call ePlan. Through the secure ePlan website, LEAs submit budgets for grant programs including: Consolidated Title I,

CTE Perkins, VPK, Safe Schools, Title III Immigrant, 21st Century Learning, Title X McKinney-Vento, IDEA Discretionary, and many others. The CPM division plans to add all federal and state money, including state BEP allocations, into this tool within the next few years. The advantages to this system are: enhanced district ability to utilize multiple funds for necessary programs as appropriate, streamlined process to reduce burden, ease of desktop monitoring for state personnel, and increased ability for state monitors and LEA leaders to identify and solve budget issues as they arise rather than wading through dozens of separate budgets for each grant and identifying problems far down the line. One key benefit of ePlan is that state monitors have quick access to district budgets and can alert LEAs if they are in danger of failing to meet supplement, not supplant requirements or other federal and state regulations.

(3) Sustain the High-Quality Preschool Programs supported by this grant after the grant period ends to ensure that the number and percentage of Eligible Children with access to High-Quality Preschool Programs in the state will be maintained or expanded, including to additional High-Need Communities.

The stakeholders in this grant are committed to sustaining both the expansion of high-quality preschool seats and quality improvements that will be funded by this grant. The state and Subgrantees have outlined multiple avenues to achieve sustainability. Each of these options has not only been identified and researched but most have been supported by a letter from a key stakeholder pledging their support of the sustainability efforts. The options for sustainability are listed below:

- **Local government:** The subgrantee communities have already demonstrated strong support for preschool as evidenced by recent increases in local funding to for seat expansion
 - Shelby County has already committed \$(b)
(4) specifically earmarked for new classrooms and Mayor Mark Luttrell has expressed the County's intention via a letter of support to continue to sustain the funding increase in perpetuity.
 - The Memphis City government has also expressed interest in contributing to the sustainability of preschool seats that will be funded by the grant
 - In Nashville, the County Commission and the Mayor's Office have allocated an incremental \$(b)(4) for fiscal year 2014 to support the creation of three Preschool Centers in Nashville. Similarly, Davidson County leadership has expressed its intention to continue this funding increase in perpetuity.

- Local school districts:** In addition to the County governments, school districts in both communities have expressed a commitment to expand their efforts to fund preschool through the traditional K-12 system
 - The Superintendent of Shelby County Schools has committed to support the pre-k expansion through in-kind services needed to maintain all the new classrooms added during the years of the grant, and afterwards, as indicated in his letter of support in appendix. The total value of the in-kind contribution is estimated to be more than \$ (b)(4)
 - Metro Nashville Public Schools has also laid out a long-term plan to transition the city's Preschool program to entirely district-operated and plans to allocate funding to support this vision
- State Government:** Tennessee has historically been a strong supporter of state-funded preschool as evidenced by the laws and policies focused on providing high quality that were in place with the creation and growth of its Voluntary Pre-K Program. The state has held spending steady while the program is being evaluated by Peabody Research Institute (though it continues to spend over \$ (b)(4) annually to fund nearly 19,000 seats). The Tennessee Department of Education is currently staffed to sustain support of the existing VPK program and to offering high-quality programming. The state's FY 2015 budget incorporates the investment in this program through the continuation of funding. Following the release in 2015 of the latest results on the research that PRI conducted on the long-term effectiveness of the Voluntary Pre-K program, the governor will make recommendations to the General Assembly regarding future investments in pre-K.

Philanthropy:

- Alternative financing structures:** Shelby County leadership is actively exploring using Social Impact Bonds as a means to sustain its Preschool programs over the long-term. Though these financing models are still being fully developed, successful pre-K SIBs have been launched in both Utah and recently in Chicago. There is strong momentum behind this funding mechanism and donors in Tennessee have already expressed interested in backing such a package should be in be structured for the Subgrantees. For example, the Pyramid Peak Foundation has funded a landscape study in Shelby County that will detail how social impact bonds could be structured to support the sustainability

of the classroom added through the grant as well as continued pre-k expansion over the coming years (please refer to the relevant letter of support in appendix for additional details about Pyramid Peak Foundation)

Given broad support from public and private institutions, we are confident it will be possible to sustain our high-quality preschool seats after the grant is over. .

OPTIONAL: Competitive Preference Priorities

Competitive Preference Priority 1: Contributing Matching Funds (up to 10 points).

Priority: To receive a competitive preference under this priority, the state must describe and submit appropriate evidence of a credible plan for obtaining and using non-Federal matching funds to support the implementation of its ambitious and achievable plan during the grant period. Matching funds may be comprised of state, local, and philanthropic funds and may also include increased state funding appropriated beginning in the state fiscal year prior to the first year of the grant period. Points will be awarded based on the following scale if the plan is determined to be credible:

| <i>Percentage non-Federal match of the state's four-year total award</i> | <i>Competitive preference points</i> |
|--|--------------------------------------|
| <i>50% or more</i> | <i>10</i> |
| <i>40-49%</i> | <i>8</i> |
| <i>30-39%</i> | <i>6</i> |
| <i>20-29%</i> | <i>4</i> |
| <i>10-19%</i> | <i>2</i> |
| <i>0-9%</i> | <i>0</i> |

As the Excel spreadsheets submitted as a requirement of this application show, our match, including an increase of \$(b)(4) from the state in 2014, local funding of \$(b)(4) per year, and an estimated in-kind match from site-based expansion in Shelby County of \$(b)(4) per year, represents an overall state and local matching commitment of \$(b)(4) (b)(4) percent of our total grant request. This figure substantially exceeds the 50 percent hurdle required to obtain full competitive preference.

We are proud of the commitment from every sector of our state that this match represents, and shows our shared belief in the importance of continuing to reach more of Tennessee's most high-need children with effective early childhood education.

Competitive Preference Priority 2: Supporting a Continuum of Early Learning and Development
Priority: To receive a competitive preference under this priority, the state must describe an ambitious and achievable plan that addresses the creation of a more seamless progression of supports and interventions from birth through third grade, such as high-quality infant and toddler care, home visitation, Full-Day kindergarten, and before- and after-care services for, at a minimum, a defined cohort of Eligible Children and their families within each High-Need Community served by each Subgrantee.

Both Subgrantees in this proposal have their own ambitious and achievable plans for creating a truly seamless birth-to-third-grade continuum for the Eligible Children in their community. Those plans are outlined below.

Innovation on the Continuum in Nashville—The Early Education Task Force

The city of Nashville's Early Education Task Force is implementing strategic systems improvements and expansions of care and education for children ages 0-8. This task force, which includes MAC, the local Early Head Start (EHS) and Head Start (HS) provider, our LEA - Metropolitan Nashville Public Schools, the Tennessee Department of Education, community childcare providers, and researchers from PRI, is focused on improved quality and expanded resources for children and families. Using the Head start model of parent and community engagement, health, and social services, the partnership is a key element in reaching the city's shared goal of increasing access to high-quality early care and education for children across our city and county. This increase will only enhance our ability to create seamless systems of care, in partnership with schools and other community programs, for children ages 0-8 in our most vulnerable communities. We anticipate that this shared approach will provide a foothold for gains in kindergarten readiness, improved child health outcomes, family stability, and, over time, graduation rates, and community health and employment statistics using the following. Through a co-located center that includes EHS, HS and pre-K at the following services to pregnant moms and children birth to three become part of a seamless transition for children and families while providing much needed wrap around services to the pre-k environment as listed below. A list of these Comprehensive Services follows.

MNPS recognizes that schools are an integral part of the community. Reinforcing the link between parents, the community and schools will foster student success. Through a program called Community Achieves pre-K students attending 3 elementary schools can participate in Community schools. These schools offer needed resources and support for parents, students, and the community. Some of the resources available include a Family Resource Center, health clinics, after school programs, recreation, and classes for adults. High performing Community

schools can foster student achievement, reduce mobility, foster stronger relationships, improve family stability, increase teacher satisfaction, create a more positive school environment and boost community pride. Through Community Achieves MNPS can align the assets of students, families, teachers, and the community around a common goal- improving the success of our students. Community Achieves Team and oversight committee consist of representatives throughout the community such as United Way, Nashville Career Advancement Center, Alignment Nashville, Metro Health Department, Metro Social Services, Chamber of Commerce, Conexion, Hands on Nashville, PENCIL Foundation working with MNPS staff to implement a successful program.

Shelby County—A Pilot within the Pilot

As part of continuing the state spirit of local ownership, innovation, and getting a deeper understanding of quality, the Shelby County Consortium is developing plans in partnership with local philanthropy to follow a cohort of 30 children and their families along the birth-to-third-grade continuum. This cohort will work closely with a Case Manager / "Strengthening Families" specialist throughout the early life of the child. Using the Strengthening Families framework (Appendix CPP-1), the Case Manager will continually assess participant families' strengths and challenges, and connect them with needed resources, including establishing a medical home for children.

The Case Manager will ensure children and their families are closely connected to service providers and will carefully coordinate case planning and communication across the network of supporters. S/he will ensure developmental screenings—likely Ages and Stages Questions and Ages and Stages—Emotional/Social, and cultivate the development of parent leaders in the peer group. Along the way, the Case Manager will ensure program evaluators will assist in gathering needed data for evaluation, and work with research partners to ensure appropriate data and knowledge are being captured and shared.

Because this program would extend far beyond the pre-K year for participating children and their families, the funding for this pilot will be raised entirely from private funds, primarily from the Memphis and Shelby County philanthropic community.

Competitive Preference Priority 3: Creating New High-Quality State Preschool Program Seats

To receive a competitive preference under this priority, the state must demonstrate how it will use at least 50 percent of its Federal grant award to create new State Preschool Program seats that will increase the overall number of new seats in State Preschool Programs that meet the definition of High-Quality Preschool Programs.

As the Excel spreadsheets submitted as a requirement of this application show, overall, (b) (4) percent of our total grant request (\$ (b)(4)) of \$ (b)(4) will go to creating new State Preschool Program seats.

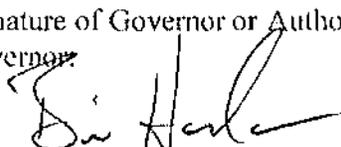
Even in the midst of a dedicated pursuit for greater quality and sustained outcomes, it is clear that, in both Shelby County and Metro Nashville, the demand for High-Quality Preschool Programs still far outstrips supply. As a result, we have focused the bulk of this funding request on the ability to build new, evidence-based, high-quality classrooms and programs that will extend the best of our current thinking to as many new children as possible.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

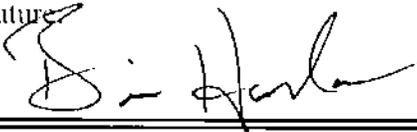
APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

| | |
|--|---|
| Legal Name of Applicant (Office of the Governor): William Edward Haslam | Applicant's Mailing Address: Office of the Governor 1st Floor, State Capitol Nashville, TN 37243 |
| Employer Identification Number: 62-6001445 | Organizational DUNS: 8790162510000 |
| Lead Agency: Tennessee Department of Education Contact Name: Mr. Joey Hassell <i>(Single point of contact for communication)</i> | Lead Agency Contact Phone: 615-253-2112 Lead Agency Contact Email Address: Joey.Hassell@tn.gov |
| <p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p> | |
| Governor or Authorized Representative of the Governor (Printed Name): Governor Bill Haslam | Telephone: (615) 741-2001 |
| Signature of Governor or Authorized Representative of the Governor:  | Date: 10/13/14 |
| Lead Agency Authorized Representative (Printed Name): Commissioner Kevin Huffman | Agency Name: Tennessee Department of Education |
| Signature of Lead Agency Authorized Representative: <div style="border: 1px solid black; padding: 5px; display: inline-block;">(b)(6)</div> | Date: 10/9/14 |

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no 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 the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-L.L.L., "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

| | |
|--|-------------------|
| Governor or Authorized Representative of the Governor (Printed Name): | |
| Governor Bill Haslam | |
| Signature  | Date: 10/13/14 |

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):*

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Subgrantee Authorized Representative:

David A. Stephen

Signature of Subgrantee Authorized Representative:

(b)(6)

Telephone:

701-202-0853

Date:

10/13/14

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):*

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Subgrantee Authorized Representative: Chris Barbic

Telephone: 615-509-4956

Signature of Subgrantee Authorized Representative:

Date: October 13, 2014

(b)(6)

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):*

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Subgrantee Authorized Representative:

Dorsey E. Hopson, II

Telephone:

901-416-5444

Date:

October 13, 2014

(b)(6)

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)*:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Subgrantee Authorized Representative:

(b)(6)

Signature:  Representative:

Telephone:

901-873-5686

Date:

10-13-14

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):*

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Subgrantee Authorized Representative:

(b)(6)



Jesse B. Register Telephone:

615-259-4636

Signature of Subgrantee Authorized Representative:

Date:

10/14/14

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

FY2014

**Preschool Development Grants –Expansion Grants
Application for Initial Funding**

TENNESSEE STATE SUBMISSION



CFDA Number: 84.419B



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

Appendix

- Section 1: Appendix A (Letters of Support)
- Section 2: Appendix B
- Section 3: Appendix C
- Section 4: Appendix D
- Section 5: Appendix E
- Section 6: Appendix F (NONE)
- Section 7: Appendix G
- Section 8: CPP Appendix

Section A Appendix

- Appendix 1: Young Child Wellness Council
- Appendix 2: Qj gt'hwgtu'qh'uwr r qtv



Tennessee Young Child Wellness Council

October 10, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As leaders of the Tennessee Young Child Wellness Council, we strongly support Tennessee's application for a Federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. Research tells us the importance of providing high-quality learning environments to ensure young children's success throughout life. This grant will contribute to the knowledge of how high-quality preschool classrooms affect children's continued success in the early grades while also increasing access to high-quality preschool classrooms for children who currently do not have this option available to them.

We support the decision to work with the high-need communities that Metro Nashville Public Schools (MNPS) and Shelby County serve. The school districts, Head Start, public and private child care, and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs; however, the capacity is limited and continued opportunity for improved collaboration exists. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

The Tennessee Young Child Wellness Council has universally supported the promotion of school readiness by enhancing the social and cognitive development of low-income children through the provision of health, educational, nutritional, social, and other services that are deemed necessary. We have been in communication with the State Department of Education since the announcement regarding the proposed RFG and are eager to offer any support necessary for Tennessee to embrace this opportunity. Please keep us apprised of the status and we look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(6)

Loraine Lucinski
Administrator of Early Childhood Initiatives
Tennessee Department of Health

(b)(6)

Tawny Spinelli
Assistant Director of Children's Cabinet/
Young Child Wellness Coordinator



STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
NINTH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

BILL HASLAM
GOVERNOR

KEVIN HUFFMAN
COMMISSIONER

October 15, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary Duncan:

The Tennessee Department of Education (TDOE) is pleased to submit the Preschool Development - Expansion Grant that the department developed in partnership with Metro Nashville Public Schools (MNPS) and Shelby County (including Shelby County Schools, Bartlett City Schools, Millington Municipal Schools, and the Achievement School District). These entities have a number of high-need communities that will benefit from expanded access to high-quality preschool programs for four-year-old students. The department currently supports the administration of several programs for young children in these two districts including Voluntary Pre-K, IDEA 619 preschool, and Head Start and is ready to support MNPS and the Shelby County consortium should they receive this grant.

If funded, the Department of Education will support this grant by providing: primary oversight of funds, including allocating funding between MNPS and Shelby County according to an agreed-upon mechanism, and coordinating organizations that receive funds. The department also will play a leading role to ensure integration of best practices into statewide curricula and standards and providing data analysis.

TDOE stands ready to support MNPS and Shelby County should they receive an Expansion Grant for preschool. The students in high-need communities in those areas will benefit directly from access to preschool, and the state as a whole will value knowledge gleaned from research on those programs. We appreciate this opportunity to serve more students.

Sincerely,

(b)(6)

Kevin Huffman
Commissioner

Robert Fisher - Board Chair, President
Belmont University

Christine Bradley, Assistant Vice Chancellor
Vanderbilt University

Doug Cahill, Executive Advisor
CCMP Capital Partners

Tom Cigarran, Chairman
Healthways, Inc.

Beth Curley, President
Nashville Public Television

The Honorable Karl Dean, Mayor
Metropolitan Nashville

Eric Dewey, President and CEO
United Way of Metropolitan Nashville

Reverend Sonnye Dixon
Hobson United Methodist Church

Margaret Dolan, VP Community Relations
Ingram Industries

Vince Durnan, Director
University School of Nashville

Kent Fourman, CIO
Permanent General Insurance Corporation

Howard Gentry, Criminal Court Clerk
Nashville Davidson County

Joey Hatch, Co-CEO
Skanska USA Building Inc.

Paul Haynes, Executive Director
Nashville Career Advancement Center

Orrin H. Ingram, President and CEO
Ingram Industries

Aileen Katcher, Founding Partner
Katcher Strategic Communications

Kumar Kolin, Managing Principal
Deloitte Services LLP

Drew Lewis, Board Intern
Recommind

Lonnell Matthews, Jr., Metro Council Member
District 1

Bert Mathews, President
The Mathews Company

Cheryl D. Mayes, Chair
Metro Nashville Board of Education

Kathy Nevill, CFO
FFT Source

William Paul, MD, Director
Metropolitan Public Health Department

Joanne Pulles, President
HCA Foundation

Jesse Register, Director of Schools
Metro Nashville Public Schools

Jennifer Robinson, Office Managing Shareholder
Littler Mendelson, P.C.

Ron Samuels, President and CEO
Avenue Bank

Ralph Schulz, President
Nashville Area Chamber of Commerce

George Van Allen, President
Nashville State Community College

Sydney Rogers, Executive Director
Alignment Nashville

October 10, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As Executive Director of Alignment Nashville, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. We are ready to offer any support necessary for Tennessee to embrace this opportunity.

I support the decision to work with the high-need communities that Metro Nashville Public Schools (MNPS) and Shelby County serve. The school districts, Head Start, public and private childcare, and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

Alignment Nashville has been working since 2004 to align resources to support school readiness by enhancing the social and cognitive development of low-income children through the provision of health, educational, nutritional, social, and other services that are deemed necessary. Our Pre-K Alignment Team, which is tasked specifically with aligning resources to support high-quality early childhood education, has developed several collaborative initiatives that have improved access to high-quality early childhood resources and services for the students in our community that need it most. We will leverage these successful initiatives to support the implementation of this grant.

I am eager to work in support of this grant and bring this exciting opportunity to fruition. Please keep me apprised of the status, and I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(6)

Sydney Rogers
Executive Director



METROPOLITAN GOVERNMENT OF NASHVILLE AND DAVIDSON COUNTY

Cynthia L. Croom
Executive Director

October 10, 2014

METROPOLITAN ACTION COMMISSION
800 2nd Avenue North
Nashville, TN 37201
Mailing Address: Post Office Box 196300
Nashville, Tennessee 37219-6300
Phone (615) 862-8860
Fax (615) 862-8881
www.nashville.gov/mac

The Honorable Bill Haslam
Office of the Governor
State Capitol, 1st Floor
Nashville, Tennessee 37243

Dear Governor Haslam:

As executive director of the Metropolitan Action Commission, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I have been in communication with the state Department of Education since the announcement regarding the proposed RFG and am ready to offer any support necessary for Tennessee to embrace this opportunity.

I support the decision to work with the high needs communities that Metro Nashville Public Schools (MNPS) and Shelby County serve. The school districts, Head Start, and public, private, and family childcare providers serving children in these communities strive to provide the best learning opportunities for four-year-old children in their programs. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

The Metropolitan Action Commission through its Head Start and Early Head Start programs has universally supported the promotion of school readiness by enhancing the social and cognitive development of low-income children through the provision of health, educational, nutritional, social, disability, and other services that are deemed necessary. Research tells us the importance of the early years for young children's success throughout life. This grant will contribute to the knowledge of how high-quality preschool classrooms affect children's continued success in the early grades while also increasing access to high-quality preschool classrooms for children who currently do not have this option available to them.

I am eager to work in support of this grant and bring this exciting opportunity to fruition. Please keep me apprised of the status and I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(6)

Cynthia Croom



The community action agency for Nashville and Davidson County



Community Action changes people's lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community. ~~PR Award # 1400150028~~ Working people help themselves and each other.

METROPOLITAN GOVERNMENT OF NASHVILLE AND DAVIDSON COUNTY



One Public Square, Suite 204
Nashville, Tennessee 37219
Office: (615) 291-6701
Fax: (615) 862-6784

4377 Enchanted Circle
Nashville, Tennessee 37218
Home: (615) 876-2319
Email: lonnell.matthews@nashville.gov

LONNELL MATTHEWS, JR.

Councilman, District 1

October 9, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As the Metro Davidson County Council Member for District 1, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I am ready to offer any support necessary for Tennessee and Nashville to embrace this opportunity.

I support the decision to work with the high needs communities that Metro Nashville Public Schools (MNPS) serves. The school districts, Head Start, public and private childcare, and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

Our city has universally supported the promotion of school readiness by enhancing the social and cognitive development of low-income children through the provision of health, educational, nutritional, social, and other services that are deemed necessary. Research tells us the importance of the early years for young children's success throughout life. This grant will contribute to the high-quality preschool classrooms that will affect children's continued success in the early grades while also increasing access for children who currently do not have options available to them.

I am eager to work in support of this grant and bring this exciting opportunity to fruition. Please keep me apprised of the status and I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(6)

Lonnell Matthews
Councilmember, District 1

LM/rh

METROPOLITAN GOVERNMENT OF NASHVILLE AND DAVIDSON COUNTY



One Public Square, Suite 204
P.O. Box 196300
Nashville, Tennessee 37219

Home: (615) 228-7693
Office: (615) 291-6702
Email: frank.harrison@nashville.gov

FRANK HARRISON

Councilman, District 2

October 9, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As the Metro Davidson County Council Member for District 1, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I am ready to offer any support necessary for Tennessee and Nashville to embrace this opportunity.

I support the decision to work with the high needs communities that Metro Nashville Public Schools (MNPS) serves. The school districts, Head Start, public and private childcare, and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

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Sincerely,

(b)(6)

Frank Harrison
Councilmember, District 2

FH/rh



METROPOLITAN GOVERNMENT OF NASHVILLE AND DAVIDSON COUNTY

One Public Square, Suite 204
Nashville, Tennessee 37201
Office: (615) 862-6780

5845 Brentwood Trace
Brentwood, Tennessee 37027
Home: (615) 739-6825

BRADY BANKS

Councilman, District 4
www.nashville.gov/council
Email: brady.banks@nashville.gov

October 9, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As the Metro Davidson County Council Member for District 1, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I am ready to offer any support necessary for Tennessee and Nashville to embrace this opportunity.

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Sincerely,

(b)(6)

Brady Banks
Councilmember, District 4

BB/rh

Peter Westerholm
Councilman, District 6
peter.westerholm@nashville.gov



1502 Long Avenue
Nashville, Tennessee 37206
Cell: 615 429-4042

October 9, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As the Metro Davidson County Council Member for District 1, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I am ready to offer any support necessary for Tennessee and Nashville to embrace this opportunity.

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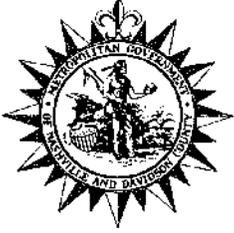
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Sincerely,

(b)(6)

Peter Westerholm
Councilmember, District 6

PW/rh



METROPOLITAN COUNCIL

Metro Council Office

BURKLEY ALLEN

Metro Council 18th District
3521 Byron Avenue • Nashville, TN 37205
Telephone 615-383-6604

October 9, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As the Metro Davidson County Council Member for District 1, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I am ready to offer any support necessary for Tennessee and Nashville to embrace this opportunity.

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Sincerely,

(b)(6)

Burkley Allen
Councilmember, District 18

BA/rh

METROPOLITAN GOVERNMENT OF NASHVILLE AND DAVIDSON COUNTY



One Public Square, Suite 204
Nashville, Tennessee 37201
Office: 615 862-6780
Email: karen.johnson@nashville.gov

2928 Moss Spring Drive
Antioch, Tennessee 37013
Home: 615 977-6721
www.district29community.blogspot.com

KAREN Y. JOHNSON
Councilwoman, District 29
www.karenjohnson.org

October 9, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As the Metro Davidson County Council Member for District 1, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I am ready to offer any support necessary for Tennessee and Nashville to embrace this opportunity.

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I am eager to work in support of this grant and bring this exciting opportunity to fruition. Please keep me apprised of the status and I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,
(b)(6)



Karen Y. Johnson
Councilmember, District 29

KYJ/rh



METROPOLITAN COUNCIL

Member of Council

FABIAN BEDNE

Metro Council 31st District

Historic Metro Courthouse • One Public Square, Suite 204 • Nashville, TN 37219

Telephone 615-829-6226

October 9, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As the Metro Davidson County Council Member for District 1, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I am ready to offer any support necessary for Tennessee and Nashville to embrace this opportunity.

I support the decision to work with the high needs communities that Metro Nashville Public Schools (MNPS) serves. The school districts, Head Start, public and private childcare, and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

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I am eager to work in support of this grant and bring this exciting opportunity to fruition. Please keep me apprised of the status and I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(6)

Fabian Bedne
Councilmember, District 31

FB/rh

PR/Award # S419B150026



Metropolitan Nashville Education Association

531 Fairground Court | Nashville, TN 37211 | 615-726-1499

Officers

Stephen Henry
President

Erick Huth, Ed. D.
Vice-President

Carrol Trusty
Treasurer

Nancy Holland, Ed. D.
Secretary

David Gould
Parliamentarian

Executive Board

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Cyndy Bradfield
Hillsboro Cluster

Jerri Simon
McGavock Cluster

Shelia Garcia
Stratford Cluster

Deborah Smith, Ed. D.
Cane Ridge Cluster

October 9, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As president of the Metropolitan Nashville Education Association (MNEA), I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I have been in communication with the state Department of Education since the announcement regarding the proposed RFG and am ready to offer any support necessary for Tennessee to embrace this opportunity.

I support the decision to work with the high needs communities that Metro Nashville Public Schools (MNPS) and Shelby County serve. The school districts, Head Start, public and private childcare, and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

MNEA, along with the Tennessee Education Association (TEA) our state affiliate, has universally supported the promotion of school readiness by enhancing the social and cognitive development of low-income children through the provision of health, educational, nutritional, social, and other services that are deemed necessary. Research tells us the importance of the early years for young children's success throughout life. This grant will contribute to the knowledge of how high-quality preschool classrooms affect children's continued success in the early grades, while also increasing access to high-quality preschool classrooms for children who currently do not have this option available to them.

I am eager to work in support of this grant and bring this exciting opportunity to fruition. Please keep me apprised of the grant's status. I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(6)

Stephen C. Henry
President
Metropolitan Nashville Education Association



STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
NINTH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

BILL HASLAM
GOVERNOR

KEVIN HUFFMAN
COMMISSIONER

October 13, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As Chair of the Metropolitan Nashville Public Schools Board of Education, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I have been in communication with the state Department of Education since the announcement regarding the proposed RFG and am ready to offer any support necessary for Tennessee to embrace this opportunity.

I support the decision to work with the high needs communities that Metro Nashville Public Schools (MNPS) and Shelby County serve. The school districts, Head Start, public and private childcare, and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

Metro Nashville Public Schools has universally supported the promotion of school readiness by enhancing the social and cognitive development of low-income children through the provision of health, educational, nutritional, social, and other services that are deemed necessary. Research tells us the importance of the early years for young children's success throughout life. This grant will contribute to the knowledge of how high-quality preschool classrooms affect children's continued success in the early grades while also increasing access to high-quality preschool classrooms for children who currently do not have this option available to them.

I am eager to work in support of this grant and bring this exciting opportunity to fruition. Please keep me apprised of the status and I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(6)

Sharon Dixon Gentry, Ed. D
Chair
Metropolitan Nashville Public Schools Board of Education



October 9, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Re: Letter of Support for Preschool Expansion Grant.

Dear Governor Haslam:

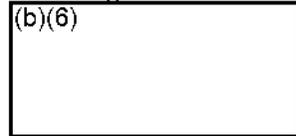
On behalf of the Nashville Area Chamber of Commerce, we are writing to express our support of Tennessee's application for a federal Preschool Development Expansion Grant.

We appreciate the state's decision to focus this effort within Metro Nashville Public Schools (MNPS) and Shelby County. We believe the providers serving the four-year-olds in our community including MNPS, Head Start, and private childcare operators will work together to continue to provide high quality Pre-K classrooms.

The Nashville Area Chamber of Commerce believes that improvement of our education system is essential in assuring the future prosperity of our city and the Middle Tennessee region. The level of school readiness for our community's children is important to their future success. This grant will contribute to the knowledge of how high-quality preschool classrooms affect children's continued success in the early grades and will also increase access to high-quality preschool classrooms for children who currently do not have this option available.

Sincerely,

(b)(6)



Ralph Schulz
President & CEO



October 12, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

On behalf of the entire Board of Directors and senior leadership of the Nashville Public Education Foundation, we wish to convey our strong support for Tennessee's application for a federal Preschool Development – Expansion Grant. We see investments in high quality preschool programming as an essential part of a larger effort to transform public education opportunities for high need populations across the state, Nashville in particular. While there is deep public and private sector support for these efforts locally, the federal funding is crucial to our efforts to accelerate expansion and further enhance the quality of preschool programming. We have been in communication with the Tennessee Department of Education since the announcement regarding the proposed RFG and stand ready to offer any support necessary for Tennessee to embrace this opportunity.

In particular, we support the decision to work with the high needs communities served by Metro Nashville and Shelby County public schools. These communities, in particular, face particularly acute needs. But perhaps more significantly, both Nashville and Shelby County have made quality preschool a top priority locally, with deep support and leadership not only within the school district, but also from a host of private and philanthropic organizations across their respective communities. In so many communities, you have only tangential support from the private sector for these programs, but in both Nashville and Memphis, you have a deep, collective commitment on the part of many private and philanthropic interests. Commitment from organizations like the Nashville Public Education Foundation and others will help ensure the possibilities that this grant opportunity will become a reality.

Research tells us the importance of the early years for young children's success throughout life. This grant will contribute to the knowledge of how high-quality preschool classrooms affect children's continued success in the early grades while simultaneously expanding access to high-quality preschool classrooms for children who currently do not have this option available to them.

INVEST.
UNCOMMONLY

1207 18TH AVENUE SOUTH - SUITE 202 - NASHVILLE, TN 37212 | P: 615-727-1515 | T: 615-727-1522

PR/Award # S419B150026

www.nashvillepef.org

We are eager to support this grant and stand ready to do whatever is necessary to ensure Tennessee's application is seen in the very strongest light possible. Please keep us apprised of the status of the state's application for federal grant funding and any further support we can lend.

Sincerely,

(b)(6)

Shannon Hunt
President & CEO



October 14, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As president of PENCIL Foundation, a nonprofit that manages business-school partnerships for Metro Nashville Public Schools, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high quality preschool classrooms for children in high-need communities.

PENCIL is committed to working with the high need communities that Metro Nashville Public Schools (MNPS) serves. The school district, Head Start, public and private childcare, and family childcare serving children in these communities strive to provide the best learning opportunities for four-year-olds. Our community partners and PENCIL staff have seen firsthand the progress that at-risk children make when provided with high quality preschool programs. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

PENCIL Foundation believes in supporting school readiness by enhancing the social and cognitive development of low-income children through the provision of health, educational, social, and other services. As part of that support, we will be active in recruiting PENCIL Partner businesses and nonprofits that can team with educators to help low-income children succeed. This grant will contribute to the knowledge of how high-quality preschool classrooms affect children's continued success in the early grades, while also increasing access to high-quality preschool classrooms for children who currently do not have this option available.

PENCIL board and staff are eager to work in support of this grant and bring this opportunity to fruition. We look forward to hearing the good news that pre-K children in Nashville and Memphis are getting a needed boost through this grant.

Sincerely,

(b)(6)

Connie Williams
President & CEO
PENCIL Foundation



Black Alliance for Educational Options

Jennifer N. O. Littlejohn
Tennessee State Director
111 South Highland Street
Memphis, TN 38111
P. (800) 378-4065

October 10, 2014

The Honorable Bill Haslam
Governor of Tennessee
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

On behalf of the Black Alliance for Educational Options (BAEO), we are writing to lend our support to the State’s application for the U.S. Department of Education Preschool Development Expansion Grant.

Tennessee BAEO is pleased that two of our largest counties—Davidson and Shelby—have been designated as sub-grantees and believe that, if successful, the grant will provide an opportunity to serve more children across our great state.

As you may know, BAEO has been fighting for nearly 15 years to increase access to high-quality educational options for Black children by actively supporting transformational education reform initiatives and parental choice policies that empower low-income and working class Black families.

We support a wide array of parent choice, including, charter schools, means-tested vouchers, private school scholarships, home school, public-private partnerships, and effective innovations in traditional public schools. We also support issues such as Common Core, school accountability, teacher effectiveness, and school governance in order to support a well-functioning educational choice eco-system and improved outcomes for Black children who remain in district-run schools.

We believe a coordinated early childhood development structure in Tennessee will help provide children from low-income and working class families with a foundation for learning that will ensure a smooth transition into formal schooling and enable them to reach their full potential.

Our ultimate vision is that low-income and working class Black families are empowered to choose high-quality primary and secondary educational options that enable their children to pursue the college or career path of their choice, become economically independent adults, and engage in the practice of freedom.

We thank you in advance for your leadership and consideration of this request.

For the children,

(b)(6)

Jennifer N. O. Littlejohn
Tennessee State Director

(b)(6)

Ken Campbell
President

Mission:

To increase access to high-quality educational options for Black children by actively supporting parental choice policies and programs that empower low-income and working-class Black families.

ACHIEVEMENT
SCHOOL DISTRICT

October 13, 2014

The Honorable Bill Haslam
Governor of the State of Tennessee
First Floor, State Capital
Nashville, TN 37243

Dear Governor Haslam:

Please accept this letter of support on behalf of the Achievement School District (ASD) for the Pre-Kindergarten (Pre-K) Grant being submitted by the Tennessee Department of Education.

The ASD exists to transform the Priority Schools in the bottom 5% in academic performance in the State – three-quarters of which are in Memphis – to the top 25% in five years. Our schools serve predominantly impoverished neighborhoods with the vast majority of our students coming from low-income households. Despite these obstacles, we know our students can achieve at the same level as their more affluent peers when they are given access to the same opportunities and resources. ...

An important aspect of this is access to quality Pre-K programs. We are committed to partnering with Shelby County Schools as a part of a Pre-K consortium in order to set our students up for success prior to entering elementary school. The transformative potential of quality early childhood education combined with a quality K – 12 education is immense. Based on this fact and the body of evidence that supports it, the ASD included 11 Pre-K classrooms at our schools last year serving 220 children. This year we increased our number of Pre-K classes to have 15 classes with approximately 300 children.

Based on a positive outcome of this grant submission, we hope to substantially expand the Pre-K opportunities for students in some of Tennessee's most disadvantaged communities. Thank you for considering our application and for your continued support of our work across the state to ensure every student in Tennessee is given access to a quality education.

Sincerely,

(b)(6)

Chris Barbic
Superintendent
Achievement School District



TENNESSEE

MEMPHIS CITY COUNCIL

Jim Strickland

Chairman

William C. Boyd
Joe W. Brown
Harold B. Collins
Kemp Conrad
George Shea Flinn, III
Lee Harris

Bill Morrison
Janis Fullilove
Wanda M. Halbert
Reid Hedgepeth
Myron Lowery
Edmund H. Ford, Jr.

October 9, 2014

The Honorable Bill Haslam
Governor of the State of Tennessee
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As Chairman of the Memphis City Council, I am pleased to write this letter to express our strong support for the State of Tennessee's application for the U.S. Department of Education's Preschool Development grant. We are truly appreciative and grateful that Memphis/Shelby County has been designated as one of the two communities along with Nashville that will receive funds.

This grant will affect a great number of children in our city. Memphis has *great* need for expansion of our pre-k program. Memphis includes some of the poorest census tracts in the state, and many of these children begin school with little or no preparation in basic children's skills (without knowledge of address, phone number, birth date, colors, safety rules, and who are never read to); or those who simply endure the ills of urban poverty and neglect which they have not created nor have control over. These children are often born into a family and a world unprepared for them.

As an elected leader, I am passionate about pre-k. We must provide a *boost*, an early head start, to help these children develop the necessary skills to take care of themselves in the future. We know that lifetime patterns are developed in children early. It is imperative that we provide the most effective pre-k opportunities and create healthy, secure environments conducive to their learning and growing and living out their full potential.

Last year I led the effort for additional pre-k funding by proposing a sales tax referendum earmarked for pre-k funding. Sadly, the referendum did not pass, but I am not deterred. I will continue to be a relentless advocate for pre-k and look for ways that the City can participate and contribute in making quality pre-k accessible to all the children of Memphis.

Thank you for the work you do to create a positive and productive future for the children of Tennessee and a special thank you from the children of Memphis.

PR/Award # S419B150026

Page e151

Suite 514 • 125 North Main Street • Memphis, Tennessee 38103-2086 • (901) 576-6786

Sincerely,

(b)(6)

Jim Strickland
City Council Chairman

/s/

STEVE COHEN
9TH DISTRICT, TENNESSEE

2404 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515

TELEPHONE: (202) 225-3265
FAX: (202) 225-5663

CURTIS DAVIS ORLE HORTON
FEDERAL BUILDING
167 NORTH MAIN STREET
SUITE 369
MEMPHIS, TN 38103

TELEPHONE: (901) 544-4131
FAX: (901) 544-4329

www.cohen.house.gov

Congress of the United States
House of Representatives
Washington, DC 20515-4209

October 6, 2014

COMMITTEE ON THE JUDICIARY

SUBCOMMITTEES:
CONSTITUTION AND CIVIL JUSTICE BANKING, MONETARY
COURTS, INTELLECTUAL PROPERTY AND THE INTERNET

COMMITTEE ON
TRANSPORTATION AND
INFRASTRUCTURE

SUBCOMMITTEES:
AVIATION

HIGHWAYS AND TRAVEL
WATER RESOURCES AND ENVIRONMENT

COMMISSION ON SECURITY AND
OPERATIONS IN EUROPE
(U.S. HARBOR COMMISSION)

The Honorable Bill Haslam
Governor of the State of Tennessee
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

I am writing to express my strong and enthusiastic support for the State of Tennessee's application for the Preschool Development Grant to the U.S. Department of Education. The federal government has made a commitment to increase access to quality preschool for children who are high risk and under resourced. It is gratifying that the state of Tennessee will take advantage of this commitment by submitting a competitive application for these funds.

Moreover, I am pleased that Shelby County is designated as one of the communities that will receive funding from this grant if the State's application is successful. As the largest county within the State of Tennessee with a significant population below the poverty level and the continued need to address the achievement gap between those from economically disadvantaged homes and those who are less disadvantaged, it is critical for this community to be included. Access to quality early educational experiences is a key way to address this achievement gap by ensuring that these children are ready to learn when they enter kindergarten.

It is noteworthy that Shelby County government has shown a commitment to support pre-k with monies allocated and designated specifically for new pre-k classroom for the 2014-15 school year. Additionally, there is strong support in the business, educational and philanthropic community for access to quality preschool for all students.

Again, I would like to express my support for Tennessee and specifically the Memphis/Shelby County community in its application for these federal funds.

As always, I remain,

Most sincerely,

(b)(6)

Steve Cohen
Member of Congress



EARLY SUCCESS COALITION

October 7, 2014

The Honorable Bill Haslam
Governor of the State of Tennessee
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam,

We are writing on behalf of The Early Success Coalition (ESC) to express our strong and enthusiastic support for Tennessee's application for the US Department of Education's Preschool Development grant. The ESC is a broad-based collaborative with over 70 member agencies. ESC promotes and expands effective outreach, education and direct services for families with young children, from pre-conception to age eight, that together offer families an integrated, comprehensive set of resources to help them provide their children with the strongest foundation for lifelong success. One of the community outcomes of the ESC is to increase school readiness in Shelby County. Quality pre-k has been identified as one of the strategies to ensure that our children receive a strong start in life. Children who receive a high-quality early childhood experience are more likely to graduate from school, maintain a job, and contribute to society.

High quality early childhood learning opportunities effectively help get children ready for and succeed in school. An important component of high quality learning opportunities includes providing a nurturing environment to the students and support to the parents. Most recently the ESC, in partnership with People First, The Urban Child Institute and Shelby County Schools, has initiated a pilot project in six pre-k classrooms. We have provided training to pre-k teachers in the Nurturing Parenting curriculum, an evidence-based parenting program, and will provide technical assistance to the teachers and Shelby County Schools throughout the coming year. We will assist the teachers in implementing the principles of Nurturing Parenting in their classrooms and providing training in the Nurturing Parenting curriculum to the parents of their students.

In 2013-2014, barely one-third of the children entering kindergarten in Shelby County entered school ready to learn. Also this past year, only about one-third of our students were proficient in reading by third grade. We understand that the program outline in the state's application is one that focuses on building a strong continuum from pre-k through third grade. The ESC has also established as one of our community outcomes improved third grade academic achievement. We have partnered with Seeding Success to participate in our community's effort toward a collective impact on the "cradle to career" agenda. In this partnership with Seeding Success, the ESC has formed a Community Action Network of providers in early childhood to work toward a common goal and ensure continuous improvement in school readiness.

We applaud you for competing for this funding and pledge our full support for expanding quality pre-k in Tennessee.

Sincerely,

(b)(6)

Sandra Allen
Co-Chair, Early Success Coalition

(b)(6)

Keisha Walker
Co-Chair, Early Success Coalition

Congress of the United States
House of Representatives
Washington, DC 20515-4208

October 10, 2014

The Honorable Bill Haslam
Governor of the State of Tennessee
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

I am writing to express my support for the State of Tennessee's application for the Preschool Development Grant to the U.S. Department of Education. It is very encouraging the state of Tennessee will take advantage of a matching grant that will support local priorities.

The grant funds would be combined with existing funds from the Shelby County government to support pre-k and to create new pre-k classrooms for the 2014-15 school year. No one understands what the educational needs are in West Tennessee better than West Tennessee families and teachers. These matching grant funds will assist in supporting our local priorities.

Additionally, I am pleased to see strong local support in the business, educational and philanthropic community for access to quality preschool for all students with matching funds from eight other organizations.

Furthermore as a parent, I believe it is vital we take an active role in our children's education and activities to ensure they have the same if not more opportunities than we enjoy today. Children are our future, and their education is an investment in strengthening our nation.

Should you have any further questions, please contact my Deputy Chief of Staff, Scott Golden in my Jackson, Tennessee office at 731-423-4848.

Sincerely,

(b)(6)

Stephen Fincher
Member of Congress



CHAIRMAN'S CIRCLE

Making Memphis Great.

Friday, October 10, 2014

The Honorable Bill Haslam
Governor of the State of Tennessee
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As Co-Chairs of the Greater Memphis Chamber's Chairman's Circle and Chair of the Chairman's Circle "Moon Mission" for Pre-K Education, we are writing to thank you for your leadership in Education and let you know how much we appreciate your willingness to advance the State of Tennessee's application for the Preschool Development Expansion Grant to the U.S. Department of Education. As a newly formed leadership group representing the Memphis Business Community, one of our "Moon Missions" is to ensure quality Pre-K Education is available for all children in Memphis ages 0-K. On behalf of the 104 members (attached) of the Chairman's Circle, we want you to know you have our full support in the pursuit of this grant and are available to provide assistance in bringing these critical education dollars to Memphis and Nashville.

This grant will allow Memphis to add 50 new classrooms providing Quality Pre-K to 4 year olds. The grant also provides for "wrap around" services so that these children have the support needed to be prepared for kindergarten and beyond. In addition, the grant will allow wrap around services to be provided to our community partners who provide 32 classrooms.

Thank you again for making education reform and improvement a priority for your administration. The Chairman's Circle shares your commitment and will continue to advance priorities to Make Memphis Better.

Sincerely,

(b)(6)
Kathy Buckman Gibson
President & COO
Buckman International

(b)(6)
Calvin Anderson
Sr. VP, Corporate Affairs
BlueCross BlueShield of TN

(b)(6)
Duncan Williams
President
Duncan-Williams, Inc.

(b)(6)
Leigh Shockey
CEO
Drexel Chemical

(b)(6)
Phil Trenary
President & CEO
Greater Memphis Chamber

(b)(6)
Richard Smith
Vice President, Global Trade Services
FedEx Corporation

PR/Award # S419B150026



HYDE FAMILY FOUNDATIONS

17 WEST PONTIAC AVENUE, SUITE 200 MEMPHIS, TENNESSEE 38103
901.685.3400 FAX 901.683.7478

October 8, 2014

The Honorable Governor Bill Haslam
Governor of the State of Tennessee
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

It is with great excitement that I share the Hyde Family Foundations wholehearted support of the State of Tennessee's application to the U.S. Department of Education for the preschool development grant.

In 2013, a number of civic, philanthropic and public leaders came together on behalf of a ballot measure to create a pre-K funding stream in the City of Memphis. Though the ballot measure failed, it solidified Memphis' commitment to expanding the number of high quality pre-K seats for low-income students.

Now, in 2014, those same stakeholders have helped position Memphis and Shelby County to leverage this federal grant opportunity and accelerate academic opportunities for students. With (b)(4) in Shelby County government funding already allocated to pre-K for the 2014-2015 school year (and each of the next four years), 20 additional pre-K classrooms have opened. Such persistence is an undeniable representation of the commitment our community has made to prioritizing and sustaining high quality, early childhood education.

As you know, our Foundations' work is rooted in closing the achievement gap for k-12 low-income students by increasing their access to high-quality education. So, we support this grant not only because of its focus on increasing access, but also, because of its focus on increasing the quality of education from pre-K to second grade. With only 32% of third grade students proficient in Reading and 44% proficient in Math, there is a clear need to clarify what it takes to create quality, early childhood programming.

Thus, the Hyde Family Foundations would like this letter to serve as a commitment to supplement and help sustain newly added pre-K seats with a comprehensive student evaluation process. We believe adding this component will be essential to informing the creation of aligned instruction up to the 3rd grade and ensuring early student growth. Indeed, we are committed to using this grant as an opportunity to accelerate academic achievement for the children of Shelby County and hopefully, create a blueprint for national early childhood practices.

Thank you for this opportunity and please contact me directly if you have any questions.

Sincerely,

(b)(6)

Teresa Sloyan
Executive Director



October 9, 2014

Governor Bill Haslam
Office of the Governor
Tennessee State Capital
Nashville, TN 37243-0001

Dear Governor Haslam:

I write as the newly hired manager of Head Start services (HS) for Shelby County Schools (SCS), providing continuity for the services that I administered previously through Shelby County Government (SCG). On September 23, 2013, a resolution was adopted by the Shelby County Commission to "encourage and urge" SCS to apply to be the HS grantee for services in the county. This resolution was a reflection of the strong and effective partnership forged between SCG's Head Start program and the school district during my tenure with SCG. As stated in the resolution, the Shelby County Commission's consensus was that "it is in the best interest of the entire community for the Head Start Program to continue for at-risk children and be administered by a publically funded educational organization in Shelby County."

I am pleased to report significant progress in the first several months of the HS program under SCS management.

- We have entered into a contract for delivery of HS services with Porter-Leath, the county's Early Head Start agency, thus enhancing opportunities to build a continuum of services for children aged 0 to 3 as they approach the age served by HS.
- We have begun the work of aligning HS with SCS practices in the Pre-K to Grade 2 continuum.
- We have strengthened SCS's connections to the Achievement School District (ASD) by offering HS wraparound comprehensive services and/or HS base funding to 13 Pre-K classrooms in ASD schools.
- We have identified new opportunities to strengthen the HS comprehensive services program through participation in planning discussions with district offices that provide such services as vision and hearing screening.
- Through our Advisory Council and other HS mechanisms, we are raising SCS awareness of county-wide initiatives to expand Pre-K access, especially for economically disadvantaged students.

I enthusiastically support SCS's participation in the Shelby County Consortium formed as part of the Preschool Development Grant – Expansion Grant application process. I look forward to Tennessee's selection for funding through this program. I firmly believe that the proposed expansion and quality enhancement activities are perfectly aligned with the HS vision for comprehensive services, my staff's work to date to promote that vision, and my personal vision that all children should be provided the supports they need to succeed in learning, no matter their zip code.

Regards,

(b)(6)

John L. Lovelace
Program Initiatives Manager
Shelby County School District
Early Childhood Division
(901) 416-3450

Shelby County Schools offers educational and employment opportunities without regard to race, color, national origin, religion, sex, or disability.



MEMPHIS ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

October 8, 2014

The Honorable Bill Haslam
Governor of the State of Tennessee
1st Floor, State Capital
Nashville, TN 37243

Dear Governor Haslam:

On behalf of the Memphis Association of the Education of Young Children (MAEYC) I am submitting this letter of support for the U.S. Department of Education Preschool Development Expansion Grant. We are very excited that Memphis, along with Nashville has been designated as a sub-grantee and will receive funding if this application is successful.

MAEYC is the local affiliate of the National Association for the Education for Young Children (NAEYC), the largest and most influential advocate in early care and education in the United States. Approximately 300 early childhood professionals are local members of MAEYC. Members and others take advantage of our professional development trainings, conferences, learning institutes, and special events. We connect qualified professionals from a range of disciplines and experiences to help solve practice problems, develop leaders, and assist staff to better serve children and families. Many of our members work daily with children birth to age five in local childcare and pre-k environments. No one understands better than us the ongoing needs of this population in our community.

Thank you again for supporting the submission of this proposal. We are ready to stand together with you in support of Tennessee's youngest children.

Sincerely,

(b)(6)

Sandy Guntharp

MAEYC Public Policy Director

(b)(6)

Margaret Scott
MAEYC President



Shelby County Government

MARK H. LUTTRELL, JR.
MAYOR

October 2, 2014

The Honorable Bill Haslam
Governor of the State of Tennessee
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

During my four years as Mayor of Shelby County, one of the greatest challenges has been the need to prioritize government spending to further the greatest needs of the community. I am convinced that one of the more serious shortcomings in our county is the lack of opportunity for many families to participate in Pre-Kindergarten (Pre-K) schooling for their children. My Administration with support from the County Commission has shown a commitment to Pre-K by allocating from prior year efficiency savings, \$ (b)(6) in new money in 2014 specifically earmarked for new classrooms.

The purpose of this letter is to express my unqualified support for the State of Tennessee's application for a Pre School Development Expansion Grant. I am particularly pleased that Shelby County is identified in the application as one of the communities that will receive funding for a pilot project to both improve the quality and increase the number of seats of voluntary Pre-K for Shelby County children.

In further support of this grant application, I assure you that I will seek to allocate at least \$ (b)(4) in each of the next four years throughout the life of the grant to support this expansion of Pre-K services. This allocation will require County Commission approval but I anticipate that it will be in agreement with the need.

Please feel free to contact me to discuss this matter further or if you have any questions.

Sincerely,

(b)(6)

Mark H. Luttrell, Jr.
Mayor

City of Memphis

A C WHARTON, JR.
MAYOR

TENNESSEE

October 10, 2014

The Honorable Bill Haslam
Governor of the State of Tennessee
First Floor, State Capital
Nashville, TN 37243

Dear Governor Haslam:

I am writing to express my full support for the state of Tennessee's application for a federal Pre School Development Expansion Grant, and to offer my commitment to pursue sustainability funding following the four year grant period.

In my years serving as City of Memphis Mayor and before that as Shelby County Mayor, I have been keenly aware of the critical role of high quality early learning in developing human capital, and have led initiatives to advance that end, including *Books from Birth* and the *Ready Set Grow!* child care accreditation facilitation project at University of Memphis.

In recent polls, it has been made clear that the vast majority () of Memphis and Shelby County citizens support government funding for the expansion of a high quality early education. I believe that a rigorously evaluated early learning demonstration program, such as the one being proposed in Memphis and Shelby County through this federal grant opportunity, will provide a roadmap for how our community can scale successful early learning outcomes, and ensure our children are proficient in literacy, numeracy and social-emotional skills by that important learning milestone of 3rd grade.

Sincerely,

(b)(6)

A C Wharton, Jr.
Mayor



October 14, 2014

The Honorable Bill Haslam
Governor of the State of Tennessee
First Floor, State Capital
Nashville, TN 37243

Dear Governor Haslam:

I am writing on behalf of Memphis Tomorrow to express our full support for the state of Tennessee's application for a federal PreSchool Development Expansion Grant.

As an association of CEOs of Shelby County's largest businesses, we joined our national colleagues at the Business Roundtable in recognizing more than a decade ago that investing in high quality early education makes good sense. Pay now, or pay more later. High-quality early learning programs build a critical foundation for future educational achievement – with studies showing that children who attend high-quality early childhood education programs are more likely to excel in school, graduate from high school, stay out of trouble and earn higher wages than those who do not attend such programs.

That said, we know that program quality varies considerably, and with government budgets highly constrained, it is essential that investments be made only in high quality programs. For that reason we are very enthusiastic about this opportunity for Tennessee to pursue a rigorously evaluated high quality early learning demonstration program that simultaneously expands learning opportunities to our state's children.

We have consistently advocated for policy and invested in local programming to support high quality early learning, have actively supported the development of this federal grant application and applaud your support for the demonstration project that an award would fund. We understand and appreciate that sustainability funding will be critical following a successful demonstration, and commit to actively support future government and philanthropic investments in sustaining and scaling the program.

Regards,

(b)(6)

Blair Taylor
President

Cc: Members of Memphis Tomorrow Board of Directors (<http://memphistomorrow.org/leadership>)

PEOPLE FIRST

October 7, 2014

The Honorable Bill Haslam
Governor of the State of Tennessee
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

On behalf of PeopleFirst Partnership, I am writing to express strong and enthusiastic support for the State of Tennessee's application for the Preschool Development Grant to the U. S. Department of Education. As the education and talent component of Memphis Fast Forward, PeopleFirst advances a "cradle to career" agenda to improve student academic outcomes and ultimately build a well-educated workforce. Quality pre-k for all Shelby County children is one of our top priorities and we have been involved over the past several years in advocacy for improved quality and access to local pre-k classrooms. In fact, PeopleFirst has partnered with the Greater Memphis Chamber to bring community stakeholders together to identify strategies to accomplish this pressing goal.

We are particularly excited that Memphis/Shelby County has been designated as one of the two communities, along with Nashville, to receive funding if the state is successful in its grant application. In 2013-14, barely one-third of our kindergarten students entered school ready to learn. Similarly, this past year, roughly one-third of our students were proficient in reading by third grade. We believe that there is a strong correlation between school readiness and the ability to achieve reading proficiency by this important benchmark year. We understand that the program outlined in the State's grant application is one that will focus heavily on building a strong continuum from pre-k through third grade. This, we believe, is critical to success.

As the community's education leadership table, comprised of key leaders in the education, government, business, faith and philanthropic sectors, PeopleFirst stands ready to help in any way we can to build and maintain support for additional pre-k, so that we will be able to sustain the effort beyond the period of the grant.

Again, we want to applaud you for competing for this funding and pledge our full support for expanding quality pre-k in Tennessee.

Sincerely,

(b)(6)

Barbara U Prescott, PhD

Executive Director

PR/Award # S419B150026

October 7, 2014

The Honorable Bill Haslam
Governor of the State of Tennessee
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

Porter-Leath, the leading provider of quality early childhood education in Memphis, currently serves almost 5,000 disadvantaged preschool children and families in Shelby County. I am writing to express our strong and enthusiastic support for the State of Tennessee's application for the Preschool Development Grant to the U.S. Department of Education. Quality Pre-K for all students in Shelby County has been a priority of Porter-Leath and we have been involved in a number of local efforts over the past several years to raise awareness and advocate for improved quality and access to pre-k classrooms. In fact, Porter-Leath has partnered with the Shelby County Schools and others to identify strategies to accomplish this goal.

We are particularly excited that Memphis/Shelby County will be one of the two communities, along with Nashville, that are identified to receive funding if the state is successful in being awarded the grant. Barely more than one-third of our kindergarten students entered kindergarten in the 2013-14 school year ready to learn. Similarly, only roughly one-third of our students were proficient in reading by third grade. We believe that there is a strong correlation with school readiness and being able to gain reading proficiency by this important benchmark year. We understand that the program outlined for Memphis/Shelby County is one that will focus heavily on a strong continuum from pre-k through third grade. This, we believe, is critical for success. As an education leader networked with key leaders in the education, government, business, faith and philanthropic sectors, we stand ready to help in any way we can to build support for additional pre-k such that if we are fortunate to have a winning application, we will be able to sustain the effort beyond the period of the grant.

Again, we want to applaud you for this effort and express our support for Tennessee and specifically for the decision to name Memphis and Shelby County as a sub-grantee in its application for these federal funds.

Sincerely,

(b)(6)

Mike Warr
Executive Vice President for Development and New Business

P.S. We truly appreciate Crissy's support of many wonderful projects in Shelby County!

THE
Pyramid Peak™
FOUNDATION

October 8, 2014

The Honorable Governor Haslam
Governor of the State of Tennessee
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam

With much enthusiasm I want to share with you Pyramid Peak Foundation's support of the State of Tennessee's application to the U.S. Department of Education for a preschool development grant.

As you know, Pyramid Peak Foundation has been a leading philanthropic funder of expanded pre-K and early education programs in Memphis. The foundation is committed to helping every low-income child in our city find a quality pre-K classroom. We stand ready to continue our support of additional pre-K classes and expansion of quality pre-K programs.

What we find most encouraging about this effort to gain a pre-school development grant is the fact the grant application includes funding commitments not just from large foundations like Pyramid Peak, but also funding commitments from Shelby County government. We believe that philanthropy must do its part to stand up and support pre-K expansion, but we can't do it alone. We welcome the support from local government and consider their investment critical.

In addition to direct grants to pre-K operators in Shelby County, Pyramid Peak also has entered into a detailed examination of social impact bonds as a way to sustain pre-K. The foundation has funded a landscape study in Shelby County that will detail how social impact bonds could be structured to support the sustainability of the classrooms added through this grant as well as continued pre-k expansion over the coming years.

In summary, Pyramid Peak is prepared to make additional grants and commitments to expand pre-K in Memphis. We strongly support the state of Tennessee in its decision to compete for the DOE Preschool Development Grant and hope our support can, and will, strengthen the state's application.

Sincerely,

(b)(6)

Chris Peck

Associate Director
Pyramid Peak Foundation
Memphis

October 7, 2014
The Honorable Bill Haslam
Governor of the State of Tennessee
1st Floor, State Capital
Nashville, TN 37243

Dear Governor Haslam,

We are excited to learn about the State of Tennessee's Preschool Development Grant Application to the U.S. Department of Education. As the Shelby County affiliate of the national cradle to career organization, StriveTogether, Seeding Success is focused on supporting the continuous improvement of education related outcomes in Shelby County. We know from both national and local data that early learning is the foundation of a successful cradle to career agenda.

We are also learning from local data that 'quality' early learning opportunities like Pre-k and Head Start, help improve students' kindergarten readiness. Access to quality classrooms, however, has remained a barrier to many students. This is evidenced by the fact that only 33% of Shelby County public school students in Sept. 2013 met our local kindergarten readiness benchmark. We believe that if we can provide seats in Pre-ks across Shelby County, by expanding access and supporting high-quality through the Preschool Development Grant, we can build a better system of accountability and achieve significantly greater results for Shelby County's 4-5 year olds. This not only improves outcomes in Shelby County, but will continue to bolster Tennessee's gains in academic achievement.

As an organization we commit fully to align our continuous improvement technical assistance and our network of partners to focus on improving Kindergarten Readiness in partnership with PeopleFirst, Shelby County Schools, and the Achievement School District. Through the strategic use of data, we commit to monitoring the quality of outcomes achieved by opening the door to more Pre-k classrooms, and to support the sharing and scaling of effective practices beyond the scope of the grant to all our partners and those in other Tennessee cities who benefit from the grant.

Sincerely,

Mark Sturgis

(b)(6)

Executive Director



THE OFFICE OF THE SUPERINTENDENT

160 S. Hollywood Street • Memphis, TN 38112 • (901) 416-5444 • Fax (901) 416-5578 • www.scsk12.org

Dorsey E. Hopson, II Esq.
Superintendent

October 13, 2014

The Honorable Bill Haslam
Governor of the State of Tennessee
1st Floor, State Capitol
Nashville, Tennessee 37234-0001

Dear Governor Haslam:

As Superintendent for Shelby County Schools (SCS), I want to express my gratitude for the unprecedented opportunity to participate in the state's Federal Preschool Development Grants - Expansion Grant program. In helping to prepare this grant application, our district has already benefitted from the task of working closely with community partners and other districts in Tennessee's two largest urban counties towards our common goal to expand and sustain high-quality Pre-K services in our communities. I wholeheartedly support SCS's participation in the program and anticipate that as a district we will be able to support the program's success through the identified matching funds and sustainability strategies outlined within this letter. I am confident that through our collaborative work with the other members of the Shelby County Consortium, Metro Nashville Public Schools, and the Tennessee Department of Education's Early Childhood office, we will be able to provide models of sustainable high-quality Pre-K expansion that can be of value to communities throughout our state and that can support Tennessee's cutting-edge work in extending Pre-K services to low-income children.

A sobering fact is that only 30% of SCS's Grade 3 students scored proficient on reading on the state's 2014 standardized assessment. This fact is compounded by others – for example, students who don't read proficiently by Grade 3 are four times more likely to leave school without a diploma when compared to proficient readers, and this number rises even higher when children come from poverty. Within SCS, over 80 percent of our elementary-aged students are economically disadvantaged. All of our district's other goals – including our new 80-90-100 vision for college readiness and college enrollment – are precipitated on how well we do our job in preparing students in their first years of schooling. For these reasons, the Pre-K to 2 continuums has been a major focus of our strategic planning and budgeting discussions:

- At the request and recommendation of the Shelby County Commission, SCS applied to be and has now become the Head Start agency for Shelby County.

- One major goal of our Early Childhood office is to align all practices of Head Start with SCS's Pre-K to 2 continuums.
- All Pre-K and Head Start classrooms, including classrooms not operated within SCS buildings, have begun using formative assessment tools that are part of SCS's RTI2 system approved by the state for primary grades. One of these tools, I-station, is now used as the district's standard Kindergarten Readiness Indicator.
- Teachers for all classrooms funded through state Pre-K dollars, including classrooms not operated within SCS buildings, are being evaluated according to the Teacher Effectiveness Measure 4.0, the district's teacher evaluation system approved by the state for Pre-K-12.
- Ambitious goals related to kindergarten readiness have been set to bring the current rate (60%) into alignment with the 80-90-100 initiative within a four-year period.
- The district is actively partnering with others within the Shelby County community to seek and obtain additional resources for the expansion of Pre-K – for example, the recently approved allocation from the Shelby County Commission.

Matching Funds

Shelby County Schools estimates its match investment in this project to be \$(b)(4) per year in in-kind non-federal funds.

- Ten percent of the Early Childhood Director's time will be devoted to program management (\$ (b)(4) per year, beginning in Year 1). Her position is budgeted through non-federal funds.
- \$(b)(4) in in-kind investment per year will support the Shelby County Commission's \$(b)(4) annual cash contribution to expand Pre-K in Shelby County, including 15 classrooms within SCS.
- \$(b)(6) in in-kind investment per year will support 28 additional new classrooms funded through this project.

To estimate the monetary value of in-kind support provided for classrooms, we used the following assumptions:

- Actual costs for school staff who support all classrooms within the school including Pre-K classrooms (the principal, the librarian, the counselor, clerical staff, in some cases the assistant principal and other support staff) were pro-rated based on the number of teachers anticipated in the school after the planned Pre-K classroom expansion. Because of the wide range of school enrollments and grade configurations in the identified schools, the per-classroom cost for these shared staff varied across schools. The median cost was \$(b)(6).
- Additionally, the in-kind value of space was calculated on 850 square feet per classroom and a monthly rate of \$(b)(6) per square foot (\$ (b)(4) per classroom).
- Custodial services were calculated based on an annual rate of \$(b)(6) per square foot (\$ (b)(4) per classroom).

For the 15 anticipated SCS classrooms to be funded through the Shelby County Board of Commissioner's commitment, the following matching in-kind funds have been identified.

| Shelby County Commission's Classroom Sites | In-Kind |
|---|----------------|
| A B Hill Elementary I | (b)(6) |
| Alton Elementary | |
| Bethel Grove Elementary I | |
| Brookmeade Elementary I | |
| Caldwell-Guthrie Elementary | |
| Carnes Elementary | |
| Dexter Elementary | |
| Dunbar Elementary | |
| Egypt Elementary I | |
| Evans Elementary | |
| Florida-Kansas Elementary I | |
| Magnolia Elementary | |
| Ridgeway Early Learning Center (administration provided via Head Start) | |
| Southwind Elementary | |
| Winchester Elementary | |
| SUBTOTAL – Match associated with Shelby County Commission classrooms, per year beginning in Year 1 | |

As indicated in the preliminary Memorandum of Understanding, the Shelby Consortium will work together to identify where need is greatest for expansion classrooms. However, the district has prioritized need in 28 schools, based on high poverty among students, high academic need of students, and demonstrated demand for Pre-K services (these classrooms will be losing funding this year as part of the conclusion of Race to the Top funding). SCS anticipates that these classroom sites will be among those selected for Year 1 expansion.

| Priority Classroom Sites for Expansion | In-Kind |
|---|----------------|
| A B Hill Elementary II | (b)(4) |
| Aley Elementary | |
| Bethel Grove Elementary II | |
| Brookmeade Elementary II | |
| Caldwell-Guthrie Elementary II | |
| Charjean Elementary | |
| Cherokee Elementary | |
| Douglass Elementary/Middle | |
| Egypt Elementary II | |
| Fairley Elementary | |
| Florida-Kansas Elementary II | |
| Ford Road Elementary | |
| Goodlett Elementary | |
| Hawkins Mill Elementary | |
| Holmes Road Elementary School I | |
| Holmes Road Elementary School II | |
| Larose Elementary | |

| Priority Classroom Sites for Expansion | In-Kind |
|--|---------|
| Levi Elementary | (b)(4) |
| Lincoln Elementary | |
| Manor Lake Elementary | |
| Oakshire Elementary | |
| Raleigh- Bartlett Meadows School | |
| Ross Elementary | |
| Sharpe Elementary | |
| Sheffield Elementary | |
| Vollentine Elementary | |
| Westside Elementary | |
| Whitehaven Elementary STEM School | |
| SUBTOTAL – Match associated with prioritized classrooms for expansion, per year beginning in Year 1 | |

Sustainability

Over the next four years, I will work to ensure that the Consortium documents the impact of high-quality Pre-K on students’ learning in the primary grades and remains focused on building multiple funding streams for Pre-K. As the district prioritizes our local, state and Title I funding, I will seek opportunities to identify ways to sustain the investments of the Pre-K Expansion Grant program. A particular area of focus will be district investment in positions and structures that support the Pre-K to Grade 2 continuum.

In Shelby County Schools, we have adopted the mission to prepare all students for success in learning, leadership and life. We are committed to equitable distribution of quality resources and supports for all our students. This grant program presents an exciting chance to put this mission and this commitment to work.

Sincerely,



Dorsey E. Hopson, II Esq.
 Superintendent
 Shelby County Schools



Family and Consumer Sciences
404 Manning Hall
Memphis, Tennessee 38152-3390

Office: 901.678.2301
Fax: 901.678.5324

October 8, 2014

The Honorable Bill Haslam
Governor of the State of Tennessee
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

On behalf of the Early Care and Education Faculty of the University of Memphis, I am writing to express my enthusiastic support for Tennessee's application for the U.S. Department of Education Preschool Development expansion grant. We are in the business of preparing knowledgeable and skilled individuals to create *quality* early learning experiences for young children and their families. Not only do we prepare students for the workforce, but we conduct research on the necessary factors for children to be successful beyond the preschool years. The research on the benefits of *quality* early learning experiences is irrefutable in regards to components necessary for success in kindergarten and beyond. One report on the lasting effects of PreK indicated,

"Increasing public investment in effective preschool education programs for all children can produce substantial educational, social, and economic benefits. State and local pre-K programs with high standards have been the most effective, and such programs need not be provided by public schools. Public schools, Head Start, and private child care programs have produced similar results when operating with the same resources and standards as part of the same state pre-K program" (Barnett, W.S., 2008, p. 1).

When one considers the 2013-14 Memphis/Shelby County report indicating that fewer than one third of the entering kindergarteners had the necessary readiness skills (self-regulation, communication, cognitive, and social and emotional) to succeed in kindergarten, it is exciting to know that Memphis/Shelby County has been designated, along with Nashville, as a community to receive funds for PreK expansion if the grant is funded! Ensuring that more children enter kindergarten "ready to learn" would go a long way in improving the rather dismal rate of third grade proficient readers which is currently reported to be less than 1/3 of third graders in Memphis/Shelby County. The proposed continuum of services for PreK through third grade is critical for the success of Memphis/Shelby specifically, but also Tennessee in general!

Please know that the faculty in Early Care and Education at the University of Memphis strongly supports the proposal for expansion of *quality* PreK and will work to ensure success of the children and their families.

Sincerely,

(b)(6)

Loretta Rudd, PhD
Associate Professor, Clinical
Child Development, Early Care and Education
University of Memphis



600 Jefferson Avenue, Suite 200, Memphis, TN 38105 • Telephone: 901-523-9199 • Fax: 901-523-2460 • www.theurbanchildinstitute.org

October 8, 2014

The Honorable Bill Haslam
Governor, State of Tennessee
1st Floor, State Capitol
Nashville, TN 37423

Dear Governor Haslam,

On behalf of the Urban Child Institute, I am writing to express enthusiastic support for the State's application for the Preschool Development Grant proposal to the U.S. Department of Education. As you are aware, the Institute has a focus on the importance of brain development in children from conception to three years of age. We believe the science of brain development clearly demonstrates the importance of this period in order for children to get off to the right start. If the right things are done during this period the child has a great chance of being prepared for pre-k programs and thus have a head start for being school ready. Pre-k itself can play a powerful role in "catching up" for some deficient areas if they exist.

Data clearly reflects that being school ready is predictive of subsequent school performance, which in turn predicts graduation rates and college entry. As important as these things are for the individual, in aggregate the impact that school readiness has on society as a whole may be at least as important. Studies have shown that the enormous economic return on early childhood investments accrue predominately to the community at large.

We are pleased that Memphis/Shelby County and Nashville have been designated to receive funding for pre-k if the State is successful with this application. Last year only a third of our kindergarten students entered school ready to learn. However, that figure was higher for those children who were fortunate enough to attend high quality pre-k programs.

The development of the programs proposed in the grant will complement the Institute's efforts to improve parenting and childcare provider skills. The proposal will provide a needed continuum from birth through the third grade that should go along way to optimizing academic performance of our community's young children.

We applaud you for competing for this funding and are fully supportive of the expansion of quality pre-k in our State.

Sincerely,

(b)(4)

Henry G. Heyrod, MD
Senior Fellow, The Urban Child Institute
Emeritus Professor and Dean, UTHSC COM
600 Jefferson Ave Suite 200
Memphis, TN 38105
Ph 901 385 4237
Fax 901 523 2460



STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
NINTH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

BILL HASLAM
GOVERNOR

KEVIN HUFFMAN
COMMISSIONER

October 8, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As Assistant Commissioner for the Special Populations Division at the Tennessee Department of Education, I strongly support Tennessee's application for a federal Preschool Development Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. Special Populations recognizes the importance of intervening early in a student's academic career to provide targeted services and close areas of skills deficits.

The Special Populations division includes several major state stakeholders involved in preschool, including: the Office of Early Learning (comprised of IDEA 619 Preschool, Voluntary Pre-K, Head Start, and the Tennessee Early Intervention Services), Special Education, English Learners, Homeless/Migrant, and Neglected/Delinquent. I ensure that leadership from Special Populations' different teams coordinates efforts in order to serve all students in the state, and I look forward to the opportunity to serve more four-year-olds in high-need communities through the Preschool Development Expansion Grant.

I offer my sincere assurances that all the state personnel within my division will work together to utilize the Preschool Development Expansion Grant funds to serve students who are the most high-need. High-need students include those at risk due to socioeconomic status, particularly those who also have a disability, who are English learners, or who are experiencing difficulties such as homelessness or neglect. It is our mission to raise achievement for those students most at-risk and we as a division look forward to the opportunity the Preschool Development Expansion Grant provides to reach even more high-need students.

Sincerely,

(b)(6)

Joey Hassell
Assistant Commissioner for Special Populations
Tennessee Department of Education



October 13, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As director of the Child Care Resource and Referral Network, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I have been in communication with the state Department of Education since the announcement regarding the proposed RFG and am ready to offer any support possible for Tennessee to embrace this opportunity.

I support the decision to work with the high needs communities that Metro Nashville Public Schools (MNPS) and Shelby County serve. The school districts, Head Start, public and private child care, and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

The Child Care Resource and Referral Network has universally supported the promotion of school readiness by enhancing the social and cognitive development of low-income children through the provision of health, educational, nutritional, social, and other services that are deemed necessary. Research tells us the importance of the early years for young children's success throughout life. This grant will contribute to the knowledge of how high-quality preschool classrooms affect children's continued success in the early grades while also increasing access to high-quality preschool classrooms for children who currently do not have this option available to them.

I am eager to work in support of this grant and bring this exciting opportunity to fruition. Please keep me apprised of the status and I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(6)

Joyce Bridges
Director
Child Care Resource and Referral Network

JIM COOPER
MEMBER OF CONGRESS
ARMED SERVICES
OVERSIGHT AND
GOVERNMENT REFORM

Website: www.cooper.house.gov

PLEASE MAIL TO NASHVILLE OFFICE:
605 COLUMBIA STREET
NASHVILLE, TN 37219-2314
(615) 738-5295
FAX: (615) 736-7479
WASHINGTON OFFICE:
(202) 225-4311
FAX: (202) 225-1935

Congress of the United States
House of Representatives
Washington, DC 20515

October 10, 2014

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6200

Dear Secretary Duncan:

I am writing in support of Tennessee's application for a federal Preschool Development – Expansion Grant.

During your recent visit with the Blue Dog Coalition, you spoke about the importance of early childhood education and referenced your trip to Tennessee. I agree with you. We need more early childhood education. If a student comes into kindergarten and doesn't know her colors or numbers, it's very hard for her to catch up.

Metro Nashville Public Schools (MNPS) seeks to provide universal preschool for families that want it by 2018, and is already taking steps to increase access to high quality preschool by improving the quality of classrooms already in place.

Just this year, MNPS established three model centers with the help of researchers at Vanderbilt University. For one of the model centers, MNPS partnered with Casa Azafrán, a community center that provides support to the city's rapidly increasing immigrant population. This partnership will help provide quality instruction and intervention for English Language Learners. In addition, MNPS, Head Start and private childcare providers are identifying and expanding best practices in early childhood programs.

These programs work and have touched the lives of countless children in Nashville. The expansion funded through this grant will reach even more children in an area of huge demand, while giving them the high-quality tools they need to succeed.

Thank you for your consideration. I am happy to answer any questions you may have.

(b)(6)

Jim Cooper
Member of Congress

STATE OF TENNESSEE
DEPARTMENT OF HEALTH

JOHN J. DREYZEHNER, MD, MPH
COMMISSIONER

BILL HASLAM
GOVERNOR

October 13, 2014

The Honorable Bill Haslam
Governor
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As Commissioner of the Department of Health, I strongly support Tennessee's application for a federal Preschool Development Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I have been in communication with the state Department of Education and am ready to offer any support necessary for Tennessee to embrace this opportunity.

I support the decision to work with the high needs communities that Metro Nashville Public Schools (MNPS) and Shelby County serve. The school districts, Head Start, public and private childcare, and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

The Tennessee Department of Health is vitally concerned about preschool children getting healthy starts. We now administer a range of health programs targeting this age group. Of particular interest is the Gold Sneaker Program, a state-developed effort to influence and promote child care facilities to adopt policies to eliminate second and third hand tobacco smoke exposure among children, include adequate exercise in daily activities, and assure healthy meals, snacks and menus in their facilities. County health departments proactively encourage preventive behaviors among mothers and children, and age appropriate health screening including immunizations. Schools and child care facilities in your selected counties are already partners in multiple community-based and involved Primary Prevention Initiative activities. With the clear understanding that active, healthy children are more successful learners, we commit our Department to continue a high level of cooperation with your Department. We encourage your direct involvement in promoting the local educators in the full range of Health Department programs.

I am eager to work in support of this grant and bring this exciting opportunity to fruition. Please keep me apprised of the status and I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(6)

John J. Dreyzehner, MD, MPH, FACOEM
Commissioner

5th Floor, Andrew Johnson Tower
710 James Robertson Parkway * Nashville, TN 37243
(615) 741-3111 * www.tn.gov/health
PR/Award # S419B150026

STATE OF TENNESSEE
DEPARTMENT OF MENTAL HEALTH AND SUBSTANCE ABUSE SERVICES

6th FLOOR, ANDREW JACKSON BUILDING
500 DEADERICK STREET
NASHVILLE, TENNESSEE 37243

BILL HASLAM
GOVERNOR

E. DOUGLAS VARNEY
COMMISSIONER

October 9, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As Commissioner of the Tennessee Department of Mental Health and Substance Abuse Services (TDMHSAS), I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. My staff has been in communication with the state Department of Education since the announcement regarding the proposed RFG and we are ready to offer any support necessary for Tennessee to embrace this opportunity.

I support the decision to work with the high needs communities that Metro Nashville Public Schools (MNPS) and Shelby County serve. The school districts, Head Start, public and private childcare and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

TDMHSAS strongly supports the promotion of school readiness by enhancing the social, emotional and cognitive development of low-income children. Our Department funds two programs, Project B.A.S.I.C. and Child Care Consultation, which focus on the infusion of the evidence-based positive behavior strategies in early childhood settings to enhance the social emotional development of young children. We have worked closely with the Department of Education in these efforts, to develop a smooth transition in social emotional teaching practices from preschool up through the second grade. Research tells us the importance of the early years for young children's success throughout life. This grant will contribute to the knowledge of how high-quality preschool classrooms affect children's continued success in the early grades while also increasing access to high-quality preschool classrooms for children who currently do not have this option available to them.

I am eager to work in support of this grant and bring this exciting opportunity to fruition. I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(6)

E. Douglas Varney
Commissioner



STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
NINTH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

BILL HASLAM
GOVERNOR

KEVIN HUFFMAN
COMMISSIONER

October 13, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As director of the Tennessee Head Start State Collaboration Office, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities in Metro Nashville and Shelby County, Memphis. I have been in communication with Joey Hassell, Assistant Commissioner, Tennessee State Department of Education since the announcement regarding the proposed grant came out.

Head Start, a federal comprehensive early childhood program has been operational in Tennessee since 1965 and currently serves more than 20,000 children annually through 29 community agencies throughout Tennessee. Many Head Start programs collaborate with the existing preK programs across the state and have developed a seamless comprehensive early childhood program by braiding the funding of the two programs.

Head Start has universally supported the promotion of school readiness by enhancing the social and cognitive development of low-income children through the provision of health, educational, nutritional, social, and other services that are deemed necessary. The Head Start Performance Standards details the specifics of these standards; Head Start programs are accountable for these standards through on-site federal reviews. This grant will contribute to the knowledge of how high-quality preschool classrooms, using effective standards will effect children's continued success in the early grades.

I work in support of this grant and hope this proposal comes to fruition. I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(6)

Janet Coscarelli, Director
Tennessee Head Start State Collaboration Office
Tennessee Department of Education

October 14, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As Senior Vice President and Dean of the College of Education at Lipscomb University, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I have been in communication with the state Department of Education since the announcement regarding the proposed RFG and am ready to offer any support necessary for Tennessee to embrace this opportunity.

I support the decision to work with the high needs communities that Metro Nashville Public Schools (MNPS) and Shelby County serve. The school districts, Head Start, public and private childcare, and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

Lipscomb University has universally supported the promotion of school readiness by enhancing the social and cognitive development of low-income children through the provision of health, educational, nutritional, social, and other services that are deemed necessary. Research tells us the importance of the early years for young children's success throughout life. This grant will contribute to the knowledge of how high-quality preschool classrooms effect children's continued success in the early grades while also increasing access to high-quality preschool classrooms for children who currently do not have this option available to them.

I am eager to work in support of this grant and bring this exciting opportunity to fruition. Please keep me apprised of the status and I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(5)

Candice McQueen
Senior Vice President and Dean
Lipscomb University College of Education





METROPOLITAN
Nashville
PUBLIC SCHOOLS

2601 Bransford Ave. · Nashville, TN 37204

Jesse B. Register, Ed.D.
Director of Schools

October 10, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As Director of Metropolitan Nashville Public Schools, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I have been in communication with the state Department of Education since the announcement regarding the proposed RFG and am ready to offer any support necessary for Tennessee to embrace this opportunity.

I support the decision to work with the high needs communities that Metro Nashville Public Schools (MNPS) and Shelby County serve. The school districts, Head Start, public and private childcare, and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

Metropolitan Nashville Public Schools has universally supported the promotion of school readiness by enhancing the social and cognitive development of low-income children through the provision of health, educational, nutritional, social, and other services that are deemed necessary. Research tells us the importance of the early years for young children's success throughout life. This grant will contribute to the knowledge of how high-quality preschool classrooms affect children's continued success in the early grades while also increasing access to high-quality preschool classrooms for children who currently do not have this option available to them.

I am eager to work in support of this grant and bring this exciting opportunity to fruition. Please keep me apprised of the status and I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(6)

Jesse B. Register, Ed.D.

JBR/mrb

October 10, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

On behalf of the Pyramid Model Consortium, please accept this letter to show our full support for Tennessee's application for the federal Preschool Development – Expansion Grant. This is an important grant that will provide the opportunity to enhance the access to high-quality preschool classrooms for children in high-need communities across Tennessee. For many years, members of our team have worked along side staff from the state Department of Education. The Pyramid Model Consortium sees this as a tremendous opportunity and are eager to support Tennessee in these efforts.

Based on our previous work within the state, focusing on the Metro Nashville Public Schools (MNPS) and Shelby County serve has many benefits. These communities have school districts, Head Start, public and private childcare, and family child care serving children who are providing some of the best learning opportunities for four-year-olds in their programs in the state. I understand that MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms.

The Pyramid Model Consortium includes the same staff from the previously federally funded Center on the Social and Emotional Foundations for Early Learning (CSEFEL). CSEFEL has universally supported the promotion of school readiness by enhancing the social emotional development of low-income children. Research tells us the importance of the early years for young children's success throughout life. This grant will build on the previous efforts of CSEFEL in Tennessee and contributes to the knowledge of how high-quality preschool classrooms effect children's continued success in the early grades, while also increasing access to high-quality preschool classrooms for children who currently do not have this option available to them.

On behalf of the Pyramid Model Consortium, please know you have our full support for this grant. We wish you best of luck in this opportunity.

Sincerely,

(b)(6)

Robert M. Corso, PhD
Executive Director



October 10, 2014

Governor Bill Haslam
First Floor, State Capitol
Nashville, TN 37243

Commissioner Kevin Huffman
Andrew Johnson Tower, 9th Floor
710 James Robertson Pkwy
Nashville, TN 37243-0375

Dear Governor Haslam and Commissioner Huffman:

Stand for Children Tennessee is excited about the possibility of expanding quality Pre-K programs for our children in Memphis and Nashville. Our organization has been a long-time advocate for early childhood programs, and we continue our grassroots and grassroots efforts to make Pre-K available to all children.

Stand for Children's mission is to see that all children graduate high school prepared for and with access to a college education or career. We believe support for our Pre-K youngsters is a logical step to reaching those goals by providing the solid social, emotional, and academic foundation necessary for learning. This is especially true for children from our poorest families who arrive at kindergarten less prepared in these foundational areas and begin their schooling already behind.

Metro Nashville Public Schools this year has increased the number of spaces available to four-year-olds by converting schools into a series of Pre-K Centers. This innovative model was made possible through the vision of Metro Schools Director Jesse Register, the support of Mayor Karl Dean, and the Metro Council. This grant will enable an expansion of this project that includes partnerships with Head Start, private providers, and the philanthropic and political infrastructure of the City of Nashville. The goal is not just more spaces for children, but high quality programs that provide a real chance for success as these students enter elementary school. Stand for Children Nashville stands ready to bring parents, teachers, and communities on board through outreach programs that insure all stakeholders are a part of the early childhood agenda.

The Memphis/Shelby County community has a history of supporting and recognizing the value of Pre-K. The partnerships in Memphis are unparalleled; philanthropic supporters, the business community, the public education system, and education advocacy groups all come together offering universal support



and encouragement. Utilizing additional resources through Race to the Top funds, Head Start, and local resources (most recently additional funds from Shelby County specifically for Pre-K), Shelby County Schools has worked hard to expand access to Pre-K and enhance the quality of the Pre-K programs it provides. By supporting local ballot initiatives focused on Pre-K, successfully advocating to maintain Pre-K seats in danger of being cut, and encouraging increases in local funding, Stand for Children Memphis has a clear track record as a pivotal organization in the march towards expanding access to quality Pre-K in Memphis.

Stand for Children as a national organization has been active in driving the agenda for quality Pre-K expansion. Specifically, Stand Tennessee works with both Memphis and Nashville, as well as at the state level, to insure our youngest and neediest gain access to programs that help insure their chances for success throughout life.

Stand for Children is honored to support Tennessee's application for a federal Preschool Development-Expansion Grant. Further, we pledge our support and involvement in making sure parents, educators, and others in the community understand and support the programs these federal dollars will help build for Tennessee's kids.

Respectfully,

(b)(6)

Betty Anderson
Stand for Children
Tennessee

(b)(6)

Cardell Orrin
Stand for Children
Memphis

(b)(6)

Ben Jordan
Stand for Children
Nashville

October 9, 2014

Office of Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Governor Haslam,

StudentsFirst Tennessee would like to respectfully voice our support for the U.S. Department of Education Preschool Development Grant application regarding the enhancement of existing programs in Memphis/Shelby County and Nashville. The Preschool Development Grant, an initiative provided by the U.S. Department of Education and Department of Health and Human Services, will benefit the communities in Memphis/Shelby County and Nashville. A combined effort will enhance the existing preschool (“pre-K”) program infrastructure already in place within these two areas. Strengthening the existing programs will sustain existing high-quality pre-K programs for communities in need of early academic and developmental support.

StudentsFirst Tennessee supports efforts to strengthen these existing programs through efforts like the grant application. Our support comes with the confidence that the existing programs, if awarded the grant, can accelerate academic progress. Programs, like the ones that exist in Memphis/Shelby County and Nashville, are a critical part of early intervention in areas where student development and academic progress need to be set on a firm foundation. When coupled with other reforms in education, pre-K can be a critically effective service. StudentsFirst Tennessee’s mission and core values build off of the concepts this program is based on. If pre-K programs can create a solid base for early childhood students, our reform efforts in K-12 will be more impactful.

As we await coming research about the impact and effectiveness of these programs on student outcomes, endorsing this grant application can also help bring greater data as the program matures. We appreciate your consideration and action to secure additional funding for the pre-K programs in Memphis/Shelby County and Nashville.

Sincerely,

(b)(6)

StudentsFirst Tennessee .

CC: Commissioner Kevin Huffman

**NASHVILLE AREA ASSOCIATION FOR THE
EDUCATION OF YOUNG CHILDREN**

P.O. Box 218067, Nashville, TN 37221 ~ Phone: 615-383-6292, Fax: 615-383-6265
Email: naaeyc@comcast.net ~ www.naaeyc.org



October 13, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As director of the Nashville Area Association for the Education of Young Children, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I have been in communication with the state Department of Education since the announcement regarding the proposed RFG and am ready to offer any support necessary for Tennessee to embrace this opportunity.

I support the decision to work with the high needs communities that Metro Nashville Public Schools (MNPS) and Shelby County serve. The school districts, Head Start, public and private childcare, and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

Nashville Area Association for the Education of Young Children has universally supported the promotion of school readiness by enhancing the social and cognitive development of low-income children through the provision of health, educational, nutritional, social, and other services that are deemed necessary. Research tells us the importance of the early years for young children's success throughout life. This grant will contribute to the knowledge of how high-quality preschool classrooms effect children's continued success in the early grades while also increasing access to high-quality preschool classrooms for children who currently do not have this option available to them.

I am eager to work in support of this grant and bring this exciting opportunity to fruition. Please keep me apprised of the status and I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(6)

Stacey Nieman
President
Nashville Area Association for the Education of Young Children



STATE OF TENNESSEE
TENNESSEE COMMISSION ON CHILDREN AND YOUTH

Andrew Jackson Building, 9th Floor
502 Deaderick Street
Nashville, Tennessee 37243-0800
(615) 741-2633 (FAX) 741-5956
1-800-264-0904

October 7, 2014

The Honorable Bill Haslam Governor
Tennessee State Capitol, 1st Floor,
Nashville, TN 37243

Dear Governor Haslam:

The purpose of this letter is to express the strong support of the Tennessee Commission on Children and Youth for Tennessee's application for a federal Preschool Development – Expansion Grant. Programs provided by these funds would increase access to high-quality preschool classrooms for children in high-need communities. As you know, in its August 29, 2014 letter to you conveying recommendations for the state budget in Fiscal Year 2016, the Commission expressed strong support for continuation and expansion of funding for pre-k classrooms in Tennessee, and specifically expressed support for pursuing federal funding to expand quality preschool programs. The Commission is committed to providing any support needed by the Tennessee Department of Education for the state to embrace this opportunity.

In its August 29th letter, the Commission wrote: "While there is a need for more Pre-K classes statewide, the greatest need is in Shelby and Davidson counties, where the majority of Tennessee's at-risk students live." The Commission supports the decision to work with the high needs communities served by the Metro Nashville Public Schools (MNPS) and Shelby County Schools. The school districts, Head Start, public and private childcare, and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs. MNPS and Shelby County both have support from local and philanthropic organizations for the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring the possibilities provided by this grant opportunity will become a reality.

The Commission on Children and Youth is a long-time supporter of quality preschool programs in Tennessee and has universally supported the promotion of school readiness by enhancing the social and cognitive development of low-income children through the provision of necessary

health, educational, nutritional, social and other services. We know the investments we make in these children today pay tremendous dividends in their and the state's future.

Research tells us the importance of the early years for young children's success throughout life. Providing funding to increase the number of quality preschool classes in Tennessee would be a wise investment in the future of our state and compliment your Administration's goals of improving education and economic opportunities in Tennessee. Pre-k is an important strategy for building a stronger, more competitive work force.

The Commission on Children and Youth members and staff are eager to work in support of this grant and implementation of these exciting resources. We sincerely hope Tennessee receives this funding and know it will make a substantial difference in providing opportunities for more children to experience the state's quality pre-k and be better prepared to succeed in school and in life. As always, we value working together to improve outcomes for Tennessee children and families

Sincerely,

(b)(6)

Linda O'Neal
Executive Director

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Secretary Sylvia Matthews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretary Duncan and Secretary Burwell:

We are writing today to express Teach For America - Tennessee's strong support for the Tennessee Preschool Expansion Grant application.

Teach For America - Tennessee recruits, trains, places, and supports high-quality educators in schools serving low-income children throughout Memphis and the Greater Nashville regions. Our goal is to improve educational outcomes for students in our state's low-income communities. We are thrilled to be share that Teach For America program participants are consistently ranked as some of the top performing teachers in Tennessee, and this school year we've placed 500 teachers across our two regions. We are deeply invested in Tennessee's Preschool expansion plan and application because we know Tennessee is dedicated to providing access to high quality programs to improve outcomes for young children.

We are inspired by Tennessee's vision to expand pre-K for our state. Currently, our state is serving over 18,000 pre-K students and this funding will allow us to build upon this success for more children and families, particularly the over 48,000 four-year olds in Tennessee who are living in poverty. We know this is essential to creating an equitable landscape for all children to have access to a high quality teacher and education

Teach for America - Tennessee is particularly supportive of this application and our early childhood initiative includes tailored training for our ECE teachers. This specialized support focuses on building strong academic foundations for our youngest learners as well as the oral language and social-emotional skills that are imperative for success in life. We believe this award will enable Tennessee to dramatically increase outcomes for our state's children in kindergarten, in third grade, and far beyond. We license a considerable number of pre-K educators each year in the state's two largest school districts (Shelby County Schools and Metro Nashville Public Schools), and we are eager to help these systems access quality educators, especially with the hope of expansion of pre-K services.

Teach for America - Tennessee is confident our state winning this grant will promote expanded school readiness, and Tennessee's ambitious, while achievable, plan will expand equity and access to quality for pre-K students and families. We appreciate your careful consideration of Tennessee's Preschool Expansion Grant application.

Sincerely,

(b)(6)

Athena Turner
Executive Director
Teach For America - Memphis.

(b)(6)

Lindsay Wright
Executive Director
Teach For America - Greater Nashville.





Office of the President
Dan Boone, D.Min.

October 10, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As president of Trevecca Nazarene University, I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. I have been in communication with the state Department of Education since the announcement regarding the proposed RFG and am ready to offer any support necessary for Tennessee to embrace this opportunity.

I support the decision to work with the high needs communities that Metro Nashville Public Schools (MNPS) and Shelby County serve. The school districts, Head Start, public and private childcare, and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs. MNPS and Shelby County both have support from local and philanthropic organizations to support the provision of high-quality preschool classrooms. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality.

Trevecca Nazarene University has universally supported the promotion of school readiness by enhancing the social and cognitive development of low-income children through the provision of health, educational, nutritional, social, and other services that are deemed necessary. Research tells us the importance of the early years for young children's success throughout life. This grant will contribute to the knowledge of how high-quality preschool classrooms effect children's continued success in the early grades while also increasing access to high-quality preschool classrooms for children who currently do not have this option available to them.

I am eager to work in support of this grant and bring this exciting opportunity to fruition. Please keep me apprised of the status and I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(6)

Dan Boone, President
Trevecca Nazarene University



Center of Excellence for Learning Sciences

Tennessee State University
3500 John A. Merritt Blvd Box 9500
Nashville, TN 37209-1561
(615) 277-1651

October 13, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

The Tennessee State University Center of Excellence for Learning Sciences is pleased support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. We have been in communication with the state Department of Education and are ready to offer any support necessary for Tennessee to embrace this opportunity.

As a grant recipient for Tennessee Early Childhood Training Alliance (TECTA) as well as Tennessee Child Care Online Training System (TCCOTS) housed in the Center of Excellence, we are available to assist in the implementation of this grant through professional development opportunities for teachers and assistants in TBR institutions as well as online training across the state.

The COE welcomes the opportunity to partner with the Department of Education in identifying teachers and their assistants in order to raise current teaching practices in early childhood education so that children from high poverty environments will begin kindergarten with skills that will enable them to be successful.

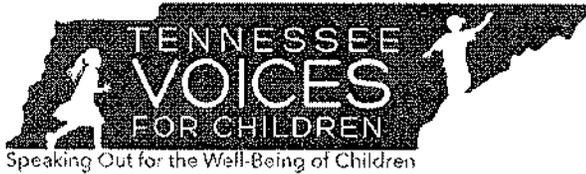
Sincerely,

(b)(6)

Linda Venable, M.Ed.
Program Director, TECTA Statewide Management Office

(b)(6)

Valerie Williams, M.B.A.
Director, Center of Excellence for Learning Sciences



October 7, 2014

Governor Bill Haslam
1st Floor, State Capitol
Nashville, TN 37243

Dear Governor Haslam:

As CEO of Tennessee Voices for Children (TVC), I strongly support Tennessee's application for a federal Preschool Development – Expansion Grant that will increase access to high-quality preschool classrooms for children in high-need communities. TVC's Early Childhood department has been in communication with the state Department of Education since the announcement regarding the proposed RFG and I am happy to offer any support necessary for Tennessee to embrace this opportunity.

I support the decision to work with the high needs communities that Metro Nashville Public Schools (MNPS) and Shelby County serve. The school districts, Head Start, public and private childcare, and family child care serving children in these communities strive to provide the best learning opportunities for four-year-olds in their programs. The commitment of these entities is strong, ensuring that the possibilities of this grant opportunity will become a reality. TVC has spoken out as active advocates for the emotional and behavioral well-being of children and their families in the Metro Nashville area and statewide – including specific community efforts in Shelby County - for nearly 25 years.

TVC has witnessed firsthand the positive outcomes of High Quality Early Education and has supported Statewide efforts, serving as the home for Team Tennessee, a statewide collaborative associated with the Center for the Social Emotional Foundations for Early Learning (CSEFEL). This program strives to promote the social and emotional development of children through a cross agency collaborative professional development system, including community based training, continuing education, and higher education. This collaborative includes representation from all state agencies that serve young children and their families; TDOE, Head Start, TEIS, TDMHSAS, TDHS, TDCS, Higher Education, TECTA, TDoH, and CCR&R.

Research tells us the importance of the early years for young children's success throughout life. High quality Pre-K programs that support social and emotional development see fewer children identified as having challenging behavior and mental health referrals are decreased, children understand and follow directions, children are able to transition with less conflict, and adjust to the classroom more quickly. These programs have also seen reduction in staff turnover, and improved staff satisfaction, along with increased use of comprehensive strategies and team planning (*DEC Recommended Practices Program Assessment*). This grant will contribute to the knowledge of how high-quality preschool classrooms effect children's continued success in the early grades while also increasing access to high-quality preschool classrooms for children who currently do not have this option available to them.

I am eager to work in support of this grant and bring this exciting opportunity to fruition. I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

(b)(6)

Rikki Harris
Chief Executive Officer
Tennessee Voices for Children

Section B Appendix

- Appendix 1: Revised Tennessee Early Learning Developmental Standards for Four-Year-olds
- Appendix 2: Revised Tennessee Early Learning Developmental Standards for 0-48 months
- Appendix 3: Table B
- Appendix 4: Voluntary Pre-K for Tennessee Act 2005
- Appendix 5: Voluntary Pre-K Fact Sheet
- Appendix 6: Tennessee State Board of Education Policy on Early Childhood Education
- Appendix 7: Tennessee Code Annotated 49-6-7001 - 7009 family engagement (2)
- Appendix 8: Tennessee Childcare Evaluation and Report Card Program
- Appendix 9: Tennessee Star-Quality Child Care Program
- Appendix 10: Description of Peabody Evaluation of VPK Effectiveness
- Appendix 11: Tennessee 2013 NIEER Yearbook Fact Sheet
- Appendix 12: Tennessee School Readiness Model Executive Summary
- Appendix 13: Tennessee VPK Fact Sheet

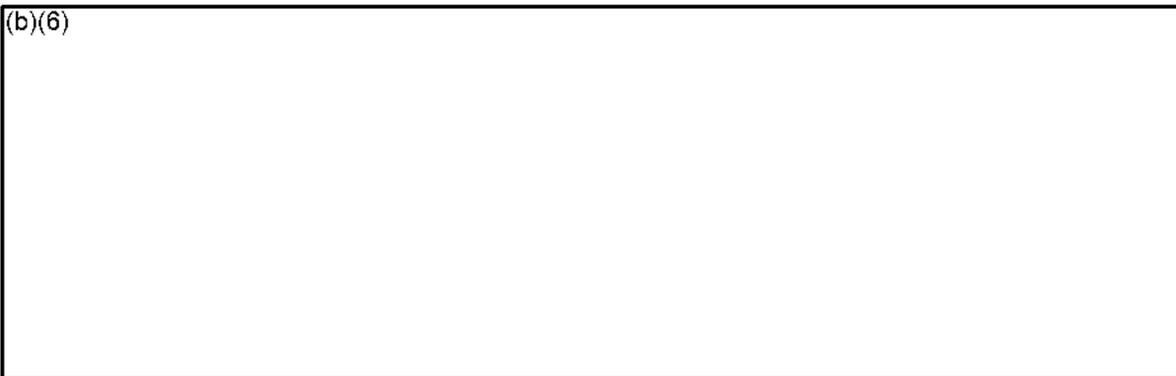


Revised Tennessee Early Learning Developmental Standards for Four-Year-Olds

Adopted by the Tennessee State Board of Education

August 2012

(b)(6)



TENNESSEE DEPARTMENT OF

EDUCATION

PR/Award # 0419B130026

Page e195

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Opening Remarks

As Tennessee moves forward with the adoption of the Common Core State Standards for Reading/English Language Arts and Mathematics, it is imperative to revise and align the TN Early Learning Developmental Standards for four-year-olds with the Common Core State Standards. These revised standards provide a framework to support the work of teachers, caregivers and families who plan and provide learning experiences for these children. When everyone is working from the same framework, all children have an opportunity to be successful and to enter school ready to learn for a lifetime. The Tennessee Department of Education and others will continue to provide additional information and professional development to best support the implementation of these standards.

Every child needs one person
who is crazy about him (or her).
—Uri Bronfenbrenner

Several key resources were considered in revising these standards

- Tennessee Early Learning Developmental Standards (2004)
- Early learning standards from states nationally recognized for their standards
- Head Start Child Development and Early Learning Framework (2011)
- National Association for the Education of Young Children
- Common Core State Standards for Kindergarten

Special thanks to:

Juanita Copely, Ph.D, Professor Emerita, University of Houston, for reviewing, recommending changes and supporting final revisions to the Mathematical Standards for four-year-olds.

Barbara A. Wasik, Ph.D, PNC Endowed Chair in Early Childhood Education, Temple University, for reviewing, recommending changes and supporting final revisions to the Language and Early Literacy Standards for four-year-olds.

Guiding Principles for the Revised Tennessee Early Learning Developmental Standards

- ✓ **All children are capable of learning, achieving and making developmental progress.**
The Early Learning Standards are intended for all children regardless of economic, linguistic, and cultural differences and/or physical, learning, and emotional challenges.
- ✓ **Children develop at different rates and each child is unique in his/her own development, growth and acquisition of skills.**
Individualized, appropriate and reasonable supports and accommodation must be provided to close the achievement gap and promote school readiness for all children.
- ✓ **Early experiences have both cumulative and delayed effects on individual children's development; optimal periods exist for certain types of development and learning.**
- ✓ **Children are active and eager learners.**
A primary approach to learning is through purposeful, meaningful play. Intentional planning promotes rich learning experiences that invite participation, involve multiple contexts, and engage the senses which help children explore their environment.
- ✓ **Development advances when children have opportunities to practice newly acquired skills and when they experience a challenge just beyond the level of their present mastery (zone of proximal development).**
- ✓ **Early learning and development are multi-dimensional.**
Children's learning is integrated and occurs simultaneously across all developmental domains, which are interrelated and interactive with one another.
- ✓ **Children learn in the context of interactions and relationships with family members, caregivers, teachers, other children and adults in their immediate environment and greater community.**
- ✓ **Executive Function (or self-regulation) is vital for children's growth and development and strongly correlates with positive academic outcomes.**
High quality early childhood experiences enhance and expand optimal brain development.
- ✓ **The family is the most significant contributor to children's lifelong learning and development.**
Engaging families in the early education of their children is essential to continuing children's success in the elementary classroom and later learning.

The Revised TN Early Learning Developmental Standards provide:

- A **resource** for guiding the design, selection and implementation of a high quality curriculum
- A **guide for planning meaningful experiences** and instructional activities which enable children to meet the standards
- A **guide for selecting assessment tools** appropriate for children with differing abilities and challenges
- A **framework of developmental milestones for all children** regardless of language, background, or diverse needs
- A **framework of learning expectations to develop and nurture the relationship between early learning and K-12** so all schools are ready for children and children are ready for school
- A **focus for discussions** regarding the education of young children by educators, policy makers, families and community members
- A **template for planning professional development** opportunities

The Revised TN Early Learning Developmental Standards are not:

- Intended to be used as a checklist, but can inform the development or selection of screening
- Intended to be used as an assessment tool
- Intended to be used as a curriculum
- Meant to exclude children from kindergarten
- Meant to stifle the creativity of teachers, caregivers or parents
- Intended to mandate specific teaching practices and/or materials

Alone we can do so little; together
we can do so much.

—Helen Keller



Common Verbs and Intended Meanings

The following lists of verbs are found in the Four-Year-Old TN-ELDS, the Kindergarten Common Core State Standards, or both. Understanding the meanings of these words will better support understanding of the Standards. Definitions are from Wordsmyth.net children's dictionary.

Bloom's Taxonomy:

- Low: Remember & Understand
- Middle: Apply & Analyze
- High: Evaluate & Create

List of Verbs & Intended Meanings . *Four-Year-Old Standards Only*

- **Associate:** to connect with something else in one's mind
- **Aware or awareness of:** knowing or careful
- **Begin:** to do the first step in a process; start
- **Create:** to bring into being; to cause, produce
- **Develop:** to bring out the potential of; advance to a more complete or more effective condition; to gain strength
- **Display:** to cause to be seen; show; to make known; disclose
- **Expand:** to make larger or wider; to become larger or wider
- **Express:** to show or make known; to tell the thoughts or feelings
- **Initiate:** to cause to begin; start; originate
- **Observe:** to notice or see; to watch closely; make a careful observation
- **Progress:** forward movement toward an end; forward movement in time or space
- **React:** to act, or feel a certain way, in response to something
- **Recall:** to bring a past event into the mind; remember
- **Relate:** to tell the story of; to see or find connections between; link
- **Reproduce:** to make a copy of; to make or produce again
- **Respond:** to answer or give a reply, in words or otherwise
- **Select:** to choose; pick
- **Sustain:** to keep (something) going or existing

List of Verbs & Intended Meanings *Four-Year-Old & Kindergarten Standards*

- **Categorize:** to arrange by categories; to describe or understand by assigning to a category
- **Classify:** to group or order in classes
- **Compare:** to note or describe the similarities or difference of; to bring together for the purpose of discovering similarities and differences
- **Contrast:** to compare in order to make differences clear; to show or reveal differences when compared
- **Count:** to list or name one by one in order
- **Define:** to explain or state the meaning of; to describe the nature of .
- **Demonstrate:** to show evidence; to reveal; to show
- **Describe:** to tell or write about; create a picture of in words
- **Distinguish:** to tell apart by seeing differences; to see or hear in a clear way
- **Engage:** to get or use the service of; committed and involved
- **Explore:** to understand by carefully examining
- **Identify:** to figure out or show who someone is or what something is; to connect or associate
- **Participate:** to take part; share (usually followed by "in")
- **Recognize:** to identify from an earlier experience; to understand
- **Retell:** to tell again, e.g., a story of account
- **Understand:** to get the meaning, nature, or importance of
- **Use:** to bring into service .

List of Verbs & Intended Meanings *Kindergarten Standards Only*

- **Apply:** to make use of or put to use
- **Analyze:** to separate into parts for close study; examine and explain
- **Compose:** to create or write
- **Confirm:** to prove or show to be true; to make certain or definite
- **Decompose:** to break down into component elements
- **Determine:** to conclude after studying or watching; to decide or settle finally and without question
- **Produce:** to bring into being; to make or manufacture
- **Record:** to put in writing, or some other form as evidence
- **Represent:** to stand for or be a sign of; to show or picture in a work of art
- **Solve:** to find or figure out an answer to

Instructional Shifts

English Language Arts Instructional Shifts

Building knowledge through content-rich nonfiction and informational texts

The standards address reading and writing across-the-curriculum which complement the content of the standards in history/social studies, science, and technical subjects, thus offering new grounding in informational text and placing a premium on students building knowledge from that reading. In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. The K-5 standards also strongly recommend students build coherent general knowledge both within each year and across years. In 6-12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional.

Part of the motivation behind the interdisciplinary approach to literacy in the standards is the established need that most required reading in college and workforce training programs is informational in structure and challenging in content.

Reading and writing grounded in evidence from text

Shifting away from today's emphasis on narrative writing (in response to decontextualized prompts), the standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer from their prior knowledge or experience, the standards expect students to answer questions which depend on their having actually read the text.

Likewise, the reading standards focus on students' ability to read closely and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require no information from outside the text, but instead require inferences based on careful attention to the text.

Regular practice with complex text and its academic vocabulary

Rather than focusing solely on the skills of reading and writing, the standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The standards build a staircase of text complexity so all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words which appear in a variety of content areas (such as ignite and commit).

Math Instructional Shifts

Focus strongly where the Standards focus

Rather than racing to cover everything in today's mile-wide, inch-deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. They focus deeply on only those concepts which are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

Coherence: think across grades, and link to major topics within grades

Thinking across grades: Instead of treating math in each grade as a series of disconnected topics, principals and teachers carefully connect the learning within and across grades so, for example, fractions or multiplication develop across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

Linking to major topics: Instead of allowing less important topics to detract from the focus of the grade, these topics are taught in relation to the grade level focus. For example, data displays are not an end in and of themselves but are always presented along with grade-level word problems.

Rigor: require conceptual understanding, procedural skill and fluency, and application with intensity

Conceptual understanding: Teachers teach more than "how to get the answer" and support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by solving short conceptual problems, applying math in new situations, and speaking about their understanding.

Procedural skill and fluency: Students are expected to have speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as multiplication facts so that students are able to understand and manipulate more complex concepts.

Application: Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in "real world" situations. Teachers in content areas outside of math, particularly science, ensure that students are using math—at all grade levels—to make meaning of and access content.

Source: Student Achievement Partners

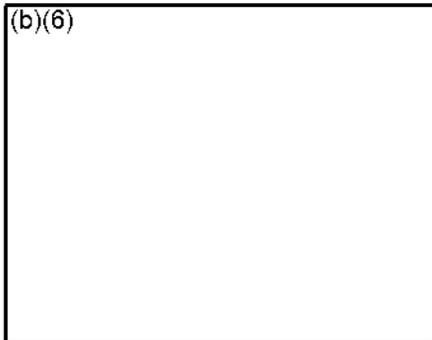
Unpacking the Standards

Steps toward Effective Implementation

1. Write the learning standard
2. Identify what the children need to know—Knowledge/Concepts—List the nouns and noun phrases
3. Identify what the children need to do—List the verbs and verb phrases
4. Connect each verb with Bloom's taxonomy:
 - a. Low: Remember and Understand
 - b. Middle : Apply and Analyze
 - c. High: Evaluate and Create
5. Consider...
 - a. The sequencing of learning goals—what comes before or right after this skill?
 - b. Are there any vocabulary words which need to be identified or clarified?
 - c. What prior knowledge and skills are needed to master this learning goal?
6. Determine the 'I Can' statements—one for each—Laying a foundation, Mastery, and Going Beyond
7. Ideally, illustrate these statements for the learner

Teacher Visual Example

W.PK.2 With modeling and support, use a combination of drawing, dictating, and emergent writing to express a preference, opinion or idea about a specific topic or text.



My Family

Revised TN-ELDS Four-Year-Old Developmental Standards

Approaches to Learning (AL.PK)

With eagerness and curiosity actively engage in play as means of exploration and learning

AL.PK.1. Independently interact with a variety of materials through multiple play activities.

AL.PK.2. Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).

AL.PK.3. Demonstrate an awareness of connection between prior and new knowledge.

Approach tasks and activities with flexibility and inventiveness

AL.PK.4. Choose materials/props and use novel ways to represent ideas, characters, and objects in a move toward symbolic play.

AL.PK.5. Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).

AL.PK.6. Demonstrate a willingness to engage in new experiences and activities.

Actively engage in problem solving

AL.PK.7. Identify a problem and attempt multiple ways to solve it, with or without assistance.

AL.PK.8. Demonstrate a willingness to collaborate with others to solve a problem.

Demonstrate persistence

AL.PK.9. Maintain focus appropriate to completing task and/or learning activity.

AL.PK.10. Seek assistance and/or information when needed to complete a task.

Social Emotional (SE.PK)

Self-Concept

SE.PK.1. Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).

SE.PK.2. Develop a basic awareness of self as an individual, self within the context of family and self within the context of community.

SE.PK.3. Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.

Relationship with Adults

SE.PK.4. Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).

SE.PK.5. Seek and accept guidance from primary caregivers, teachers, and other familiar adults.

Relationship with Peers - develop positive relationships with peers

SE.PK.6. Initiate play and interact positively with another child or children.

SE.PK.7. Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.

SE.PK.8. Show empathy and caring for others.

Regulate own response to needs, feelings, and events

SE.PK.9. Express feelings, needs, opinions, and desires in a way which is appropriate to the situation

SE.PK.10. Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.

SE.PK.11. Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.

Understand and follow rules and routines

SE.PK.12. Demonstrate an understanding of rules through actions and conversations.

SE.PK.13. Engage easily in routine activities (e.g., large group, small group, center time).

SE.PK.14. Use materials purposefully, safely, and respectfully as set by group rules.

The Tennessee Health Education Kindergarten Standards address Emotional, Social and Mental Health:

Standard 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.

English Language Arts Instructional Shifts

Building knowledge through content-rich nonfiction and informational texts

The standards address reading and writing across-the-curriculum which complement the content of the standards in history/social studies, science, and technical subjects, thus offering new grounding in informational text and placing a premium on students building knowledge from that reading. In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. The K-5 standards also strongly recommend students build coherent general knowledge both within each year and across years. In 6-12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional.

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Shifting away from today's emphasis on narrative writing (in response to decontextualized prompts), the standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer from their prior knowledge or experience, the standards expect students to answer questions which depend on their having actually read the text.

Likewise, the reading standards focus on students' ability to read closely and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require no information from outside the text, but instead require inferences based on careful attention to the text.

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Rather than focusing solely on the skills of reading and writing, the standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The standards build a staircase of text complexity so all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words which appear in a variety of content areas (such as ignite and commit).

Source: Student Achievement Partners

Reading Informational Text

Revised TN-ELDS Four-Year-Old (RI.PK)

Key Ideas and Detail

RI.PK.1. With modeling and support, ask and answer questions about informational text.

RI.PK.2. With modeling and support, recall important age appropriate facts from informational text by engaging in meaningful discussions and activities.

RI.PK.3. With guidance and support, relate informational text to personal experience or other text.

Craft and Structure

RI.PK.4. Develop new vocabulary by engaging in meaningful discussions and activities to promote learning of unfamiliar words found in informational text.

RI.PK.5. Identify that the title of the book is found on the front cover.

RI.PK.6. With guidance and support, identify the role of the author and the illustrator.

RI.PK.7. With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings or to predict events in the text.

Integration of Knowledge and Ideas

RI.PK.8. (Begins in Kindergarten)

RI.PK.9. With guidance and support, explore and identify the similarities and differences between books on the same topic.

Range of Reading and Text Complexity

RI.PK.10. Actively listen and participate in small and large group activities when informational text is read aloud or discussed.

Common Core Kindergarten (RI.K)

Key Ideas and Detail

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Integration of Knowledge and Ideas

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Text Complexity

RI.K.10. Actively engage in group reading activities with purpose and understanding.

Reading Literature

Revised TN ELDS Four-Year-Old (RL.PK)

Key Ideas and Detail

RL.PK.1. With modeling and support, ask, and answer (respond to) questions about text read aloud.

RL.PK.2. With guidance and support, recall important facts to retell a familiar story in sequence.

RL.PK.3. With guidance and support, identify major characters, settings, and events from a familiar story or nursery rhyme.

Craft and Structure

RL.PK.4. Develop new vocabulary by engaging in meaningful discussions and activities to promote learning of unfamiliar words related to text.

RL.PK.5. Participate in listening to common types of text (e.g., storybooks, nursery rhymes, and poetry).

RL.PK.6. With guidance and support identify the role of the author and the illustrator.

Integration of Knowledge and Ideas

RL.PK.7. With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings, or predict events in the story.

RL.PK.8. (Not applicable to literature)

RL.PK.9. With guidance and support, relate the story to previously read stories, ideas in the themes, or personal life experiences.

Range of Reading and Text Complexity

RL.PK.10. Actively listen and participate in small and large group activities when literature is read aloud or discussed.

Common Core Kindergarten (RL.K)

Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text.

RL.K.2. With guidance and support, retell familiar stories, including key details.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8. (Not applicable to literature)

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Text Complexity

RL.K.10. Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills

Revised TN ELDS Four-Year-Old (RF.PK)

Print Concepts

RF.PK.1. Demonstrate understanding of basic features of print; distinguish between words and pictures.

RF.PK.1a. Handle books respectfully and appropriately, right-side-up and turning pages one at a time, front to back.

RF.PK.1b. Recognize spoken words can be written and read.

RF.PK.1c. With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence in order to create words that can be read.

RF.PK.1d. Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters.

Phonological Awareness

RF.PK.2. Demonstrate increasing understanding of spoken words, syllables, and sounds.

RF.PK.2a. Recognize and discriminate rhyming words in spoken language.

RF.PK.2b. Participate in oral activities to introduce counting syllables in familiar words and words in a sentence.

RF.PK.2c. (Begins in Kindergarten or when individual child is ready)

RF.PK.2d. (Begins in Kindergarten or when individual child is ready)

RF.PK.2e. With guidance and support, identify whether or not two words begin with the same sound.

Common Core Kindergarten (RF.K)

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

RF.K.1a. Follow words from left to right, top to bottom, and page by page.

RF.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1c. Understand that words are separated by spaces in print.

RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2a. Recognize and produce rhyming words.

RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Reading Foundational Skills *continued*

Revised TN ELDS Four-Year-Old (RF.PK)

Phonics and Word Recognition

RF.PK.3. Demonstrate word awareness by identifying familiar words in books and the environment and begin making connection that letters in words make sounds.

RF.PK.3a. Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words.

RF.PK.3b. (Begins in Kindergarten or when individual child is ready)

RF.PK.3c. Recognize own name in print and some other common symbols and words in the environment (e.g., universal symbols, classmates' names, STOP, GO).

RF.PK.3d. With guidance and support, discriminate between words with the same and different first letter sounds.

Fluency

RF.PK.4. Demonstrate awareness that books carry a message. Can retell the story events and overall theme in familiar picture books, by using illustrations (observing and discussing) to support "reading" the words in the text.

Common Core Kindergarten (RF.K)

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.K.3a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

RF.K.3b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RF.K.3c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

RF.K.4. Read emergent-reader texts with purpose and understanding.

Writing

Revised TN-ELDS Four-Year-Old (W.PK)

Text Types and Purposes

W.PK.1. With modeling and support, use a combination of drawing, dictating, and emergent writing to express a preference, opinion or idea about a specific topic or text.

W.PK.2. With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text.

W.PK.3. With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events.

Production and Distribution of Writing

W.PK.4. (Begins in Grade 3)

W.PK.5. (Begins in Kindergarten or when individual child is ready).

W.PK.6. With guidance and support, explore a variety of digital tools (e.g., computers, smart board and tables, iPads, phones), to convert oral messages and ideas into words and/or pictures.

Research to Build and Present Knowledge

W.PK.7. With guidance and support, participate in shared writing projects (e.g., explore several books by one author and express opinions about them through activities such as dictated writing or drawing).

W.PK.8. With guidance and support, recall information from experiences or gather information from provided sources (e.g., books, internet, classroom guests), to answer a question.

W.PK.9. (Begins in grade 4)

W.PK.10. (Begins in grade 3)

Common Core Kindergarten (W.K)

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

W.K.4. (Begins in grade 3)

W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.9. (Begins in grade 4)

W.K.10. (Begins in grade 3)

Speaking and Listening

Revised TN-ELDS Four-Year-Old (SL.PK)

Comprehension and Collaboration

SL.PK.1. Participate in collaborative conversations which include book reading and theme-related vocabulary, with adults and other children during transitions and routine daily activities, including free play.

SL.PK.1a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, actively listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer).

SL.PK.1b. Engage in an extended conversation, striving for five verbal exchanges between adult and child.

SL.PK.2. Demonstrate the ability to recall information for short periods of time and retell, act out, or represent information from a familiar text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).

SL.PK.3. With modeling and guidance, ask and answer questions in order to seek help, get information, or clarify something which is not understood.

Presentation of Knowledge & Ideas

SL.PK.4. Actively participate in conversations to tell or talk about familiar people, places, things and events, and with prompting and support, add additional details that help enrich and extend the conversation.

SL.PK.5. Create representations and extensions of experiences or stories (e.g., drawings, dramatic play, construction with blocks, clay or other materials) and discuss them with others.

SL.PK.6. Speak clearly and audibly to express thoughts, feelings, and ideas.

SL.PK.6a. English Learner students use home language as well as English language through prompting and support.

Common Core Kindergarten (SL.K)

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge & Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

No corresponding Common Core State Standard.

Language

Revised TN-ELDS Four-Year-Old (L.PK)

Conventions of Standard English

- L.PK.1.** Through adult modeling, guidance and support, use complete sentences to express a thought or idea.
- L.PK.1a.** With modeling and support print some upper- and lower-case letters (letters may not be of conventional size or shape).
- L.PK.1b.** With modeling and support, use frequently occurring (often theme-based) vocabulary words.
- L.PK.1c.** With modeling and support, use the plural form of regular nouns in oral communication.
- L.PK.1d.** With guidance and support, use question words (e.g., *who, what, where, when, why, how*) to gather information.
- L.PK.1e.** Appropriately use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- L.PK.1f.** With scaffolding and specific feedback from adults, participate in shared language activities and use increasingly complex and varied spoken vocabulary.
- L.PK.2.** Use some letters to represent ideas and inconsistently use conventions of standard English capitalization and punctuation.
- L.PK.2a.** Show awareness of the difference between upper- and lower-case letters.
- L.PK.2b.** (Begins in Kindergarten)
- L.PK.2c.** Show awareness of conventional letter-sound relationships through use of invented spelling in writing.
- L.PK.2d.** With modeling and support, demonstrate awareness of sounds in words by identifying initial letter of familiar words.

Knowledge of Language

- L.PK.3.** (Begins in grade 2)

Common Core Kindergarten (L.K)

Conventions of Standard English

- L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1a.** Print many upper- and lower-case letters.
- L.K.1b.** Use frequently occurring nouns and verbs.
- L.K.1c.** Form regular plural nouns orally by adding */s/* or */as/* (e.g., *dog, dogs; wish, wishes*).
- L.K.1d.** Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- L.K.1e.** Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- L.K.1f.** Produce and expand complete sentences in shared language activities.
- L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2a.** Capitalize the first word in a sentence and the pronoun *I*.
- L.K.2b.** Recognize and name end punctuation.
- L.K.2c.** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2d.** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

- L.K.3.** (Begins in grade 2)

Revised TN-ELDS Four-Year-Old (L.PK)

Vocabulary Acquisition and Use

L.PK.4. With guidance and support, ask or answer questions about the meaning of new and unfamiliar words and phrases introduced through current themes and related books, activities, and play.

L.PK.4a. Recognize that some words have more than one meaning as used in a conversation or as found in a book (i.e., bank, a *place to keep money*, and bank *the edge of a river*).

L.PK.4b. (Begins in Kindergarten)

L.PK.5. With guidance and support, explore the meaning of unfamiliar words found from themes, books and conversations and incorporate them into everyday vocabulary.

L.PK.5a. Sort familiar objects into categories and identify the “common” factor of the group (e.g. Identify reason {common factor} for grouping objects; categorize animals by those who fly or walk; group cars by color or number of doors).

L.PK.5b. Demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed).

L.PK.5c. Make meaningful connection between words learned to describe similar objects found in different settings (e.g., cubby/closet, desk/table and cot/bed).

L.PK.5d. With guidance and support, describe and demonstrate the different meaning of similar verbs used in daily conversations and across activities (e.g., talk/chat, whisper/yell).

L.PK.6. Frequently use the vocabulary words and phrases acquired through conversations and listening to books read aloud.

Common Core Kindergarten (L.K)

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.K.4b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -full, -less*) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.5d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Math Instructional Shifts

Focus strongly where the Standards focus

Rather than racing to cover everything in today's mile-wide, inch-deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. They focus deeply on only those concepts which are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

Coherence: think across grades, and link to major topics within grades

Thinking across grades: Instead of treating math in each grade as a series of disconnected topics, principals and teachers carefully connect the learning within and across grades so, for example, fractions or multiplication develop across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

Linking to major topics: Instead of allowing less important topics to detract from the focus of the grade, these topics are taught in relation to the grade level focus. For example, data displays are not an end in and of themselves but are always presented along with grade-level word problems.

Rigor: require conceptual understanding, procedural skill and fluency, and application with intensity.

Conceptual understanding: Teachers teach more than "how to get the answer" and support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by solving short conceptual problems, applying math in new situations, and speaking about their understanding.

Procedural skill and fluency: Students are expected to have speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as multiplication facts so that students are able to understand and manipulate more complex concepts.

Application: Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in "real world" situations. Teachers in content areas outside of math, particularly science, ensure that students are using math—at all grade levels—to make meaning of and access content.

Source: Student Achievement Partners

The Standards for Mathematical Practice

The Standards for Mathematical Practice describe the attributes of mathematically proficient students. These standards don't just describe how students should use mathematics: they also provide a vehicle through which students engage with and learn mathematics.

As students move from elementary school through high school the Standards for Mathematical Practice remain the same. What changes is the way these standards look as students engage with and master new and more advanced mathematical ideas. The Standards for Mathematical Practice must be taught as carefully and practiced as intentionally as the Standards for Mathematical Content. Neither should be isolated from the other; impactful mathematics instruction occurs when these two halves of the CCSSM come together in a powerful whole.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Mathematics: Counting and Cardinality

Revised TN-ELDS Four-Year-Old (PK.CC)

Know number names and the count sequence

PK.CC.1. Listen to and say the names of numbers in many contexts.

PK.CC.2. Verbally count forward in sequence from 1–30.

PK.CC.3. Understand the relationships between numerals, names of numbers and quantities up to 10 (includes subitizing—the ability to look at a quantity and say the quantity [1-4] quickly, just by looking).

Count to tell the number of objects

PK.CC.4. Understand the relationship between numbers and quantities with concrete objects up to 10.

PK.CC.4a. Use one-to-one correspondence to accurately count up to 10 objects in a scattered configuration.

PK.CC.4b. Understand that the last number name said tells the number of objects counted, up to ten.

PK.CC.4c. (Begins in Kindergarten or when individual child is ready)

PK.CC.5. With guidance and support count to answer “how many?” questions about as many as 10 things arranged in a line or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects.

Compare Numbers

PK.CC.6. Use comparative language, such as *more/less than* or *equal to*, to compare and describe collections of objects by matching.

PK.CC.7. (Begins in Kindergarten or when individual child is ready)

Common Core Kindergarten (K.CC)

Know number names and the count sequence

K.CC.1. Count to 100 by ones and by tens.

K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Count to tell the number of objects

K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.CC.4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC.4c. Understand that each successive number name refers to a quantity that is one larger.

K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare Numbers

K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group e.g., by using matching and counting strategies.

K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.

Mathematics: Operations and Algebraic Thinking

Revised TN-ELDS Four-Year-Old (PK.OA)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

PK.OA.1. Represent real-world addition (putting together), and subtraction (taking from) problems up through five with concrete objects or by acting out situations.

PK.OA.2. Solve addition and subtraction problems using objects for problems up through five.

PK.OA.3. Compose and decompose numbers to five by using objects or drawings (may be an extension activity after reading a book).

PK.OA.4. (Begins in Kindergarten or when individual child is ready)

PK.OA.5. (Begins in Kindergarten or when individual child is ready)

**Number and Operations in Base Ten
(Begins in Kindergarten)**

Common Core Kindergarten (K.OA)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.5. Fluently add and subtract within 5.

**Number and Operations in Base Ten
(Begins in Kindergarten)**

Mathematics: Measurements and Data

Revised TN-ELDS Four-Year-Old (PK.MD)

Describe and compare measurable attributes

PK.MD.1. Recognize the attributes of length, (how long, tall, short), area (how much it covers), weight (how heavy or light), and volume or capacity (how much it holds) of everyday objects using appropriate vocabulary.

PK.MD.2. Explore the concept of measurement to compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, covers more/covers less, holds more/holds less).

Classify objects and count the number of objects in each category

PK.MD.3. Sort, categorize, and classify objects by more than one attribute.

Common Core Kindergarten (K.MD)

Describe and compare measurable attributes

K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

Classify objects and count the number of objects in each category.

K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count 3.

Mathematics: Geometry

Revised TN-ELDS Four-Year-Old (PK.G)

Identify and describe shapes

(squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

PK.G.1. Identify relative positions of objects in space, and use appropriate language (e.g., *beside*, *inside*, *next to*, *close to*, *above*, *below*, *apart*).

PK.G.2. Identify several basic shapes.

PK.G.3. With guidance and support, explore the attributes of two- and three- dimensional shapes.

Analyze, compare, create, and compose shapes

PK.G.4. With guidance and support, compare and contrast the attributes of two- and three- dimensional shapes of different sizes and orientations, identifying shapes that are ___ and shapes that are not ____.

PK.G.5. Identify shapes in the real world environment.

PK.G.6. With guidance and support, create and name new shapes formed when putting two shapes together (i.e. two right triangles of the same size put together would make a rectangle).

Common Core Kindergarten (K.G)

Identify and describe shapes

(squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

K.G.2. Correctly name shapes regardless of their orientations or overall size.

K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).

Analyze, compare, create, and compose shapes.

K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

Science

Revised TN-ELDS Four-Year-Old (S.PK)

Scientific Thinking

Ask questions & make predictions based on observations through active engagement with materials

S.PK.1. Use senses to gather, explore, and interpret information.

S.PK.2. Make predictions based on background knowledge, previous scientific exploration, and observations of objects and events in the world.

S.PK.3. Record and organize data using graphs, charts, science journals, etc. to communicate conclusions regarding experiments and explorations.

Tools & Technology

S.PK.4. Use simple tools for investigation of the home, classroom and other familiar places.

Earth & Space

Observe and describe characteristics of earth and space

S.PK.5. Investigate and identify a variety of earth materials by their observable properties (e.g., soil, rocks, minerals).

S.PK.6. Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds.

S.PK.7. Observe and discuss changes in weather and seasons using common weather related vocabulary.

TN State Standards Kindergarten (S.K)

Embedded Inquiry

Inquiry 1. Identify tools, skills, knowledge, and dispositions needed to conduct scientific inquiry.

Inquiry 2. Ask questions, make logical predictions, plan investigations, and represent data.

Inquiry 3. Explain the data from an investigation.

Embedded Technology & Engineering

Embedded Inquiry: Use senses and simple tools to make observations.

Earth and Space Science

Standard 7 The Earth Identify non-living materials found on the school site and discuss how these materials are similar and different.

Standard 6 The Universe Observe, discuss, and draw objects found in the day and night sky.

Standard 8 The Atmosphere Collect daily weather data at different times of the year.

Revised TN-ELDS Four-Year-Old (S.PK)

Living Things

Observe and describe characteristics of living things

S.PK.8. Describe and identify the similarities, categories, and different structures of familiar plants and animals (Plants have roots, stems, leaves; animals have eyes, mouths, ears).

S.PK.9. Observe, describe and compare the habitats of plants and animals.

Physical Properties

Acquire knowledge about the physical properties of the world

S.PK.10. Describe and categorize objects based on their observable properties.

S.PK.11. Demonstrate an awareness of changes that occur in their environment (e.g., freezing/melting, color mixing).

S.PK.12. Observe, predict and describe how objects move and use common motion related vocabulary (e.g., straight, fast/slow, zigzag, up/down).

TN State Standards Kindergarten (S.K)

Life Science

Standard 3 Flow of Matter and Energy Observe plants and animals and make records of their similarities and differences.

Standard 5 Biodiversity and Change Match pictures of animal and plant characteristics needed for survival to appropriate environments.

Physical Science

Standard 9 Matter Describe an object by its observable properties; identify objects and materials as solids or liquids.

Standard 10 Energy Various forms of energy are constantly being transformed into other types without any net loss of energy from the system.

Standard 11 Motion Objects move in ways that can be observed, described, predicted, and measured.

Social Studies

Revised TN-ELDS Four-Year-Old (SS.PK)

History

SS.PK.1. Develop an understanding of how people and things change over time.

SS.PK.2. Demonstrate awareness of different cultures through exploration of customs and traditions, past and present.

SS.PK.3. Demonstrate an interest in current events which relate to family, culture, and community.

Civics, Citizenship, and Government

SS.PK.4. Recognize that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.

SS.PK.5. Participate in the community or group life of the class (e.g., making and following rules, doing classroom jobs, expressing concern for others, participating in decision making processes).

Economics

SS.PK.6. Demonstrate an understanding that money is needed in exchange for some goods and services.

SS.PK.7. Recognize that goods and services may be purchased using different forms of payment (e.g., coins, paper money, checks, electronic payments, credit cards).

Career Development

SS.PK.8. Develop awareness about a wide variety of careers and work environments.

TN State Standards Kindergarten (K)

Culture/History

History K.5.02. Understand the place of historical events in the context of past, present, and future.

Culture K.1.01. Understand the diversity of human cultures.

Culture K.1.02. Discuss cultures and human patterns of places and regions of the world.

Civics, Citizenship, and Government

Individuals, Groups, and Interactions K.6.01.

Recognize the impact of individual and group decisions on citizens and communities.

Individuals, Groups, and Interactions K.6.02.

Understand how groups can impact change at the local, state, national and world levels.

Economics

Economics K.2.03. Understand fundamental economic concepts.

Economics K.2.01. Describe potential costs and benefits of personal economic choices in a market economy.

Career Development

Economics K.2.02. Give examples of the interaction of businesses and governments in a market economy.

Creative Arts

Revised TN-ELDS Four-Year-Old (CA.PK)

Visual Arts

Express self and represent what he/she knows, thinks, believes, and feels through visual arts

CA.PK.1. Experiment with a variety of mediums and art materials for tactile experience and exploration.

CA.PK.2. Create artistic works with intent and purpose using varying tools, texture, color, and technique.

CA.PK.3. Respond and react to visual arts created by self and others.

Music

Express self by engaging in musical activities

CA.PK.4. Engage in music activities having different moods, tempos, and rhythms by listening, singing or performing.

CA.PK.5. Create sounds using voice, traditional instruments and/or non-traditional instruments.

Creative Movement & Dance

CA.PK.6. Express feelings of what is felt and heard through dance or creative movement.

CA.PK.7. Move in spontaneous and imaginative ways to music, songs, rhythm and silence (e.g., sway, twist, use of 'props').

Theatre / Dramatic Play

CA.PK.8. Participate in a variety of dramatic play activities (teacher guided or child initiated) to represent fantasy and real life experiences.

CA.PK.9. Respond and react to theatre and drama presentations.

Cultural Differences

CA.PK.10. Participate in artistic activities (music and dance) representing different cultures.

TN State Standards Kindergarten

Visual Arts

Express self and represent what he/she knows, thinks, believes, and feels through visual arts

Standard 1 Understand and apply media, techniques, and processes.

Standard 3 Choose and evaluate a range of subject matter, symbols and ideas.

Standard 5 Reflect upon and assess the characteristics and merits of their work and the work of others.

Music

Express self by engaging in musical activities

Standard 1 Singing Sing alone and with others a varied repertoire of music; perform on instruments, alone and with others, a varied repertoire of music.

Standard 6 Listening and Analyzing

Standard 3 Improvising Improvise melodies, variations, and accompaniments.

Creative Movement & Dance

Standard 1 Elements and Skills Identify and demonstrate movement elements and skills in performing dance.

Standard 2 Choreography Understand choreographic principles, processes, and structures.

Theatre / Dramatic Play

Standard 2 Character Acting Develop basic acting skills by assuming roles and interacting in improvisation.

Standard 5 Scene Comprehension Analyze and explain personal preferences and construct meaning from classroom dramatizations, theatre, film and/or television.

Cultural Differences

Standard 6 Understand cultural context by recognizing the role of theatre, film, television and electronic media in daily life.

Physical Development and Health

Revised TN-ELDS Four-Year-Old (PD.PK)

Sensorimotor

Use senses to assist & guide learning; using sensory information to plan & carry out movements

PD.PK.1. Compare/contrast and describe different sights, smells, sounds, tastes, and textures found in the environment.

PD.PK.2. Demonstrate awareness of spatial boundaries and the ability to work and move within them.

Gross Motor

Demonstrate coordination and control of large muscles

PD.PK.3. Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).

PD.PK.4. Explore a variety of equipment and activities which enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).

Fine Motor

Demonstrate eye-hand coordination and dexterity needed to manipulate objects

PD.PK.5. Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, and a variety of technological tools).

PD.PK.6. Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).

Personal Health & Safety

Physical Health & Well-Being

PD.PK.7. Demonstrate personal care and hygiene skills.

PD.PK.8. Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).

PD.PK.9. Demonstrate awareness and understanding of safety rules.

TN State Standards Kindergarten

Movement Forms/Motor Skills and Movement Patterns

Not Addressed in Kindergarten standards.

Demonstrate understanding of movement concepts, principals, strategies and tactics as they apply to the learning and performance of physical activities.

Movement Forms/Motor Skills and Movement Patterns

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Movement Forms/Motor Skills and Movement Patterns

Level 1 Use eye-hand coordination to perform fine motor tasks

Level 1 Use eye-hand coordination to perform fine motor tasks

Health Education Standards

Personal Health and Wellness Standard 2.1

Demonstrate essential hygiene practices.

Nutrition Standard 5 Understand the relationship of nutrition to healthy living

Injury Prevention and Safety Standard 12 Understand the appropriate action to take when personal safety is threatened.



Revised Tennessee Early Learning Developmental Standards

Birth–48 months

October 2013

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TENNESSEE DEPARTMENT OF

EDUCATION

Public Law 111-223

Page e230

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Introduction

As Tennessee moves forward with the adoption of the Common Core State Standards for English language arts, and mathematics, the developmental standards for 4-year-olds were revised in 2012 so that they aligned with the Common Core State Standards for kindergarten. Since Tennessee's previous early learning standards addressed development of children birth through age 5, a decision was made to review and edit the birth-48 months standards as well. While the purpose of the revision was to ensure alignment with the revised 4-year-old standards, the review committee focused on the development aspect of the standards for the younger children keeping in mind that learning and development looks much different for infants, toddlers and preschoolers than it does for children in the primary grades.

The new standards for children birth-48 months provides a developmentally appropriate framework for parents and caregivers to work together to provide meaningful interactions and activities so that even the youngest children can develop to their fullest potential. Generally, the examples given should be demonstrated by the end of the age range and indicate only a sample of the ways developmental skills may be demonstrated. When using these standards to plan activities, special consideration should be given to children whose home language is not English as well as to children with special needs. You will notice that many of the standards can be observed during routines, play, and transitions. You will also notice that many of the standards and examples mention children's development as it relates to their relationship with their caregiver.

Several key resources were considered in revising these standards:

- Tennessee Early Learning Developmental Standards (2004)
- Revised Tennessee Early Learning Standards for Four-year-olds
- Early Learning Standards from states nationally recognized for their standards
- Head Start Child Development and Early Learning Framework
- National Association for the Education of Young Children's Position statements

Special thanks to the following organizations that helped in this endeavor:

- East Tennessee State University
- Nashville State Community College
- Roane State Community College
- Tennessee Child Care Resource and Referral
- Tennessee Department of Education
- Tennessee Department of Health
- Tennessee Department of Human Services
- Tennessee Early Childhood Training Alliance
- Tennessee Early Intervention System
- Tennessee Head Start and Early Head Start
- Tennessee Voices for Children
- Various Family, Group and Center child care providers
- Walters State Community College

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Guiding Principles for the Revised Tennessee Early Learning Developmental Standards

All children are capable of learning, achieving and making developmental progress.

The Early Learning Standards are intended for all children regardless of economic, linguistic, and cultural differences and/or physical, learning, and emotional challenges.

Children develop at different rates and each child is unique in his/her own development, growth and acquisition of skills.

Individualized, appropriate and reasonable supports and accommodation must be provided to close the achievement gap and promote school readiness for all children.

Early experiences have both cumulative and delayed effects on individual children's development; optimal periods exist for certain types of development and learning.

Children are active and eager learners.

A primary approach to learning is through purposeful, meaningful play. Intentional planning promotes rich learning experiences that invite participation, involve multiple contexts, and engage the senses which help children explore their environment.

Development advances when children have opportunities to practice newly acquired skills and when they experience a challenge just beyond the level of their present mastery (zone of proximal development).

Early learning and development are multi-dimensional.

Children's learning is integrated and occurs simultaneously across all developmental domains, which are interrelated and interactive with one another.

Children learn in the context of interactions and relationships with family members, caregivers, teachers, other children and adults in their immediate environment and greater community.

Executive Function (or self-regulation) is vital for children's growth and development and strongly correlates with positive academic outcomes.

High quality early childhood experiences enhance and expand optimal brain development.

The family is the most significant contributor to children's lifelong learning and development.

Engaging families in the early education of their children is essential to continuing children's success in the elementary classroom and later learning.

The Revised TN Early Learning Developmental Standards provide:

- A **resource** for guiding the design, selection and implementation of a high quality curriculum
- A **guide for planning meaningful experiences** and instructional activities which enable children to meet the standards
- A **guide for selecting assessment tools** appropriate for children with differing abilities and challenges
- A **framework of developmental milestones for all children** regardless of language, background, or diverse needs
- A **framework of learning expectations to develop and nurture the relationship between early learning and K-12** so all schools are ready for children and children are ready for school
- A **focus for discussions** regarding the education of young children by educators, policy makers, families and community members
- A **template for planning professional development** opportunities

The Revised TN Early Learning Developmental Standards are not:

- Intended to be used as a checklist, but can inform the development or selection of screening
- Intended to be used as an assessment tool
- Intended to be used as a curriculum
- Meant to exclude children from kindergarten
- Meant to stifle the creativity of teachers, caregivers or parents
- Intended to mandate specific teaching practices and/or materials

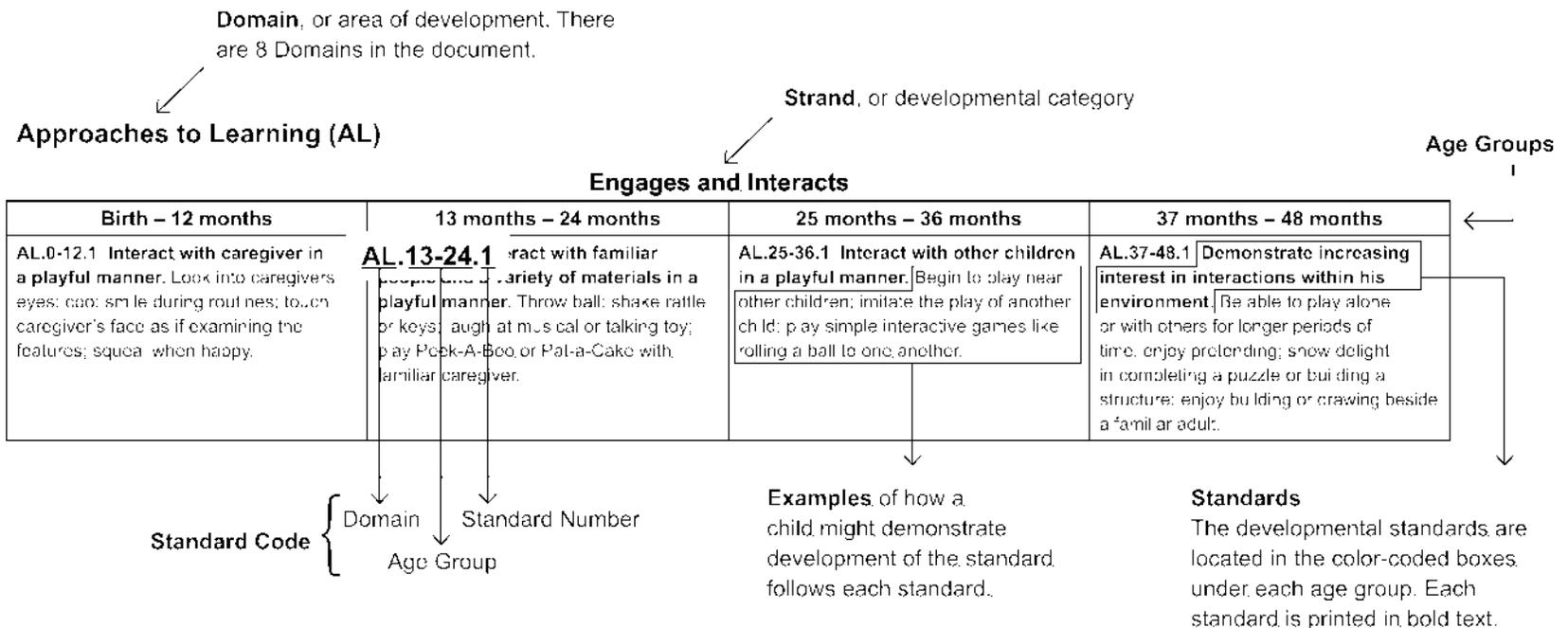
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Commonly Used Terms

The following terms are found in the birth–48 months TN-ELDS. Understanding the meaning of these words will better support understanding of the standards. The first use of these words in the standards is underlined to show that they are included in the list of commonly used terms.

- **Adverb**: A word that describes a verb e.g., happily, quickly, eagerly
- **Algebra**: In early childhood, opportunities for children to explore, identify and make patterns
- **Analyze**: To separate into parts for close study, examine and explain
- **Anxiety/Anxious**: Fearful concern or interest
- **Babble**: To utter sounds; making sounds in response to adult's "oh, ah" immature, pre-linguistic vocalizations.
- **Cardinal/Cardinality**: Numbers used in simple counting
- **Colloquial**: Of or relating to conversation
- **Cooperation**: To act or work with another or others (cooperate)
- **Creativity**: The ability to create something new through imaginative skill
- **Curiosity**: Desire to learn
- **Deliberate**: On purpose
- **Descriptors**: Words or phrases used to identify a person, thing or feeling
- **Domain**: area of development related to human growth
- **Emerge/emerging**: To come into existence; developing
- **Engage/engagement**: To hold the attention of
- **Expressive Language**: Language that is spoken
- **Flexibility**: The capability to adapt
- **Geometry**: In early childhood, learning opportunities that introduce the ideas of shape, size, space, position, direction and movement
- **Imagination/imaginative**: The ability to create an image or idea of something never before perceived in reality
- **Inflection**: Change in pitch or loudness of the voice
- **Intentional/intentionality**: To do on purpose or with purpose
- **Interacts**: To act upon one another
- **Inventiveness**: Having the skill and imagination to create new things
- **Jabber**: To talk rapidly, indistinctly or unintelligibly
- **Language**: Communication of thoughts and feelings through a system of signals, such as sounds, gestures, or written symbols
- **Manipulate**: To manage or utilize skillfully
- **Melody**: A sweet or agreeable succession or arrangement of sounds
- **Object Permanence**: The understanding that objects continue to exist even when they can't be observed
- **Operations**: concepts of number quantity, order, ways of representing numbers (ex: one to one correspondence and counting)
- **Persistence**: Continuing for a long time
- **Prompting**: To move to action; to assist
- **Pronoun**: Any words that replace nouns such as he, she, whom
- **Purposefully**: Having a purpose, doing something on purpose
- **Receptive Language**: Language that is understood
- **Recognize/Recognition**: To identify from an earlier experience, to understand
- **Self-Awareness**: Awareness of one's own personality or individuality
- **Self-Concept**: The mental image a person has of him or herself
- **Self-Regulation**: To control one's thoughts, emotions and behaviors
- **Sensory awareness**: Awareness of sights, sounds, tastes, touches and smells
- **Social Conventions**: Social norms
- **Spatial Sense**: The ability to perceive relations of objects in space
- **Speech**: The communication or expression of thoughts in spoken words
- **Verb**: The part of speech that expresses an action or occurrence
- **Visually tracks**: Follows an object with eyes as it is moved side to side, up and down
- **Vocalizes**: to utter using vocal sounds.

Explanation of Formatting



Approaches to Learning (AL)

Children learn by doing. Hands on experiences provide children with sensory input needed for healthy brain development. Young children require support from a caregiver to feel comfortable in exploring their environment. Not all children approach learning in the same way. Some children are more cautious while some tend to "jump right in" to a new experience. Some children are flexible while other children need support to try new things. Children with special needs and children whose home language is not English may need additional support from an adult or from adaptive equipment in order to explore their environment. Regardless of a child's learning style, a responsive adult can support children's interactions with the people and things in their environment as well as help them learn how to solve problems and persevere at a task. By providing age appropriate toys, activities, and interactions; a caregiver can help every child approach learning with excitement and anticipation.



Approaches to Learning (AL)

Engages and Interacts

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|--|--|--|
| AL.0-12.1 Interact with caregiver in a playful manner. Look into caregivers eyes; coo; smile during routines; touch caregiver's face as if examining the features; squeal when happy. | AL.13-24.1 Interact with familiar people and a variety of materials in a playful manner. Throw ball; shake rattle or keys; laugh at musical or talking toy; play Peek-A-Boo or Pat-a-Cake with familiar caregiver. | AL.25-36.1 Interact with other children in a playful manner. Begin to play near other children; imitate the play of another child; play simple interactive games like rolling a ball to one another. | AL.37-48.1 Demonstrate increasing interest in interactions within his environment. Be able to play alone or with others for longer periods of time; enjoy pretending; show delight in completing a puzzle or building a structure; enjoy building or drawing beside a familiar adult. |
| AL.0-12.2 Show awareness of familiar items in her environment. Kick feet when placed beneath a floor gym; reach for a rattle or other toy, smile when caregiver holds toy up; crawl or scoot towards items of interest. | AL.13-24.2 Begin to self-select play activities to support own curiosity and to engage in pretend and imaginative play. Growl or bark while playing with toy animal; imitate sounds of animals or machines in the environment (make car sounds while playing with car). | AL.25-36.2 Self-select play activities to support own curiosity and to engage in pretend and imaginative play. Use pots and pans to "cook"; pretend to be "mommy" or "daddy" in dramatic play; enjoy wearing mom or dad's shoes or carrying a purse. | AL.37-48.2 Demonstrate ability to act out more complex pretend play scenarios. Act out scenarios and familiar situations seen at home; begin to make up complex scenarios in pretend play ("you be the mommy and I will be the granny and we take care of the baby"). |
| AL.0-12.3 Demonstrate some awareness of familiar people and activities. May squeal and wiggle when hearing familiar song; turn head or try to reposition body after hearing caregiver's voice; experiment to see if kicking or grabbing at toy will cause a sound. | AL.13-24.3 Demonstrate an emerging awareness of the connection between prior and new knowledge. Place and replace rings on nesting ring toy; pull apart and pop together pop beads; feed a baby doll a bottle. | AL.25-36.3 Demonstrate an increasing awareness of the connection between prior and new knowledge. Complete a puzzle without assistance after receiving help from an adult first or second time; change position of a block when tower falls initially; begin to declare independence ("I do it," "do it myself.") | AL.37-48.3 Demonstrate awareness of connection between prior and new knowledge. Recite nursery rhymes and sing songs; begin to predict what will happen next in a story or book; understand a sequence of routines and follow them easily without assistance from caregiver. |

Flexibility and Inventiveness

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 36 months – 48 months |
|--|---|--|--|
| AL.0-12.4 Demonstrate emerging ability to transition from one thing to another with little protest. Allow caregiver to interrupt an activity to perform a routine as long as the caregiver notifies in advance. | AL.13-24.4 Attempt new things with adult support. Touch and experiment with different textures; taste a new food; climb up stairs. | AL.25-36.4 Attempt new things with excitement and anticipation. Show excitement when a new toy is presented; want to be "first" to try something new. | AL.37-48.4 Attempt more challenging things. ask to try a more challenging puzzle; experiment with different kinds of writing and drawing tools. |
| AL.0-12.5 Begin to explore materials by mouthing, touching and throwing. May shake a rattle and then throw it; put blocks in mouth; chew on edges of board book. | AL.13-24.5 Begin to ask simple questions. Use simple statements such as "Doing?" "Going?" "What?". | AL.25-36.5 Demonstrate emerging ability to ask questions for information or clarification. What doing? . Where going? Why? | AL.37-48.5 Continue to ask questions for information or clarification. "Who's that?", "What are you doing?", "My turn?", "Me go?" |

Flexibility and Inventiveness

| | | | |
|--|--|---|--|
| AL.0-12.6 Demonstrate emerging awareness of the properties of materials. Explore textures, sounds and weight of items by banging, dropping and throwing them. | AL.13-24.6 Use materials in ways other than originally intended. Use toy banana as a telephone; use spoon to bang on table like a drum. | AL.25-36.6 Invent uses for materials other than originally intended. Use blocks as play food; use tub or container as a baby bed; use clothes basket as a house. | AL.37-48.6 Use materials in complex ways, may use in ways other than originally intended. Build a block structure as a house for a doll; use blocks as food in the housekeeping area. |
|--|--|---|--|

Problem Solving

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|--|---|---|--|
| AL.0-12.7 With <u>prompting</u> and support show awareness of people and things in his environment. Show interest when caregiver talks or sings to him; turn to look at caregiver when caregiver's voice is heard; turn to find familiar noise from CD player or door opening. | AL.13-24.7 Begin to identify a problem. Cry or protest when caregiver stops an enjoyable activity; smile when caregiver smiles; repeat an action that makes her caregiver smile or laugh. | AL. 25-36.7 Identify a problem and try to solve it. Try to push steps up to sink to wash hands; change position of shape in shape sorter to make it fit; push toy away from edge of shelf when sees it is about to fall. | AL.37-48.7 Identify a problem and sometimes solve it with the help of others. Ask teacher where a puzzle piece fits after several attempts at trying to find out on her own; ask another child to give object or toy that she needs for building or pretend play. |
| AL.0-12.8 Show emerging awareness of his/her effect on her environment. <u>Vocalizes</u> to get the attention of caregiver; show understanding that her facial expressions are often imitated by caregiver (smiles and expects a smile from an adult); react to caregivers facial expressions (frowns when caregiver frowns). | AL.13-24.8 Show increasing awareness of his effect on his environment. Pull at caregiver's leg and point to favorite nap item in cubby; say "more" when cup is empty; may indicate when diaper is wet or soiled. | AL.25-36.8 Begin to intentionally affect his environment. Shake or bang toys to hear the sound; push buttons or switch on toy to see lights. move chair to sit by favorite person. | AL.37-48.8 Continue to make things happen within his environment. Experiment with cause and effect; may provoke reactions from other children by taking toy away. |

Persistence

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|---|---|--|
| AL.0-12.9 Begin to pay attention to familiar sounds, activities and people. Look at toy for several seconds; watch another person with interest; roll over or scoot to reach for object; kick at toy gym repeatedly. | AL.13-24.9 <u>Recognize</u> and respond to familiar sounds, activities and people. Show excitement when caregiver announces a favorite activity; begin dancing when a familiar song is played. | AL.25 –36.9 Demonstrate increasing interest in familiar activities. Sit down on floor for "book time"; take seat at table when teacher puts out art materials; line up at door when outside time is announced. | AL.37-48.9 Stay interested in an activity for longer periods of time. Look at pages of favorite book for several minutes; spend more time on an art activity or a favorite activity. |
| AL.0-12.10 Become involved in familiar activities. Turn pages of book awkwardly, having difficulty with separating pages but succeeds after several tries; repeatedly pull up to table to stand. even after falling several times. | AL.13-24.10 Show increasing involvement in familiar activities. Play with favorite toy for longer periods of time; choose and look at pages of book. | AL.25-36.10 Play with favorite toy, repeating actions over and over. Fill container with blocks only to intentionally dump it and refill; put together puzzle.. dump pieces and put together again. | AL.37-48.10 Work at a task or activity for longer periods of time. Spend time necessary to complete a puzzle; use all the blocks in a set to complete a structure; sit and listen to a favorite book. |

Social Emotional Development (SE)

Children are naturally social beings. When children have caregivers who make them feel safe and secure, they are able to explore their environment and try new things. Young children must have adults who can help them understand their feelings so that they can eventually learn to manage those feelings (self-regulation). Even at a very young age, children begin to develop an idea of who they are and how they fit into the world (self-concept). As children grow they also begin to understand the importance of other people in their lives. This happens through opportunities to interact with others through play (cooperation). Healthy social and emotional development serves as a foundation on which children can build future learning.

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Social Emotional Development (SE)

Self-Awareness (Self-Concept)

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|---|---|--|
| SE.0-12.1 Begin to express preferences and interests. Show preference for familiar adults (reaches for parent or favorite caregiver); may have strong feelings about what frightens him and may become <u>anxious</u> more easily than before. | SE.13-24.1 Show preferences, likes and dislikes. Demonstrate egocentrism (gets upset when things don't go his way) and begin to develop sense of independence (says "me", "mine" "me do" "me go"). | SE.25-36.1 Show an emerging sense of self. Has growing sense of separateness; seek and find pride in developing skills that encourage independence (washing own hands, putting on own coat); realize reflection in the mirror is his. | SE.37-48.1 Show positive self-esteem. Recognize own special interests and abilities (child announces "I can run really fast!"); expresses pride in accomplishments. |
| SE.0-12.2 Express feelings. Make responses to express how he feels about what is happening and show awareness of how others are feeling (cries when another child cries, frowns when a caregiver looks sad). | SE.13-24.2 Express wishes, worries, and fears. Express definite preferences for favorite clothing or toys; use "no" frequently; respond to and show preference for consistent routines and familiar experiences; may express anxiety when separating from parent or caregiver. | SE.25-36.2 Demonstrate increased skill in identifying and expressing feelings. Verbally state wants and needs ("I want that" "mine" "I'm thirsty"); begin to understand behaviors that hurt self or others (exclaims "no" when another child attempts to hit or bite). | SE.37-48.2 Verbalize feelings, needs and wants. Talk to self and others (including dolls, puppets, imaginary friends) about what he/she is thinking about and how he/she feels; continue to use physical ways of expressing self when feelings are intense. |
| SE.0-12.3 Pay attention and responds to name and images of self. Pay attention to own reflection in mirror and respond to hearing name called. | SE.13-24.3 Explore the environment to find out who he is and what he can do. Assert independence in wanting to do tasks on his own, yet often asks for help; can make a choice between two options (blue shirt or white shirt, milk or juice). | SE.25-36.3 Begin to gain a sense of mastery and achievement. Try new experiences; repeat a newly gained skill and seek positive response for achievements from adult (looks at caregiver after completion of task to see response). | SE.37-48.3 Show greater comfort with independence and increased feelings of self-worth. Take pride in accomplishments ("I did the puzzle by myself!"); develop a sense of humor; can laugh at self and others when small accidents happen. |

Self-Regulation (Self-Control)

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|--|--|--|---|
| SE.0-12.4 Demonstrate some ability to self-regulate. Stop crying upon seeing a familiar person; may be able to calm self (e.g., sucks on hand while going to sleep); look to a familiar person for encouragement when encountering new experiences (e.g., looks at caregiver for a positive nod or encouraging word). | SE.13-24.4 Attempt to manage own behavior with guidance and support. Respond to verbal requests to change behavior and stop unacceptable behavior with a few reminders. Asks for or reaches for and uses a favorite teddy bear or blanket to calm self. | SE.25-36.4 Demonstrate emerging ability to manage own behavior. Show beginning understanding of rules (draws attention to another child who is breaking a rule, waits turn to wash hands) but still forgets social expectations; gain more control over routines and personal belongings. | SE.37-48.4 Manage own behavior with increasing skill. Gain new understanding about other people's feelings to guide the way he manages his own behavior (may decide to share a toy after another child begins to cry). |

Self-Regulation (Self-Control)

| | | | |
|---|---|--|---|
| <p>SE.0-12.5 Begin to relate to other children. Sit near another child while playing; smile at another child and squeal or fuss when another child approaches.</p> | <p>SE.13-24.5 Begin to test social boundaries. Experience feelings of power and pride; test limits and expectations to find out who is in charge (uses "no" often, gets upset when he doesn't get his way, and has trouble "sharing").</p> | <p>SE.25-36.5 Show willingness to follow simple rules. Can follow basic group rules and recognizes when a classmate has not followed the rules.</p> | <p>SE.37-48.5 Begin to demonstrate an understanding of social expectations. Cover mouth when sneezing, hold door for another child, share blocks with another child.</p> |
|---|---|--|---|

Cooperation

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|--|---|--|--|
| <p>SE.0-12.6 Demonstrate awareness of others. Begin to watch other children in the group and show interest in their play; show recognition of familiar people by reaching or smiling.</p> | <p>SE.13-24.6 May interact with another child for a short period of time. Reach out to touch another child; may push child who interferes with his play, may offer toy to another child; imitate other children; play side by side with peers with adult supervision, and demonstrate give and take.</p> | <p>SE.25-36.6 Play beside other children for several minutes. May have one or more preferred playmates in a group of familiar children; enjoy small group activities while actively engaged by adult.</p> | <p>SE.37-48.6 Engage in cooperative play with other children. Can include give and take in play with others; sometimes work out problems encountered during play with others.</p> |
| <p>SE.0-12.7 Recognize actions and images of familiar adults. Show recognition when family photographs are displayed at eye level, begin to imitate familiar actions (pretend to talk on phone, pretend to stir).</p> | <p>SE.13-24.7 Enjoy imitating the actions of adults. Carry a purse around room; ask for help to dress up like mom or dad; take care of "baby."</p> | <p>SE.25-36.7 Share some pretend play themes. Use words or actions to ask another child to play or to respond to another child who initiates play; join another child in playing "mommy and baby".</p> | <p>SE.37-48.7 Begin to develop more complex pretend play themes. May imitate cultural or family routines or rituals (going to church, visiting aunt in the hospital, riding the bus).</p> |
| <p>SE.0-12.8 Engage in social play with familiar adults. Play peek-a-Boo with caregiver; play Pat-a-Cake with familiar adult.</p> | <p>SE.13-24.8 Begin to engage in social play with other children. Interact with another child for 1 or 2 minutes.</p> | <p>SE.25-36.8 Play with others more frequently and for longer periods of time. Join another child in play for 5 – 10 minutes.</p> | <p>SE.37-48.8 Show increasing willingness to work out problems with peers. More willing to talk about problems and issues to work out solutions; participate in transitions and assist with routines (e.g., help other child clean up spilled water).</p> |
| <p>SE.0-12.9 Begin to show awareness of feelings displayed by others. Match facial expressions of adult; smile in response to caregiver smile.</p> | <p>SE.13-24.9 Show awareness of the feelings displayed by others. May begin to show empathy by crying after hearing or seeing another child cry; may repeat a behavior that made a caregiver laugh or smile.</p> | <p>SE.25-36.9 Respond to other children's feelings. Begin to show empathy, (consoles upset child by patting his/her back or "kissing", boo boo).</p> | <p>SE.37-48.9 Show increasing ability to understand the feelings of others. Can empathize with the feelings of others (e.g., explains to adult why another child is upset and is able to label some feelings).</p> |

Language and Early Literacy (LE)

The ability to communicate and use language is important to a child's healthy growth and development in all domains. Between birth and age three, children should be exposed to environments rich in language, both verbal and non-verbal. Very young infants communicate their needs by crying when uncomfortable or laughing when happy. Infants can also learn to use gestures and expressions to communicate with their caregivers. If responded to consistently by adults, children will turn these early attempts at language into words and sentences by the time they are two. It is the caregiver's job to provide young children with exposure to spoken language through conversations, books, and music. Exposing children to books and print helps them to begin to make the connection between spoken and written words. It is also important to note that children should learn their home language first. If you care for children who live in homes where English is not the primary language, you must work with the family to help provide their child with a rich foundation in their first language. Children with special needs may need additional support from an adult or from adaptive equipment in order to communicate. Through early language and literacy experiences, children will learn the skills necessary to succeed in school and life.



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Language and Early Literacy (LE)

Receptive Language

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|---|---|--|
| <p>LE.0-12.1 Respond to sights and sounds. Can be quieted by a familiar voice; smiles and is attentive when spoken to; startle at a loud noise; begins to look, point and use gestures; turn towards the direction of sounds; watch speaker's face and listen to conversation; become excited upon hearing familiar words; begin to respond to own name.</p> | <p>LE.13-24.1 Show increased understanding of words and gestures. Understand names of familiar objects, persons, and pets; demonstrate understanding of more words than can say; point to some body parts; respond to familiar requests; follow one step directions; understand some prepositions such as "on," "in," and "under."</p> | <p>LE.25-36.1 Understand questions, simple directions, beginning concepts, and the ideas and sequence of stories. Follow more complex 2 - 3 part directions; listen to simple stories and points to associated pictures; understand possessive terms ("my," "mine," "yours"); understand routines; begin to answer questions when looking at books; understand basic contrast.</p> | <p>LE.37-48.1 Listen with understanding and interest to conversations, directions, music and a variety of reading materials. Respond correctly to questions about own name, sex and age; understand relationships expressed by "if," "then," or "because" sentences; understand "let's pretend;" can answer questions about a story plot; demonstrate understanding of conversations through own actions and responses to directions and questions.</p> |

Expressive Language

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|--|--|---|---|
| <p>LE.0-12.2 Use some sounds and body movements to communicate. Produce quiet, throaty sounds; make sounds of comfort and displeasure; express different needs (such as pain, distress, joy) cry; laugh out loud.</p> | <p>LE.13-24.2 Use consistent sounds, gestures, and some words to communicate. Continue to <u>babble</u> and <u>jabber</u> with noises that sound like <u>speech</u> with <u>inflection</u> and <u>melody</u>; imitate simple words; use 10-12 words spontaneously; point to request an object or draw attention to something; begin to develop a sense of "me," "my," and "mine."</p> | <p>LE.25-36.2 Use words and some standards of speech to express thoughts and ideas. Put together two or more words to make simple sentences (3-5 words); begin to use <u>pronouns</u> in conversation; demonstrate through action the understanding of action <u>verbs</u>; use some plurals appropriately (car and cars); use simple <u>adverbs</u> (very, slow, fast); begin to use <u>social conventions</u> such as "please" and "thank you"; can be understood by an unfamiliar listener 50% of the time.</p> | <p>LE.37-48.2 Use language for a variety of purposes. Tell familiar stories; make up stories and like silly words and stories; know and tell name and gender of family members; engage in imaginary talk; play both roles; ask many questions and wants to know how answers fit into her own thoughts and understanding; show imagination in verbal expressions; tell sequence of story with appropriate pictures; like to talk about things that have happened and will happen; participate in meaningful, two-way conversations with another person; ask many "who," "what," "why," and "where" questions.</p> |

Speech

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|--|---|---|---|
| <p>LE.0-12.3. Develop and makes sounds. Babble extensively; make utterances that are easy to produce using lots of vowels; may say single understandable words like "mama," "dada," and "uh-oh"; vocalize to get attention; try to imitate familiar sounds and words.</p> | <p>LE.13-24.3. Develop and make sounds with intentionality to communicate needs. Know meaningful words that are used consistently; use more variety in the sounds that are spoken; use a growing vocabulary and put several words together; participate in conversations; has a vocabulary between 50 and 300 words; attempts to sing.</p> | <p>LE.25-36.3. Produce speech that is increasingly understandable by most familiar adults. Use all the vowels and most of the consonants in our language; majority of speech is understandable however caregivers may understand child better than a stranger; may have a "normal non-fluent" period where sounds, words or phrases are repeated; not to be confused with stuttering; may have difficulty saying more complicated sounds e.g., (s), (z), (sh), (ch), (r), (er), (l), (th).</p> | <p>LE.37-48.3. Produce speech that is clear enough to be understood by most people. Use some slang words and common <u>colloquial</u> expressions like "Mama carried grandma to the doctor"; produce most consonant sounds of our language correctly; may still have difficulty saying some sounds; most frequently (r), (er), and (l); say multi-syllable words easily (balloon, dinosaur, umbrella, automobile).</p> |

Reading Foundational Skills

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|---|--|---|
| <p>LE.0-12.4. Focus eyes on simple pictures in books or drawings. Make eye contact with the pictures. making hand contact later in age range.</p> | <p>LE.13-24.4. Begin to show interest in exploring books. Turn pages well; turn inverted book right side up or tilt head as if trying to see the picture right side up.</p> | <p>LE.25-36.4. Begin to understand the connection between books and personal experiences. Talk about characters and events in storybooks in ways that suggest understanding of what has been said or read; relate events in books to personal experiences; make associations between similar books (e.g., child brings caregiver two books about trains and draws attention to similar pictures).</p> | <p>LE.37-48.4. Demonstrate interest in books and what they contain. Recognize specific books by their covers; ask for repeated reading of favorite books; pretend to read; during read aloud make comments and ask questions; participate in shared reading by supplying repetitive phrases.</p> |
| <p>LE.0-12.5. Begin to explore physical properties of a book. Look intently at pictures for several minutes with wide open eyes and thoughtful expression; eventually grasps book and brings it to mouth to suck, chew, shake, crumple and wave book; hold book using both hands and manipulate the book to make the pages open and close; explores how a book works; help adult turn pages.</p> | <p>LE.13-24.5. Show awareness and interest in familiar pictures and begin to interact with story through familiar hand motions and expression of emotions. Point to a picture and ask "What's that?" or indicate in another way ("Dat?" or questioning intonation) that a label is desired; perform an action that is shown or mentioned in a book; show empathy for characters or situations depicted in books.</p> | <p>LE.25-36.5. Recognize and enjoy reading familiar books. Recite whole phrases from favorite stories if adult pauses during reading; protest when adult misreads a word or leaves words out of familiar story.</p> | <p>LE.37-48.5. Demonstrate knowledge of how to use a book. Recognize when books are upside down or backwards, and turn to correct orientation.</p> |

Reading Foundational Skills

| | | | |
|---|---|---|--|
| <p>LE.0-12.6 Show increased involvement and enjoyment with books. Spend less time <u>manipulating</u> books physically and more time looking at pictures: pat pictures; give book to adult to read; after one reading often takes the book back only to hand it back to the adult to read again; sit in lap for longer periods: show interest in caregivers voice as she talks about the book.</p> | <p>LE.13-24.6 Show enjoyment of books and stories. Point to pictures in book and name some pictures; enjoy looking at books on own; make up stories while turning pages of the book: request favorite book to be read over and over again.</p> | <p>LE.25-36.6 Begin to recite from memory familiar books. Ask to read books to the adult and may be able to recite several books fairly accurately, especially if they are simple and predictable; read familiar books aloud, rendering the text very accurately, particularly when a book is predictable.</p> | <p>LE.37-48.6 Show awareness that print conveys a message, that print is read rather than pictures. Begins to look at and comment about the print as much as the pictures; begins to "read" common signs and other print when traveling in a vehicle.</p> |
|---|---|---|--|

Writing Behaviors and Skills

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|--|---|---|---|
| <p>LE.0-12.7 Begin to show interest in exploring writing tools. Grasps the crayon and brings to mouth to suck and chew.</p> | <p>LE.13-24.7 Show increased interest in exploring writing tools. Grasps writing tool in palm to scribble or mark.</p> | <p>LE.25-36.7 Use a variety of writing tools to make scribbles. Holds tool in palm of hand using all fingers (palmer grasp) and scribbles.</p> | <p>LE.37-48.7 Begin to attend to print in the environment, especially own name. Recognizes printed name and attempts to print; uses same purposeful scribbling when "writing".</p> |
| <p>LE.0-12.8 Begin to use writing tools. Uses crayon on paper, making a few random marks; may hold the crayon sideways more often than not.</p> | <p>LE.13-24.8 Begin to use writing tools to make marks on paper. Holds large writing tool and marks with it, resulting in visual feedback.</p> | <p>LE.25-36.8 Scribble and draws with intentionality. draws a circle; imitates a horizontal crayon stroke.</p> | <p>LE.37-48.8 Attempt to "write" own name. "Writes" name on paper; letters may or may not be readily identified by others; letters may or may not be from left to right or in a straight line.</p> |

Math (MA)

Everyday experiences aid very young children in learning math concepts. Early math learning consists of children exploring objects and their differences, similarities, size, shape and texture through hands-on play activities. Consistent routines teach children about time. Building with blocks teaches children about patterns (counting) and shapes (geometry). Children begin to analyze data by grouping together items that are similar and graphing them. Math in the early childhood classroom is much broader than counting, adding, and subtracting. Math for a very young child is about their senses and how they use those senses to classify, categorize, and sort information so that it has meaning to them. Topics such as operations and algebraic thinking are presented in this document to provide a foundation of skill on which future math skills will develop not to teach formal math operations. Special consideration should be given to children with special needs as well as children whose home language is not English when planning math related activities in the classroom.

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Math (MA)

Counting and Cardinality

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|---|--|--|
| <p>MA.0-12.1 Pay attention to what is happening in the environment. Looks at and reach for toys; show excitement when seeing caregiver or other familiar person.</p> | <p>MA.13-24.1 Show interest while watching and listening to others counting. Watch as a caregiver counts crackers or napkins; enjoy hearing songs that have number words; may imitate some finger plays that incorporate counting.</p> | <p>MA.25-36.1 Begin to count by rote. Participate in songs/finger plays involving counting; may pretend to count items although counting is out of sequence. May hold up correct number of fingers when asked, "How old are you?"</p> | <p>MA.37-48.1 Begin to identify and label objects using numbers. Count a collection of 1-4 items and begin to understand that the last counting word tells how many; can quickly "see" and label a group of objects of one to three with a number; begin to make use of one-to-one correspondence in counting objects and matching groups of objects.</p> |

Comparing Numbers

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|--|---|---|---|
| <p>MA.0-12.2 Aware of surroundings; makes things happen, most often unintentionally. Gaze at own hands as they move about; wave arms to touch the dangling toy overhead</p> | <p>MA.13-24.2 Begin to understand similarities and differences. May mistake another child's pacifier as his own; may notice when another child has the same jacket or shoes.</p> | <p>MA.25-36.2 Begin to build understanding of concepts such as more and one more. Respond when adult asks for "one more", or "one", begin to count by imitation.</p> | <p>MA.37-48.2 Begin to use comparative language such as more/less, equal to describe objects. E.g., "my tower is bigger than yours", "we have the same carrots".</p> |

Operations and Algebra

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|--|---|---|--|
| <p>MA.0-12.3 Make things happen through use of senses of sight, sound, taste, and touch. Begin to enjoy putting items in and getting items out of something; explore and inspect the smallest details of objects; enjoy pulling things off shelves, out of cabinets or dumping things out of containers; repeatedly drop toy from high chair and wait for someone to pick it up; try to complete form board, pushing and pounding with determination.</p> | <p>MA.13-24.3 Show interest in and understanding of identifying characteristics of objects. Match shape to hole in shape sorter; can find match to own shoe or glove; notice matching clothes.</p> | <p>MA.25-36.3 Demonstrate emerging understanding of the relationship between objects, solving simple jigsaw puzzles and matching similar shapes. Complete 3-4 piece puzzle; begin to point out differences in objects (rather than similarities); match more complex shapes such as hexagon, trapezoid, etc.</p> | <p>MA.37-48.3 Explores and begins to sort and classify objects. Begin to sort objects on the basis of one dimension, color, size, shape; begins to recognize, duplicate and create patterns; begin to place objects in order through trial and error.</p> |

Measurement and Data

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|--|--|--|
| MA.0-12.4 Begin to experiment with containers and items. May take items out of a container and explore them; pull tissue from container. | MA.13-24.4 Continue to experiment with containers and items with little understanding of capacity. Fill block container and dump only to refill the container with something else; may try to fill container with items that are too large. | MA.25-36.4 Demonstrate emerging understanding of basic concepts of measurement i.e. height, length, capacity. Stand side-by-side to see who is taller and may visually decide if one glass looks like it has more water than the other; can tell if one object is heavier than the other. | MA.37-48.4 Begin to demonstrate understanding of time, length, weight, capacity and temperature. Recognize and label measurable characteristics of objects (e.g. . . "I need the long string."); know when there are too many children in the art center; know own feelings of hot or cold. |

Geometry and Spatial Sense

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|---|---|--|
| MA.0-12.5 Display short term memory. Reach toward objects, may move the object to him to touch it or may move to the object; turn head away when adult reaches out a wash cloth to wipe face; look for familiar person after he has left room; look toward sky when an airplane is heard overhead. | MA.13-24.5 Begin to show interest in how things fit together. May be able to line up and fasten together pop beads or large chain links; may experiment with fitting own body into small spaces. | MA.25-36.5 Explore world and understands position in space and how to get around. Understand how to climb up, go around, in or through various spaces to get to or to reach an object. | MA.37-48.5 Become aware of his body and personal space during active exploration of physical environment. Begin to build mental and physical maps of his surroundings; responds to "Put it beside". or "Put it under", explore geometric shapes using hands, eyes and mind. |

Problem Solving and Analyzing Data

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|--|--|---|--|
| MA.0-12.6 Begin to understand concept of <u>object permanence</u>. Cry when caregiver leaves room; look for toy that is hidden under a blanket; search for items that have been covered or placed inside something. | MA.13-24.6 Begin to understand how parts work together. May look for or ask caregiver for another puzzle piece when one is missing; realize both feet need socks; enjoy opening and closing doors, etc. | MA.25-36.6 Explore materials and understands simple acts of cause and effect. Flip light switch on and off; turn faucet on and off; drop items to watch them fall. | MA.37-48.6 Show interest in creating simple graphs. Enjoy putting her picture next to favorite treat being graphed; choose favorite ice cream and vote by putting sticker on graph. |

Science (S)

Young children taste, touch, smell, look at, and listen to everything around them. This natural inclination to explore makes them great little scientists in training. Parents and caregivers of young children can encourage children to explore their environment by providing them opportunities to be involved in science related activities. Children can learn to use their senses to understand their world better. Children who are given interesting things to look at develop strong observation skills. Even the youngest infant can begin to learn about the earth by going outdoors and feeling the dirt under her feet. Children whose home language is not English or children who have special needs may need additional support from an adult or from adaptive equipment in order to participate in science related activities. Science in the early childhood classroom consists of providing opportunities for young children to enjoy the outdoors, explore the properties of organic materials, and care for and investigate living things. Through these exciting and enjoyable activities, adults can provide children with a lifelong love of science.

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Science (S)

Sensory Awareness

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|---|--|---|
| S.0-12.1 Begins to use all five senses to explore and understand surroundings. Mouth objects: grasp toy or caregiver; finger: respond to familiar voice; <u>visually tracks</u> objects. | S.13-24.1 Use all five senses to explore and understand surroundings. Respond to specific sounds in the environment (train, telephone, and doorbell); show preferences for favored smells and tastes; enjoy pushing and pulling objects or toys. | S.25-36.1 Demonstrate emerging ability to connect sensory input with words and expressions. Examines objects with focused attention using combinations of sensory input from growing capabilities and verbally expresses reactions ("this is hot, cold"). | S.37-48.1 Demonstrate growing ability to connect sensory input with words and expressions. Continues to expand sensory vocabulary and utilizes growing capabilities to begin interpretation of information ("this feels squishy," "something smells yucky"). |

Observation and Exploration

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|---|--|---|
| S.0-12.2 Show interest in surroundings by focusing on faces and objects in close range. Looks at surroundings in a new place; explores objects placed in hands; brings objects to mouth; uses entire body to reach toward a toy. | S.13-24.2 Use exploration as a means of understanding and processing differences and similarities. Pats, pushes, squishes, and pounds play dough; expresses preferences for particular activities or toys. | S.25-36.2 Build knowledge of world through observation of surroundings. Explore ways to do things and demonstrate beginning understanding of concepts of color, shape, size, matching and weight. | S.37-48.2 Observe surroundings in relation to prior knowledge and methods. Understand new information and begin to explore more complex situations and concepts; expand knowledge of and respect for their body and the environment; expand knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. |

Problem Solving

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|---|--|--|
| S.0-12.3 Begin to expect actions when basic needs are met in response to expressions of comfort and discomfort. Build understanding that cries or body movements and expressions will bring attention to hunger, safety, comfort and play. | S.13-24.3 Expect specific results when playing with toys and other objects. Build with a variety of objects and begin to understand balance, size, and weight; begin to understand cause and effect. | S.25-36.3 Begin to use reasoning skill and imagination when planning ways to make things happen. Combine toys in complex ways to represent real objects (uses play dough in the dramatic play area to represent food, plays "house" under kitchen table). | S.37-48.3 Build understanding of reasoning skill and imagination when planning ways to make things happen. Describe drawing made after trip to fire department; while pretend playing, encourage peer to blow on food that is "hot"; begin to participate in simple investigations and solve problems in relation to knowledge and methods. |

Simple Tools

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|--|--|---|
| <p>S.0-12.4 Use body movements to explore and understand surroundings. Use body to reach, turn, roll, crawl, cruise and move toward desired objects; begin to grasp at connected items to bring desired object closer.</p> | <p>S.13-24.4. Begin to use simple tools to build knowledge of world through observation and awareness of surroundings. Begin to connect familiar activities with actions or pictures in books: begin to mix, fill and dump materials in containers.</p> | <p>S.25-36.4. Use simple tools to build knowledge of world through observation and awareness of surroundings. Show curiosity in and asks questions about tools used in the environment (thermometers, rain gauges, bird feeders).</p> | <p>S.37-48.4 Imitate familiar actions in using simple tools to build knowledge of world through observation and awareness of surroundings. Associate actions with familiar adults (use magnifiers, telescopes, microscopes, scoops, investigates rain gauge to test observations).</p> |

Earth and Space

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|--|---|---|
| <p>S.0-12.5 Explore textures, sounds, tastes found in nature. Begin to attend to sounds and respond to touching new objects.</p> | <p>S.13-24.5 Explore a variety of earth materials found in nature and created environments. Begin to demonstrate interest in water, sand and other appropriate materials.</p> | <p>S.25-36.5. Explore and begins to identify a variety of earth materials by distinct properties. Begin to understand hard, soft, wet, dry, etc. when exploring natural materials.</p> | <p>S.37-48.5 Begin to investigate and identify a variety of earth materials by their observable properties. Enjoy planning in sand, dirt, water and other appropriate materials; enjoy scooping, pouring and raking.</p> |

Sequencing and Time

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|---|--|---|
| <p>S.0-12.6 Begin to understand familiar routines. Respond to familiar routines for feeding, sleeping, diaper changing and interacting when awake.</p> | <p>S.13-24.6 Show increased knowledge and memory for details and routines. Begin to be aware of other people, places and events; act out familiar actions in dramatic play: go to sink to wash hands when called for lunch or snack.</p> | <p>S.25-36.6 Begin to understand consequences when recreating events. Call for adult to help settle an argument over a toy; insist on putting on mittens before putting on coat.</p> | <p>S.37-48.6 Understand sequencing and time in relation to daily routines. Understand the sequence of daily events; demonstrate some understanding of duration of time, "all day", "for two days".</p> |
| <p>S.0-12.7. Begin to anticipate familiar actions. Calm or quiet when given pacifier; open mouth for spoon containing food.</p> | <p>S.13-24.7 Demonstrate some understanding of when things happen in relation to routines. Go to sink for hand washing after having diaper changed; ask for bedtime story when it gets dark outside.</p> | <p>S.25-36.7. Demonstrate some understanding of when things happen in relation to routines. Begin to make connection between daily events and what happens "next" (after lunch it is time for a nap); choose new shoes to wear when getting ready for special occasion.</p> | <p>S.37-48.7 Use acquired knowledge of details of routines to carry out some routines independently. Set table for meal; wash own hands; alert adult when out of soap or hand towels.</p> |
| <p>S.0-12.8 With support and assistance builds understanding of sensations of cold, hot, warm, dry. Respond to cold wipe during diaper change; respond when splashing water.</p> | <p>S.13-24.8 With support and assistance develops understanding of consequences of sensations related to weather conditions. May respond to "Where did the sun go?" with "All gone" or shrug of shoulders.</p> | <p>S.25-36.8 Increasing understanding of consequences of weather related events. Understand the need for a coat when it is cold outside; ask for umbrella when it is raining.</p> | <p>S.37-48.8 Demonstrates understanding of simple weather conditions and related vocabulary. Participate in identifying simple weather conditions of the day (sunny, cloudy, and snowy).</p> |

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Living Things

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|--|---|---|
| S.0-12.9 Begin to recognize familiar animals. Look for cat when asked “Where did the cat go?”; look for animal in familiar book. | S.13-24.9 Recognize familiar animals and begins to identify characteristics of familiar animals with support and assistance. The dog says Woof, the cow says Moo. | S.25-36.9 Identify and associate the similarities, categories, and different structures of familiar plants and animals with familiar characteristics. The cat has eyes, I have eyes. | S.37-48.9 Begin to describe and identify the similarities, categories, and different structures of familiar plants and animals. Plants have roots, stems, leaves; animals have eyes, mouths, ears. |
| S.0-12.10 Begin to recognize familiar animals have needs that are similar to their own. The dog needs to eat, sleep. | S.13-24.10 Build understanding of the needs of familiar animals and begin to identify and imitate caring for familiar animals and plants with support and assistance. Want to fill the dog bowl with water or food; use watering can to water plants. | S.25-36.10 Observe and describe familiar characteristics of plants and animals. Plants need watering, animals need food, insects and animals may be found in certain places. | S.37-48.10 Observe and describe and characteristics and needs of plants and animals. Animals eat different foods, birds have nests, squirrels live in trees. |

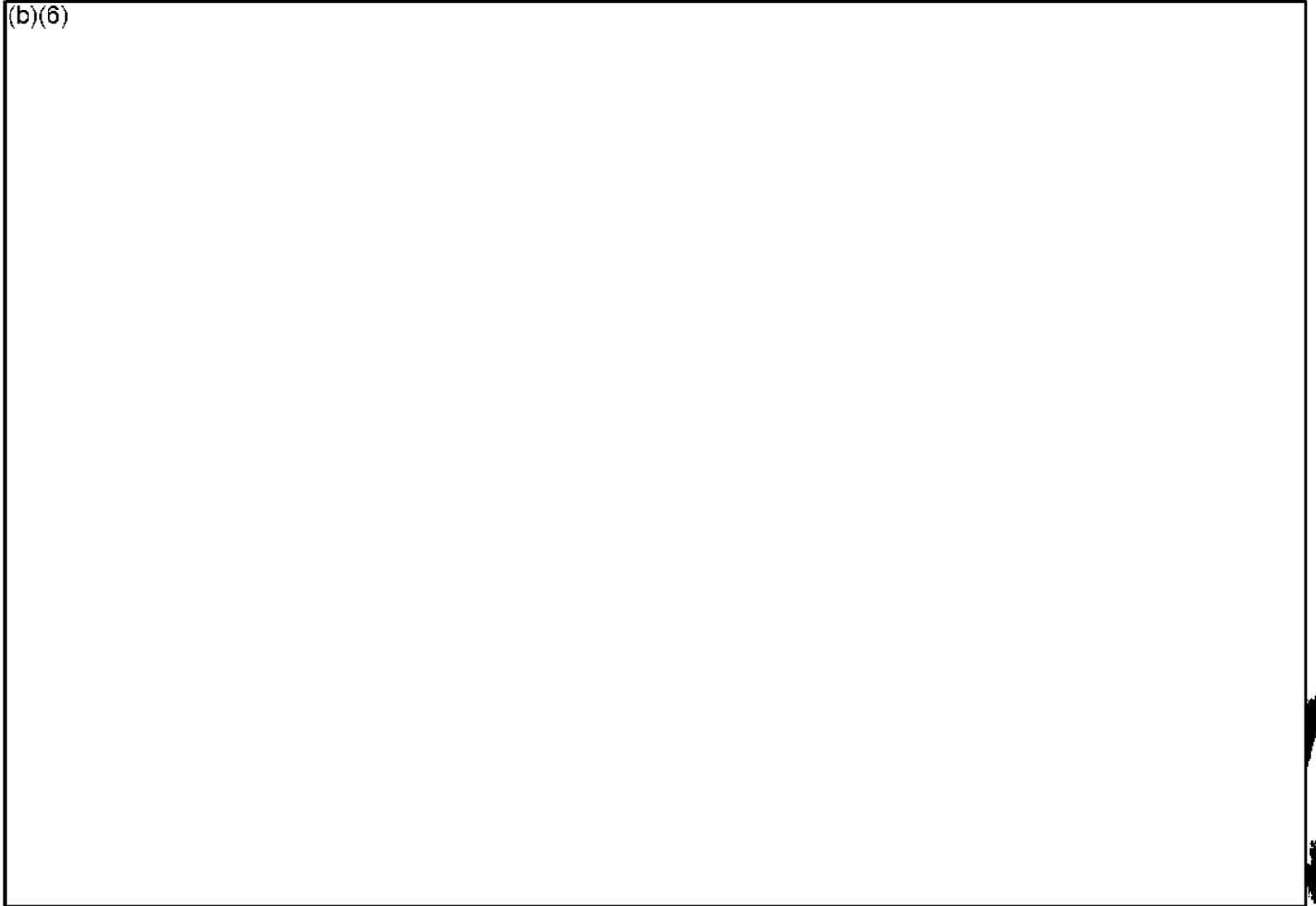
Physical Science

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|--|--|---|
| S.0-12.9 Begin to observe properties of objects with support and assistance. Attend to objects, reaching to touch, hold, and bring to mouth. | S.13-24.9 Categorize objects based on simple observable properties. Begin to identify colors, shapes, size. | S.25-36.9 Build understanding to describe and categorize objects based on simple observable properties. Build understanding of concepts of color, shape, and size, alike and different. | S.37-48.9 Describe and categorize objects based on some observable properties. Demonstrate ability to group items by some observable characteristics such as color, size, weight. |
| S.0-12.10 Develop an awareness of objects in the environment. Build understanding of object permanence; show preference for certain blanket or toy. | S.13-24.10 Observe descriptors of objects in the environment. Begin to identify cold, hot, color blue with support and assistance. | S.25-36.10 Demonstrate an emerging awareness of changes in the environment. Develop awareness of the green leaves turning yellow, or red; pavement gets wet when it rains. | S.37-48.10 Develop an awareness that objects can change in their environment. Build awareness that the paint colors mix when the blue brush goes in the red paint pot; the sun shining on the slide can dry it or make it hotter; the snowman melts. |
| S.0-12.11 Develop awareness of how objects move and begin to recognize vocabulary <u>descriptors</u> for movements. Bat at small toy suspended overhead; reach for toys that rolls away. | S.13-24.11 Observe how objects move and identify common motion related vocabulary. Roll ball back to adult in play; push toy car across floor; observe airplanes fly. | S.25-36.11 Observe and make simple predictions and build simple descriptors for how objects move and begin to use common related vocabulary. Throw or roll ball in intended direction; build understanding of roll faster or farther. | S.37-48.11 Observe, predict, and solve problems based on prior knowledge and experiences and describe how objects move. May throw and catch; participate in simple investigations of ramps. |

Social Studies (SS)

It is very important for young children to learn about who they are in relation to others and where they fit in with regards to their family, culture, and community. It is the caregiver's job to help children recognize and understand the differences among people so that he or she can begin to appreciate their own unique characteristics and abilities. Through exposure to different people, places, and experiences, children begin to build their knowledge about culture, geography, and history.

(b)(6)



Social Studies (SS)

Interactions and Culture

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|---|--|--|
| <p>SS.0-12.1 Engage with familiar adults. Babble and coo to gain attention of someone nearby; look intently at the face when talked to by a familiar person; smile when someone familiar smiles or make gentle, funny faces; relax when comforted by familiar persons.</p> | <p>SS.13-24.1. Rely on the presence of familiar adults to try things. Explore and experiment with new materials such as play dough or paint when the caregiver is nearby; crawl or walk through an unfamiliar area to reach a familiar person; stop playing to verify the presence of caregiver then returns to play; go to trusted adult and attempt to communicate needs.</p> | <p>SS.25-30.1 Show need for familiar adult's approval. Hold on tight to adult when exploring a new setting but gradually lets go to explore the environment; attempt a new activity but looks to adult to watch and affirm efforts (climbs to top of slide but wants the adult to watch before sliding down); turn to adult for comfort after falling, but goes back to play.</p> | <p>SS.37-48.1 Begins to understand concept of individual, culture and community. Begin to recognize likenesses and differences in others; begin to understand family structures and roles; draw self, usually with head and not much detail; act out family roles in dramatic play center.</p> |
| <p>SS.0-12.2 Show emerging awareness of and some anxiety towards unfamiliar people. Gaze passively then begin to fuss when a new person moves close; stiffen and lean away when picked up by an unfamiliar person; stop cooing or smiling when a new person tries to get her attention; turn head into shoulder of caregiver when a new person approaches; look curiously at someone who hasn't been around regularly.</p> | <p>SS.13-18.2 Show awareness of and continued anxiety towards unfamiliar adults. May begin to recognize people outside of immediate family such as a caregiver or family friend; hide behind parent or caregiver when new person approaches; move to other side of room when new person enters; cry when parent leaves; allow stranger to approach when person does something familiar such as wave.</p> | <p>SS.25-30.2 Show cautious interest in unfamiliar adults. Approach a new person after familiar adult has talked with the new person a while; look away briefly when a new person talks to her but soon looks back.</p> | <p>SS.37-48.2 Demonstrate increasing interest in unfamiliar people. Point out people in books and pictures; enjoy learning about community helpers; may begin to seek attention of unfamiliar adults who enter classroom or home; may ask questions about people who look or sound different than themselves.</p> |

History

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|--|---|--|
| <p>SS.0-12.3 Begin to form an individual schedule. May become hungry at around same time each day; may show preference for a certain routine or ritual (likes to be rocked while taking bottle).</p> | <p>SS.13-24.3 Need and expect routines. May begin to expect or demand consistency during familiar routines; may insist that the table is set a certain way or that a certain book is read before naptime.</p> | <p>SS.25-36.3 Begin to identify common events and routines. Put on coat when adult mentions going outside; ask about own parent when other children begin to be picked up at the end of the day.</p> | <p>SS.37-48.1 Identify common events and routines. Know when it is snack time or meal time; recognize routines of washing hands before eating or brushing teeth after meals or before bed time.</p> |
| <p>SS.0-12.4 Demonstrate emerging awareness of familiar with routines. Hold clean diaper for caregiver during diapering; squeal in anticipation of feeding.</p> | <p>SS.13-24.4 Begin to recognize routines. Show increasing memory for details and routines (remember where things go, go to sink to wash hands when mealtime is announced, get special item for naptime).</p> | <p>SS.25-36.4 Begin to categorize time intervals. Begin to understand that some events follow a pattern (nap time comes after meal time).</p> | <p>SS.37-48.4 Begin to categorize time intervals. Use word "today", or "day" and "night" to talk about time of day, sometimes uses the wrong term.</p> |
| <p>SS.0-12.5 Explore environment. Enjoy and is comfortable investigating new environments when with a trusted caregiver who serves as a "secure base".</p> | <p>SS.19-24.5 Begin to recognize changes in the environment. Notice a new toy or new picture on the wall.</p> | <p>SS.25-36.5 Begin to react to changes in the environment. Recognize weather and or temperature changes; point out that toys or furnishings have been removed or rearranged.</p> | <p>SS.37-48.5 React to changes in environment. Put on sweater when cold or removes jacket when too warm; replace toys on shelves where they belong; try to replace a piece of art that has fallen off the wall.</p> |

Creative Arts (CA)

Creative arts provide children with a way to express their feelings, ideas, and interests in ways that are comfortable and fun. By using their imagination to draw, sing, pretend, or dance, young children develop a sense of who they are and what they like to do. It is the caregiver's job to provide young children with developmentally appropriate opportunities and materials to experiment with. Special consideration should be given to children with special needs who may require additional support from an adult or use of adaptive equipment to fully participate in creative arts activities. Exposure to different types of music and musical instruments, art materials, dress up and role play items not only help children in their physical development but also encourage self-esteem and independence.

(b)(6)

(b)(6)

Creative Arts (CA)

Music

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|---|---|---|
| CA.0-12.1 Respond to sound in the environment. Coo and smile to pleasant sounds; cry at harsh or unexpected sounds; become calm when sung to or talked to in a soothing voice; clap and/or bounce body up and down to music. | CA.13-24.1 Respond to and show preference for certain sounds. Clap or move body to music; make connections between sounds and objects (push button on toy repeatedly to hear sound). | CA.25-36.1 Enjoy moving to and singing to music. Dance to music, initiate singing or dancing. | CA.37-48.1 Enjoy participating in group music activities and music making activities. Participate in group music experiences (e.g., hokey pokey, if you're happy and you know it); play with a variety of musical instruments; may use them in unique ways (clangs bells together, jump up and down to make tambourine produce sound). |
| CA.0-12.2 Begin to produce sounds. Delight in new ability to produce sounds (smack lips, squeals on purpose; explore sounds by shaking rattle, banging blocks together (5 months and up); enjoy own noise products (squeal over and over, blow raspberry). | CA.13-24.2 Begin to use sounds for music making. Mimic sounds, verbalize in different pitches, increase and decrease volume of noisemaking. | CA.25-36.2 Enjoy making own music. Hum or sing familiar song, enjoy own music and noises (makes up variation of simple tune or rhyme); begin to experiment with musical instruments. | CA.37-48.2 Experiment with voice and instruments. Explore vocal pitch sounds (enjoys making high pitch sounds with own voice); experiment with musical instruments. |

Art

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|--|---|---|--|
| CA.0-12.3 Begin to focus on and show fascination for fun toys and activities. Look toward a moving toy or mobile; intensely explore a toy held in her hand. | CA.13-24.3 Focus on and show fascination in fun things. Pour or dump rice, sand, water from container to container; experiment with play dough, creating shapes with the dough or using tools to make different shapes with the dough. | CA.25-36.3 Focus on and shows fascination in fun things. Build with blocks, experimenting with shapes and sizes while building; show preference for certain pictures or colors. | CA.37-48.3 Focus on and shows fascination for fun things. Begin to develop ability to work independently; begin to establish a sense of "order" in arts messy mediums by use and practice with each medium. |
| CA.0-12.4 Show interest in art tools. Reach for pen or crayon that adult is holding; eventually hold and mouth crayon; may put crayon on paper making a few random marks. | CA.13-24.4 Use crayon to scribble on paper. Demonstrate increasing control over crayon or marker; is able to make more determined marks; may show preference for certain colors. | CA.25-36.4 Scribble and paint. Uses fingers, crayons, big brushes, markers to make marks; scribbles with crayons or markers, holding marker in several kinds of grasps, but beginning to use thumb and fingertips. | CA.37-48.4 Scribble and paint and begin to use other art materials. Begins to add some detail to drawings and paintings; begins to create models with dough or clay. |

Dramatic Play and Movement

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|---|---|---|
| <p>CA.0-12.5 Begin to discover his/her body. Watches hands; starts to bring things to mouth; kicks and wiggles upon hearing familiar sounds; may attempt to shift onto side towards toy or caregiver.</p> | <p>CA.13-24.5 Demonstrate control of body. Changes position smoothly; moves to music or rhythm; walks and explores objects and space; sways from side to side.</p> | <p>CA.25-36.5 Demonstrate increasing control of body. Can pretend to be different animals and effectively characterize the animal (elephant's trunk looks like this); enjoy creative movement such as "hopping like a kangaroo", "flying like a bird".</p> | <p>CA.37-48.5 Control body to participate in creative movement and drama. Express through music and dancing what is felt through music; show growth in moving to music; imitates and pretend to be different characters; enjoy using simple props while moving to music; move to different rhythms; enjoy listening to different music styles.</p> |
| <p>CA.0-12.6 Begin to <u>purposefully</u> act on his environment. Slap and bang objects up and down, but with more control and <u>deliberate</u> effort; verbalize to get caregiver's attention; may begin to push things off shelves or dump toys from baskets.</p> | <p>CA.13-24.6 Begin to use the environment for pretend play. "Talk" to stuffed animals by babbling ; try to make toys "work" by watching others push buttons or twist handles.</p> | <p>CA.25-36.6 Become more purposeful in using the environment for pretend play. Thrive on riding and action toys; pretend to be riding on a truck , motorcycle, plane etc.; play actively in the dramatic play area, sometimes watching and sometimes imitating actions; exhibit cooperative play.</p> | <p>CA.37-48.6 Become more creative in dramatic play activities. Participate in a variety of dramatic play activities; show growing <u>creativity</u> and imagination in using materials and in assuming different roles in dramatic play situations.</p> |

Physical Development (PD)

Children ages birth–48 months make huge strides in physical development. Along with rapid body growth, it is during this period that children gain control over their bodies. It is the caregiver's job to provide a safe and healthy environment in which children can move and explore so that they can reach their full growth potential. Even very young infants should have the opportunity to move freely, whether it is on the floor or on a blanket outside. As children learn to sit up, crawl, and walk, opportunities to run, climb, jump, push, and pull (gross motor skills) should be available in a safe and well supervised environment both indoors or out. Children also need a safe environment that helps them practice manipulating small objects such as block, crayons, and puzzle pieces (fine motor skills). Self-help skills are also part of the healthy physical development of children birth–48 months. Children with special needs should be provided opportunities to move and explore in the environment with their peers but may require additional support from an adult or from adaptive equipment. Caregivers can provide activities that encourage all children to learn about their bodies and how to take care of them.

(b)(6)

Physical Development (PD)

Gross Motor (Large Muscle)

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|--|--|---|
| <p>PD.0-12.1 Gain control of head and body. Turn head from side to side while lying on stomach; raise head and chest when lying on stomach; hold head erect and steady when held on a shoulder; push down on legs when feet are placed on a firm surface (walking reflex); support upper body with arms when lying on stomach.</p> | <p>PD.13-24.1 Move from place to place. Crawl quickly; walk more than crawl (near end of age range); move from sitting to standing smoothly; stand with feet apart and sway to music; push/pull toys; climb stairs on hands and knees; climb on chair and turn to sit down.</p> | <p>PD.25-36.1 Show coordination skills while moving around and engaging in play activities. Fling a ball in an attempt to throw it towards target; pushes friend on riding toy; climb steps of slide; walk on broad balance beam or edge of walkway; imitate a variety of movements (runs, walks, gallops, jumps); jump with both feet.</p> | <p>PD.37-48.1 Move with enough control to perform more complex tasks. Maintain balance on a two-by-four beam; climb with more agility on the jungle gym; jump with confidence in ability from low platform; develop coordination of moving arms and legs in order to pump on a swing; run up to ball and kick it while maintaining balance; gallop, wiggle, and tiptoe along with classmates watching and imitating movements; throw a variety of objects overhand with increasing accuracy.</p> |

Fine Motor (Small Muscle)

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|---|--|---|
| <p>PD.0-12.2 Hold things briefly before dropping. Fold hand around finger of another person placed in palm of hand; hold on to ring on cradle gym after hand touches it; begin to hold onto bottle for entire feeding; begin to bring toys or their fingers to mouth; grab own toes.</p> | <p>PD.13-24.2 Manipulate small objects exploring how they can be combined and changed. Hold toy in one hand while searching for another toy with the other hand; pull apart pop beads; use palm and fingers to pick up small objects off floor; and examine them; fit shapes into shape sorter; poke fingers in small holes or openings.</p> | <p>PD.25-30.2 Demonstrate eye-hand coordination while manipulating and exploring objects. Poke, pound and build with play dough and other sculpting materials; scribble with a variety of instruments beginning to use thumb and fingertips grasp; use wrist rotation to fit puzzle piece into puzzle; unscrew lids to pour from one container to another; pull apart pop beads or connecting blocks with ease; use thumb and forefinger to pick up and hold small objects.</p> | <p>PD.37-48.2 Use hands with increasing control and precision for a variety of purposes. Easily grasps hold of writing tools such as pencils, crayons, paint brushes and markers; continue to fit together a wide variety of items such as connecting blocks, pop beads, stacking rings, bristle blocks, etc.; shape play dough or clay into more intricate/representational creations; experiment with scissors; experiment with fitting a variety of objects into a defined space; continue to experiment with building and designing familiar structures with blocks.</p> |

Self-Help

| Birth – 12 months | 13 months – 24 months | 25 months – 36 months | 37 months – 48 months |
|---|---|---|---|
| <p>PD.0-12.3 . Show increased awareness of and cooperation with personal routines. Begin to wiggle when having clothes changed; reach for bottle or pacifier; may begin to use sign language to indicate eating or play; reach for or cry for favorite sleep item at rest time; raise arms when shirt is being changed; smile or laugh in anticipation of bath time.</p> | <p>PD.13-24.3 Participate in personal care routines with guidance and assistance. Wash own hands; brush teeth with supervision; begin to show interest in toilet training; use spoon and cup at meals; participate in own dressing and undressing; help with simple chores like wiping up spills or picking up toys.</p> | <p>PD.25-36.3 Participate in personal care routines accomplishing many with minimal or no assistance. Wash own hands; brush teeth; pull down own zipper and assist with pulling up zipper; take off coat and try to hang it on hook; pour own milk or juice from child sized container; helps set table; show increased interest in toileting.</p> | <p>PD.37-48.3 . Begin to perform self-help skills and follows basic health and safety rules. Use toilet independently; put on own hat and coat; wash and dry own hands with verbal prompts and support; untie shoes, button and unbutton with little or no assistance; know basic safety rules and follow them with verbal reminder; begin to look both ways before crossing the street; begin to understand how to dial 911 for an emergency; begin to avoid dangers such as hot stoves and sharp knives.</p> |

| Table B | | | | | | | | | |
|--------------|------------------|------------------|--|-------------------------------------|---|-----------------------------|---|-------------------------|---|
| State Fiscal | 1: State Funding | 2: Local Funding | 3: Philanthropic/Private Funding (if applicable) | 4: Number of Four-Year Old Children | 5: Number of Four-Year Olds at or below | 6: Four-Year Olds Served in | | 7: Four-Year Olds at or | |
| | | | | | | # | % | # | % |
| 2014 | (b)(4) | | | | | | | | |
| 2013 | (b)(4) | | | | | | | | |
| 2012 | (b)(4) | | | | | | | | |
| 2011 | (b)(4) | | | | | | | | |

of children at or below 200% of poverty in 2011 and 2014 are currently estimated based on number of Free and Reduced Lunch Students (185% of Poverty Line)

State and local funding for 2014-15 are the same as for 2013-14
 2014-15 philanthropic funding is (b)(4) including the (b)(4) from MNPS and the (b)(4) from Shelby County

Table B

| State Fiscal | 1: State Funding | 2: Local Funding | 3: Philanthropic /Private Funding (if applicable) | 4: Number of Four- Year Old Children | 5: Number of Four- Year Olds at or below | 6: Four-Year Olds | | 7: Four-Year Olds at or | |
|-----------------|---------------------|---------------------|--|---|---|-------------------|---|-------------------------|---|
| | | | | | | # | % | # | % |
| Nashville | x | x | (b)(4) | | | | | | |
| Memphis | x | x | | | | | | | |

CHAPTER NO. 312

HOUSE BILL NO. 2333

By Representatives McMillan, Winningham, Litz, Coleman, Yokley, Sontany, Cobb, Fitzhugh, Hackworth, Hood, Bone, Curtiss, Davidson, McDonald, Fowlkes, Odom, Towns, Langster, Sherry Jones, Moore, Pruitt, Briley, John DeBerry, Harmon, Miller, Marrero, Larry Turner, Pinion, Henri Brooks, Bowers, Tidwell, Shepard, Hargrove, Ulysses Jones, Lois DeBerry, Cooper, Armstrong, Rinks, Favors, Fraley, Tindell, West, Brown, Ferguson and Mr. Speaker Naifeh

Substituted for: Senate Bill No. 2317

By Senators Kyle, McLeary, Burks, Williams, Harper, Cohen, Kilby, Herron, Chism, Jackson, Crutchfield

AN ACT to amend Tennessee Code Annotated, Title 49, Chapter 6, Part 1 relative to early childhood education and pre-kindergarten programs.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 6, Part 1, is amended by adding the following language as appropriately designated new sections:

Section ()

() This act shall be known and may be cited as the "Voluntary Pre-K for Tennessee Act of 2005".

() It is the legislative intent that, based on the success of Tennessee's existing pilot pre-kindergarten programs, these programs be expanded on a voluntary basis by local education agencies and the communities they serve to provide more opportunities for quality early childhood education and pre-kindergarten experiences.

() Nothing in this act shall be construed to make enrollment in these programs mandatory, nor shall anything in this act be construed to be an entitlement to any service or program authorized by this Act.

() Implementation of these programs by local education agencies shall be voluntary.

Section ()

() Each local education agency is authorized to and may provide for enrollment in pre-kindergarten programs for any at risk child residing in the geographic area served by the local education agency who is four (4) years of age on or before September 30. Any child may enroll in a program when an insufficient number of at risk children are enrolled to fill a specific classroom.

() Programs operated pursuant to this act shall comply with the following requirements:

() a maximum class size of 20;

() at least one (1) licensed teacher per classroom certified in early childhood education;

() at least one (1) educational assistant per classroom who holds a child development associate credential (CDA) or associate degree in early childhood education or who is actively working toward acquiring such credentials; provided, however, that if no person with such credentials is available, then educational assistants who hold a high school diploma and have relevant experience working with children in pre-kindergarten or other early childhood programs may be employed;

() a daily minimum of five and one-half (5 ½) hours of quality instructional time;

() use of educational, age-appropriate curriculum that is aligned with the state department of education approved early learning standards and which includes, but is not limited to literacy, writing, math and science skills;

() a developmental learning program that addresses the cognitive, physical, emotional, social and communication areas of child development; and

() rules promulgated and policies adopted by the state board of education related to early childhood education and pre-kindergarten programs.

Section ()

() Local education agencies may apply to the department of education for funding and approval of one or more pre-kindergarten programs. Local education agencies may contract and enter into collaborative agreements for operation of these programs with non-school system entities in the geographical area served by the local education agency including, but not limited to, non-profit and for-profit child care providers and Head Start programs. Local education agencies shall not contract or collaborate with any child care provider licensed by the department of human services unless that provider has attained the highest designation under the rated licensing system administered by the department of human services pursuant to Title 71, Chapter, 3, Part 5.

() As part of the application process, the local education agency shall include a statement that it has given consideration for how to serve all children four (4) years of age within the geographical area served by the local education agency in the event programs are later authorized for all children, regardless of at risk status. The long range plan shall include the proposed sources of local matching funds required under this act. Where applicable, the local education agency is encouraged to include a resolution of support from the local governing body indicating intent to appropriate the required local matching funds. Applications that target establishing programs for at-risk children not served by an existing program shall be given preference in the application process. Documentation of local financial support shall also be considered as a factor in the application process. Local education agencies are encouraged to collaborate with

non-school system entities where such collaboration provides an efficient means for expansion of pre-kindergarten classrooms authorized under this act.

() The commissioner of education shall establish the system for submitting applications and, subject to available funding, programs shall be approved on a competitive basis.

Section ()

() Each local education agency applying for programs under the provisions of this Act shall create and appoint a "community pre-k advisory council". The director of schools or the director's designee shall serve as chair and coordinate the activities of the council. The council shall include, but not be limited to, members representing the local school board, parents, teachers, non-profit providers, for-profit providers, Head Start, the business community, and local government funding bodies where applicable. The council shall provide input to the local board of education in creating the board's application for programs, taking into consideration the number and type of existing programs currently serving children four (4) years of age within the geographical area served by the local education agency.

() While the content of the final application for programs shall be within the sole authority of the local school board, no board shall submit an application without first allowing the council to provide input, either in writing or otherwise, and without first giving due consideration to the council's input and recommendations. The board's application shall include a description of the extent to which the council was afforded an opportunity to provide input in the application process.

Section ()

() Programs established under this Act shall be subject to annual appropriations.

() The commissioner of education shall annually recommend a funding amount per classroom for those classrooms established under this Act. The commissioner shall take into account the necessary components required to operate such classrooms and, to the extent such components are also reflected in the Basic Education Program (BEP) funding formula, shall include the same costs per component in recommending the amount of funding per classroom.

() As a condition of receiving state funds for classrooms pursuant to this Act, the local education agency shall provide a matching amount of funds based on the applicable state and local Basic Education Program (BEP) classroom component ratio in effect for the local education agency in which the program is located. In addition, other sources of funds, such as grants, federal funds, and private funds may be used by the local education agency to meet the matching funds requirement under this section. The local education agency may also meet the matching funds requirement under this section through "in-kind" matches including, but not limited to, the use of non-LEA owned physical facilities, instructional materials, equipment and supplies, food and nutrition services and transportation services. Funds used by the local education agency to meet the matching requirements of this section, regardless of their source, shall not be used in

calculating the maintenance of local funding effort requirement pursuant to § 49-3-314. Any local funding shall be subject to annual appropriations by the local governing body.

() No child shall be required to pay tuition or fees solely for the purpose of enrolling in or attending a pre-kindergarten program established under this Act. Nothing in this section prohibits charging fees for childcare which may be provided outside the times of the instructional day provided in these programs.

() No state funds received for pre-kindergarten programs pursuant to this Act shall be used to supplant any other state or local funds for pre-kindergarten programs.

Section ()

() There is hereby established within the department of education an Office of Early Learning. The office shall:

() administer the pre-kindergarten classroom application process;

() provide oversight, monitoring, technical assistance, coordination, and training for pre-kindergarten classroom providers;

() serve as a clearinghouse for information and best practices related to pre-kindergarten programs;

() coordinate activities and promote collaboration with other departments of state government in developing and supporting pre-kindergarten programs;

() review existing regulations and standards and recommend needed changes to promote a consistent approval, assessment and monitoring process for providers of pre-kindergarten programs established under this act; and

() provide an annual report to the Governor and the General Assembly on the status of pre-kindergarten programs which shall include, at a minimum, the number, location and types of providers of pre-kindergarten classrooms and the number of at-risk students served.

Section ()

The office of education accountability shall coordinate a study of the effectiveness of pre-kindergarten programs authorized under this act. The office is authorized to engage one or more independent evaluators to assess the effectiveness of these programs.

Section ()

For the programs authorized by this part, the appropriation from excess net education lottery proceeds available under the provisions of title 4, chapter 51 and title 49, chapter 4, part 9 shall not exceed twenty-five million dollars (\$25,000,000) in any fiscal year.

SECTION 2. Tennessee Code Annotated, Section 49-6-101(f)(1) is amended by adding the following language as a new subdivision (f)(6) and by redesignating current subdivision (f)(6) as subdivision (f)(7):

Effective with fiscal year 2005-2006, the local education agency may include in its application a request for funding pursuant to the requirements of this Act for any existing pilot pre-kindergarten program established under § 49-6-101(f), provided however, that no state funds received for pre-kindergarten programs pursuant to this Act shall be used to supplant any other state or local funds for pre-kindergarten programs.

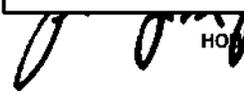
SECTION 3. Tennessee Code Annotated, Section 49-6-101(d) is amended by deleting the word "The" at the beginning of the first sentence in the subsection and by substituting instead the following:

Except as otherwise provided in this part, the

SECTION 4. If any provision of this act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to that end the provisions of this act are declared to be severable.

SECTION 5. This act shall take effect upon becoming law, the public welfare requiring it.

PASSED: May 18, 2005

(b)(6)

JIMMY NAIFER, SPEAKER
HOUSE OF REPRESENTATIVES

(b)(6)

JOHN S. WILDER
SPEAKER OF THE SENATE

APPROVED this 6th day of June 2005


PHIL BREDESEN, GOVERNOR



2014-15 TENNESSEE VOLUNTARY PRE-KINDERGARTEN Fact Sheet

The *Voluntary Pre-K for Tennessee Act of 2005* was passed with strong bipartisan support from the Tennessee General Assembly, increasing the state's investment in Early Childhood Education and access for students.

- FY '15 Funding: \$ (b)(4) (\$ (b)(4) flow through to LEAs / \$ (b)(4) Admin)
- Number of Classes: 935 State-Funded Pre-K Classes
- Enrollment: 18,000+ Children Enrolled
- Location: All 95 TN Counties
- LEAs Served: 137 TN School Systems
- Growth of Pre-K 2004 to 2015:

| <u>School Year</u> | <u># Pre-K Classrooms</u> | <u># Students Served</u> |
|--------------------|---------------------------|-------------------------------------|
| 2014-15 | 935 | 18,600 (final figures in June 2015) |
| 2013-14 | 935 | 18,621 (estimated) |
| 2012-13 | 935 | 18,621 |
| 2011-12 | 934 | 18,609 |
| 2010-11 | 934 | 18,453 |
| 2009-10 | 934 | 18,370 |
| 2008-09 | 934 | 18,364 |
| 2007-08 | 934 | 18,133 |
| 2006-07 | 677 | 13,197 |
| 2005-06 | 448 | 9,000 |
| 2004-05* | 148 | 3,000 *Pilot pre-K |

- The Tennessee Voluntary Pre-K (TN VPK) program is recognized as a national leader in pre-K quality, achieving 9 out of 10 quality standard benchmarks set by the *National Institute for Early Education Research (NIEER)*. TN VPK program is ranked 21st (down from 19th) in terms of access to program for four year olds while ranking 16th (down from 13th) in terms of state funding (http://nieer.org/sites/nieer/files/Tennessee_2013.pdf).
- Tennessee is one of 5 states in the nation to receive a grant in 2008 to partner with the *Center on the Social and Emotional Foundations of Early Learning (CSEFEL)* to build the capacity of the state to increase the social and behavioral competence of young children. This work continues today in 2014.
- Collaborative classroom partnerships are an integral component of the TN VPK program. Currently there are over 200 collaborative classroom partnerships between 40 local school systems and non-profit and for profit providers such as; Head Start, For-Profit and Not-For-Profit Child Care Providers, Faith Based Agencies, Community Based Agencies, and Higher Education Institutions.
- *United Way of Tennessee* provides local matching funds of nearly \$ (b)(4) for 46 pre-K classrooms throughout the state.
- Tennessee recognizes the importance of a highly trained staff by requiring a licensed teacher with pre-K certification and recommending a teacher assistant with early childhood experience and either a Certified Development Associate (CDA), or working towards a CDA certification. Fifty-three percent of teacher assistants have a CDA or higher credential in the 2013-14 school year.
- The TN VPK has one of six states offering full-day programs across the country requiring a minimum instructional day of 5½ hours per day, 5 days per week.
- The *Tennessee Alliance for Early Education (TAAEE)* continues to provide strong leadership for the advocacy and advancement of early childhood education in Tennessee.
- The revised TN Early Learning Developmental Standards (TNELDS), for four year-olds, were approved by the state board of education in August 2012.

Policy for Local School Systems

To establish early childhood education and parent involvement programs of high quality, the State Board of Education adopts the following policy:

1. Subject to the rules, regulations, policies, and guidelines of the State Board of Education, local school systems are encouraged to establish early childhood education programs which serve pre-kindergarten aged children. (Such programs may not use any state funds appropriated for grades Kindergarten through 12 or local funds required for participation in the state funds designated for grades Kindergarten through 12.)
2. Programs supported by state or federal funds designated to serve pre-kindergarten aged children will first be directed to children who are at risk due to economic disadvantages. The goal of the *Master Plan for Tennessee Schools: Meeting the Challenges of the 21st Century* is to provide a stable, increased funding source so all at-risk four-year-old children have the opportunity to attend a high quality early childhood education program and to extend opportunities to all four-year-old children as funds become available.
3. All programs established by local school systems to serve pre-kindergarten age children and funded by state early childhood education allocations will reflect the principles of high quality programs.
4. State funds available for early childhood education programs will be made available to local school systems through a proposal approval process. Proposals will be reviewed and funded using criteria developed by the State Department of Education and based upon the policies and guidelines of the State Board of Education.
5. Local school systems may operate programs for pre-kindergarten aged children through a number of arrangements including direct management, contracted management, subcontracting of program, consortium with other agencies, or combinations of these as approved by the State Department of Education.
6. Local school systems will be accountable under the policies and guidelines established by the State Board of Education for the performance and management of programs established by the local school systems to serve pre-kindergarten aged children.
7. Local school systems will cooperate with other community agencies to develop programs for at-risk, pre-kindergarten age children. New programs will complement existing programs, such that all income eligible children will be served in a coordinated fashion within each community.

Principles of High Quality Programs

To bring about gains in children's learning, early childhood education programs including pre-k, and family engagement programs in Tennessee should be of high quality and reflect the following principles in planning, design, and delivery:

Family and Community Focus:

The focus should be to assist families and the community in providing developmentally appropriate support and services for young children at home and in community settings. All program services must be designed to recognize the importance of parents to a child's continuing growth and development.

All program services must be designed to recognize the importance of the family to a child's continuing growth and development. The focus should be to assist families and the community in providing developmentally appropriate support and services for young children at home and in community settings.

Developmentally Appropriate:

All aspects of early childhood education, pre-k and family engagement programs must be developmentally appropriate in terms of any expectations of the children. Programs must focus on the age and the needs of the individual child and address all areas of a child's development including cognitive, physical, emotional, social, and communication. Program curricula must align with the Tennessee Early Learning Development Standards. Program services must be delivered with an interactive and integrated approach.

Quality Standards for Program Performance:

All programs should exemplify developmentally appropriate practices and adhere to state operating standards. State standards are comparable to those recommended by the National Association for the Education of Young Children, Association for Children Education International, and the National Association of Elementary School Principals.

Family Engagement

Programs should focus on family services which involve the family as a whole. The needs of the participating families will define the parameters of the core services provided. The core services available to all enrolled children and their families should be comprehensive and provided and delivered in a coordinated fashion between various agencies and program units. Programs should encourage the development of partnerships among the family, program, school(s), and the community. Families should have the training and the opportunity to participate effectively in program operations as well as program decision making.

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Interagency Collaboration:

All pre-k programs should collaborate with other agencies and programs to maximize resources and coordinate services. Local public school systems and related community agencies are encouraged to develop interagency agreements at the local level which focus on the delivery of essential services to all children and families eligible for enrollment in the early childhood education and family involvement program.

Programs sponsored through the Tennessee's Voluntary Pre-Kindergarten Initiative should complement, not supplant, effective programs currently in operation through other federal, state, or local agencies. Participating education agencies shall create and appoint community pre-k advisory councils. The pre-k advisory councils shall include members representing the local board of education, families, teachers, non-profit program providers, for-profit program providers, the business community, local government agencies, and related service providers. Local education agencies and related community agencies are encouraged to develop interagency agreements which focus on the delivery of essential services to participating children and families.

Staff Selection and Development:

The selection and support of well-qualified staff is critical to the effective implementation of this program. Programs should establish staff selection, evaluation, and development standards established by the State Department of Education, State Board of education and consider recommendations of the National Association for the Education of Young Children, the National Association of Elementary Principals, and the national Head Start program.

The selection and support of well-qualified staff is critical to the effective implementation of pre-k programs. Programs should align staff selection, evaluation, and professional development standards approved by the Tennessee Department of Education, the State Board of Education and consider recommendations of the National Association for the Education of Young Children, the Association for Children Education International, the National Association of Elementary Principals, and other organizations using rigorous research as a basis for developing excellence in early childhood education.

Screening:

PreK programs will screen all students to identify and developmental, visual, or hearing weakness. These screenings should identify any child who may need further examinations to determine if they have any condition that may place them at-risk for failure and in need of intervention.

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Assessment:

Assessment of young children enrolled in a pre-kindergarten childhood education program and family engagement program should be ongoing and include anecdotal observations and screening designed to support the delivery of an individualized, developmentally appropriate program. Assessments must not be used for program entry or exit purposes unless required by federal funding sources.

Early Childhood Unit:

All programs should demonstrate a continuum of programs from pre-k through kindergarten and primary grades. The National Association of State Boards of Education recommends that early childhood units be formed within local school systems to ensure this continuum of services to children and families and to incorporate the concepts of non-graded, early childhood primary programs.

Planning:

All programs should be guided by long-range strategic plans, endorsed by the local pre-k advisory council. The long-range strategic plan should demonstrate measurable goals and objectives and the coordination of community services for children and families. The program's annual operation plans should align with the long-range strategic plan.

Evaluation and Accountability:

Annual, local program evaluation shall be instituted to include the following areas: environment, program efficacy, and teacher quality. Feedback should be provided to administrators, program staff, pre-k advisory council members, and families to assist in program planning and improvement.

Ongoing comprehensive, outcome-based evaluations should be conducted in accordance with the State Department of Education directives and the long term evaluation model.

Funding:

State funding, when made available, must be coordinated to prioritize development of enrollment capacity to meet the needs of at-risk children. Numerous factors, in addition to family income may place children and families at-risk of educational failure and in need of the early childhood education and family engagement program. Pre-kindergarten capacity should be incrementally expanded to meet the goal of providing access to all four year old children on a voluntary basis. Local communities and school systems are encouraged to expand capacity by utilizing additional funding sources.

Guidelines for Local Programs

In the planning, design, and delivery of state funded local early childhood education and parent involvement programs, community agencies and local school systems must work together to address the following requirements:

Staff Organization and Development:

Staff positions required:

Director or supervisor*

Lead teacher for each group (maximum of twenty children)

Educational assistants based on need to maintain adult/child ratios of 1:10 (1:8 if more than half are three-year-olds)

Personnel to provide or give access to transportation services, health and nutrition services, parent involvement, counseling services and special services for children with disabilities

* Supervisor or director must provide knowledgeable guidance in early childhood education practice, staffing, staff evaluation, and oversight to ensure program compliance with state and local early childhood education policy and state regulatory rules. A plan to provide quality supervision must be developed for pre-kindergarten programs. The plan should define on-site supervision and administrative supervision. The plan for supervision may be accomplished by existing administrative personnel of local school systems and other agencies.

Job requirements:

The **director or supervisor** will have at least a bachelor's degree with substantial preparation and experience in child development and early childhood education.

The **lead teacher** will hold a bachelor's degree and a teacher license approved by the State Board of Education appropriate for pre-kindergarten teaching.

Early childhood education teachers will hold an appropriate teacher license approved by the State for teaching pre-kindergarten.

The **educational assistant** will have a high school diploma or have successfully completed the GED (General Education Development Test), and will complete specific job training within a defined period. Hiring preference will be given to individuals with the Child Development Associate credential or an associate degree in early childhood education.

The **individuals coordinating health/mental health services, nutrition services, parent involvement, counseling services and services for children with disabilities** will have appropriate training and experience.

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The program staff will complete performance evaluations based on existing state standards and assessment instruments when applicable.

Professional development and training opportunities will be available to all staff.

Topics for staff development including early childhood education best practices, curricula, classroom management, developmental learning standards, authentic assessment and program evaluation will be available to all staff.

Facilities and Transportation:

The facilities used to provide group experiences and education programs for young children must meet the state fire safety, and health standards as defined by Chapter 0520-12-1.

Pre-kindergarten education programs must develop a student transportation plan based on availability of transportation to and from the program. The transportation policy and practice must address child safety on entering the vehicle, child safety during transport, supervision during transport, time in transit and child safety on exiting the bus. State vehicle safety standards will be met by all vehicles and drivers when providing transportation for children enrolled in the program.

Developmental Learning Program:

The developmental learning program will address all areas of a child's development: cognitive, physical, emotional, social, and communication as defined in the Tennessee Early Learning Developmental Standards. The program will provide learning experiences in each developmental area and be delivered in an integrated fashion which provides daily active learning through exploration and play.

Materials and equipment used will be appropriate in size and complexity to the age of the children. All materials and equipment will provide for concrete, real and relevant experience and allow for a wide range of developmental interests, abilities and cultural diversity reflective of the children in the class.

The daily routine will provide for a minimum of 5 1/2 continuous hours (excluding nap periods) of appropriate experiences.

The program staff will complete performance evaluations based on existing state standards and assessment instruments when applicable.

Professional development and training opportunities will be available to all staff.

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The daily routine will provide for a minimum of 5 1/2 continuous hours (excluding nap periods) of appropriate experiences.

The room arrangement, equipment, and materials used for the developmental learning program will provide for learning centers which facilitate both small group and individual child use.

The organization and delivery of the daily activities and the developmental learning program will be based upon teacher anecdotal observations and recordings of each child's special interests and developmental progress.

The developmental learning program will emphasize learning through an interactive process. The learning environment will be prepared so children can learn through active exploration and interaction with adults, other children, and appropriate materials.

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The developmental learning program will meet and challenge the varying individual learning needs of each child in the class.

Standardized or formalized testing of young children may only be used to diagnose disabilities for the development of a adapted, remedial, modified, or program services to support the mainstreaming of children with disabilities into the regular educational environment, or to meet the federal program eligibility requirements of compensatory programs. The State Department of Education will provide a list of appropriate tests and assessment and screening instruments.

Family Engagement:

The program will incorporate procedures to identify needs and connect families to available services, including education, health /mental health, nutrition, social services, and job counseling.

The program will provide parents with the opportunity for education and training for meaningful participation in program operations and decision making.

Strategies will be implemented which enable family members to become active and effective partners in providing meaningful educational experiences for their children.

The program will provide a wide range of parent and family involvement options to promote the strengthening and the best interests of families. In addition to parent involvement in program delivery, family engagement activities should include guidance, information, and training in parenting skills, personal development, and child development concepts which foster learning in the home.

Service coordination and interagency agreements for early childhood education and parent involvement programs will ensure cooperation and collaboration in meeting the needs of individual children and families.

Health/Mental Health/Nutrition Services:

The program will provide access to available community health and nutrition services including medical, screening for vision and hearing, dental, mental health, and daily food supplements.

The daily program for the children in a group setting will provide for the serving of breakfast, lunch, and snacks that meet the federal recommended daily requirements for the nutritional needs of young children.

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The program will provide information and education to all adult family members regarding the health /mental health and nutrition needs of children and the services available in the community to assist children and families.

Services for Children With Disabilities:

The program will coordinate services with the state's plan of educational services for all children (ages 0-5 years) with disabilities.

Pre-k programs should include children with disabilities eligible for services under Public Law 99-457 in pre-k programs with their non disabled peers. Additional staff needed or other services required to meet the child's individual educational program (IEP) may be supported through other local, state, and federal funds.

The state will seek to take advantage of any federal and private funding to be used in combination with state funds to assist local school systems in providing services to children with disabilities and their families.

Governance and Administration:

Pre-kindergarten programs funded through the Voluntary Pre-K Act will be approved by the Department of Education and administered through one local agency for each community, county, or consortium of counties. A local school system or Head Start program may be the agency designated. All local programs will coordinate with existing early childhood education programs in the community to utilize administrative structures, community resources and available facilities, and to encourage diversity of children in each group setting.

The local school system will be responsible for convening and facilitating a pre-kindergarten advisory council for the purposes of developing a plan for the pre-kindergarten program development within the community. The pre-kindergarten advisory councils will encourage partnership and coordination with existing early childhood education programs within the community to utilize administrative structures, community resources and available facilities.

Program supervision will be provided in accordance with the plan developed through the partnership agreement. Supervision must include providing knowledge in early childhood education best practices, staff evaluation, and responsibility for program compliance with policy and state regulatory rules. Supervision may be delegated to the appropriate agency in pre-kindergarten programs created through partnership agreement. The pre-kindergarten program will have an on-site, full-time director or supervisor. The program director or supervisor and the administrative agency are ultimately accountable for the use of program funds and the provision of required services.

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The pre-kindergarten advisory council will review the educational needs of young children and will develop plans to address those needs through coordinated services for submission to the local education agency. Annually, the pre-K advisory council will review local program evaluations and make recommendations for program improvement to the local education agency (LEA). The pre-K advisory council will be composed of members of the local school board, parents, teachers, non-profit providers, for-profit providers, Head Start, the business community and local government funding bodies. The Director of Schools will serve as chair of the pre-K advisory council and coordinate the activities of the council.

49-6-7002. Parent-teacher meetings.

(a) This section shall be known and may be cited as the "Parent-Teacher Partnership Act of 1989."

(b) It is the duty of the board of education of each school district to develop a program whereby parents or guardians and appropriate faculty members may meet at least two (2) times per school year to discuss any pertinent problems or other matters of concern regarding the development and education of each student who is enrolled in the school system. However, these meetings shall not occur during school hours of any day that is counted for purposes of meeting the one hundred eighty (180) days of classroom instruction required by § 49-6-3004, nor shall the meetings be substituted for a day of classroom instruction; provided, that these restrictions on meetings shall not bar any LEA from scheduling the meetings at a time beyond the six and one-half (6.5) hour classroom instructional time or during any free time that a teacher might have available during the six and one-half (6.5) hours.

(c) LEAs are urged to consider the work schedules and needs of working parents when scheduling parent-teacher meetings.

HISTORY: Acts 1989, ch. 554, § 1; 2010, ch. 762, § 1.

49-6-7003. Parental inspection of school instructional materials.

(a) The board of education shall adopt and file in its official operating policy pamphlet its policy on inspection of school instructional materials by parents or legal guardians of students enrolled in that LEA.

(b) The policy shall provide that a parent or legal guardian is entitled to:

(1) Review all teaching materials, instructional materials, and other teaching aids used in the classroom of the parent or legal guardian's child; and

(2) Review tests that are developed by and graded by a teacher of the parent or legal guardian's child.

(c) The LEA shall make all teaching materials, including handouts readily available for review upon request by the parents or legal guardians.

HISTORY: Acts 1997, ch. 378, § 1; 2014, ch. 1013, § 1.

49-6-7004. Parental involvement contracts.

(a) As used in this section, "parent" means the parent, guardian or person who has custody of the child or individual who has caregiving authority under § 49-6-3001.

(b) LEAs are encouraged to develop and implement parental involvement contracts with

parents of students. These parental involvement contracts will be voluntary and should be designed to encourage and facilitate a parent's involvement with the parent's child's education.

(c) The department of education shall develop a model parental involvement contract that may be used by LEAs. The model parental involvement contract shall provide that a parent will commit to do at least the following:

- (1)** Review homework assignments and offer assistance when needed;
- (2)** Sign report cards;
- (3)** Ensure that the student gets to school each day, on time and ready to learn;
- (4)** Demonstrate interest in the student's well-being by attending school functions and supporting the student's school activities; and
- (5)** Make every effort to attend parent-teacher conferences.

(d) In signing a contract, the parent shall agree to maintain within the parent's best efforts involvement with the parent's child's education to the extent required by the contract. The contract should include a means for a parent to explain any obstacles that may prevent the parent from complying with the contract. If a contract includes an explanation of obstacles that may prevent the parent from complying with the contract, then school employees shall consider accessing possible resources to help overcome the obstacles identified.

(e) Each LEA developing and implementing a parental involvement contract shall submit a copy of the contract to the department. LEAs shall report to the department the number of parents and percentage of parents signing parental involvement contracts in each class by May 1 of each school year. The department of education shall include the data on parental involvement contracts on the annual report card required under § 49-1-211.

HISTORY: Acts 2012, ch. 762, § 1.

49-6-7005. Improving parental involvement in children's education.

(a) As used in this section, "parent" means parent, guardian or legal custodian who is required under § 49-6-3001 to enroll the child in school.

(b) LEAs are authorized and encouraged to partner with individuals, community and faith-based groups and organizations and nonprofit and for-profit entities to design and implement programs to improve parental involvement in their children's education and schools, particularly in high priority schools or school systems.

(c) LEAs shall identify or encourage development of parenting classes that are provided at low or no cost to parents by organizations within the community and that are designed to improve parental involvement in their children's education.

(d) Parenting classes in these parent involvement programs should provide parents with

information and skills related to improving student performance. For example, these classes may address:

- (1) How to be a positive role model for children in motivating them to do well in school;
- (2) How to maximize the benefits of parent-teacher conferences;
- (3) The importance of sleep and good nutrition in school performance;
- (4) How to help with homework assignments and to establish an environment conducive to completion of homework assignments;
- (5) Techniques that can be taught students to improve studying and classroom performance;
- (6) How to access and use technology provided by the LEA or school that furnishes information about school assignments, activities and events and about student attendance and performance;
- (7) The importance of school attendance and the consequences of truancy;
- (8) How to help students prepare for entrance into college or the workforce; and
- (9) Ways of becoming involved in a child's school, including opportunities to volunteer in the school.

(e) LEAs may solicit donations from its partners to fund rewards for schools or classes in which a high percentage of parents participate in at least two (2) parenting classes to learn skills related to improving student performance. Rewards may include equipment and supplies for the school or the class being rewarded or for specific programs offered by the school and field trips and other educational activities that would benefit the school or the class of students being rewarded. LEAs may devise ways of providing recognition to schools or classes in which a high percentage of parents participate in at least two (2) parenting classes, as well as recognizing the parents who participated.

(f) LEAs shall encourage parents who participate in the parenting classes to be a positive influence on parents, whose children enter the school for the first time during the next school year, and on parents who have not attended the parenting classes, to promote participation in the parental involvement program.

HISTORY: Acts 2012, ch. 784, § 1.

49-6-7006. Pilot program to increase parent involvement.

The department of education shall establish in the school system with the most schools in the achievement school district (ASD) a four-year pilot program to increase parent involvement in schools as set forth in §§ 49-6-7007 -- 49-6-7009. The pilot program shall begin with the 2012-2013 school year and shall be limited to schools operated by the ASD

that serve kindergarten through grade three (K-3) or any combination thereof. The office of research and education accountability shall study the ASD.

HISTORY: Acts 2012, ch. 1044, § 1

49-6-7008. Sharing information.

Any current information packets, forms, videos or other means used for sharing information with a parent by a school in the achievement school district that is in the pilot program under § 49-6-7006 shall include the following information:

- (1) Expectations of parents concerning their responses to requests for meetings and communications from the school or teachers;
- (2) Expectations of parents concerning their children's academic work, including time set aside for daily homework and reading, nightly checks of homework completion and preparation for tests, early preparation of assigned school projects, signatures on required forms, and checks of the contents of their children's school backpacks;
- (3) Expectations of parents concerning their children's physical readiness for school, including provision for adequate night-time sleep, necessary school supplies, meals, and immunizations and medical care; provided, that necessary school supplies may be obtained through various organizations and meals may be obtained through the school's free or reduced-priced meal program if certain qualifications are met; and
- (4) Expectations of parents concerning their children's school attendance.

HISTORY: Acts 2012, ch. 1044, § 1.

49-6-7009. Parent involvement report cards -- Incentives for parents to self-evaluate.

(a) Schools in the pilot project shall issue to parents whose children are in kindergarten through grade three (K-3) blank parent involvement report cards, when the children are given their report cards.

(b) Each parent whose child is in the pilot project shall self-evaluate the parent's involvement in the child's education and assign to himself or herself a grade of excellent, satisfactory, needs improvement or unsatisfactory on each of the following:

- (1) The parent's response to requests by the school or the child's teachers for meetings or communication;
- (2) The parent's efforts in ensuring that the child completed homework assignments, was prepared for tests and otherwise was academically ready to learn;
- (3) The parent's efforts in ensuring the child's physical preparation for school; and
- (4) The parent's efforts in ensuring the child was on time for school and was absent only when excused.

(c) The report card shall also contain space in which the parent can report in writing on other efforts by the parent to be involved in the parent's child's education and to express the means by which the parent intends to address areas that the parent has evaluated as less than satisfactory or to ask for help in improving the parent's involvement.

(d) The achievement school district and the schools in the pilot project shall create appropriate incentives to encourage parents to self-evaluate and return the parent involvement report cards to the schools.

HISTORY: Acts 2012, ch. 1044, § 1.

Tennessee's Child Care Evaluation & Report Card Program

Every licensed child care provider will be evaluated as part of the licensing renewal process. After the evaluation, providers will receive a new license and a report card with the results of their evaluation. The report card is to be displayed along with the new license. This program is part of the state's comprehensive plan to provide more information for parents and improve the quality of child care in Tennessee.

What will I be evaluated on?

Centers will be evaluated on the following seven areas.

1. Director Qualifications
2. Professional Development
3. Developmental Learning
4. Parent/Family Involvement
5. Ratios and Group size
6. Staff Compensation
7. Program Assessment

Family and Group Homes will be evaluated on the following five areas:

1. Professional Development
2. Developmental Learning
3. Parent/Family Involvement
4. Business Management
5. Program Assessment

Who will evaluate my program?

The information that will be used to evaluate your program will be collected as part of your reevaluation before your current license expires. Your licensing Program Evaluator will collect all of this information except for the program assessment information, which will be collected by a highly trained DHS Assessment Program Evaluator, also referred to as an Assessor. The Assessment Field Supervisor will contact you about 6 to 8 weeks before your license expires to schedule your assessment. Depending on the size and type of your program, one or more DHS Assessors will observe your program using the Environment Rating Scales (ERS).

The ERS are nationally recognized, reliable tools for assessing child care programs. The assessor will use the appropriate rating scale(s) to assess your physical environment, basic care, curriculum, interactions with children, and schedule and program structure. Once your licensing Program Evaluator has collected all required information, including your program assessment results, he or she will use it to fill out a report card that will be mailed to you with your new license.

How was the evaluation and report card program developed?

The evaluation and report card program is based on a law that the Tennessee Legislature passed in 2000 and revised in 2001. Two teams of child care professionals developed the evaluation areas and criteria, which were modeled after successful child care improvement programs in North Carolina and Oklahoma. The teams met for seven

planning sessions. These sessions were led by consultants from the National Child Care Information Center.

The proposed criteria were shared with providers in 23 public meetings across the state. About 2,000 providers attended these meetings. The proposed criteria were also mailed to all licensed providers and shared with center directors and child care professional organizations. The final criteria were based on suggestions from providers and others. Then DHS and the Tennessee Commission on Children and Youth approved and finalized the criteria.

How will I know the results of my evaluation?

When you receive your new license from DHS, you will also receive a report card that shows how well your child care program meets the report card criteria. You must display this report card with your new license so parents can see how your program is currently doing in each area.

What if I have questions about my evaluation or program assessment?

Your licensing Program Evaluator will send you your new license and report card. You will also receive a summary report about the assessment(s) conducted at your facility. Once you read this information, if you have questions about your report card you may contact your licensing Program Evaluator. If you have questions about your assessment or your summary report you may contact the assessment unit Field Supervisor or your local Child Care Resource and Referral Center. As a part of your report card packet you will also receive information regarding the amount of time you have to appeal any part of the report card that you feel is incorrect.

What can I do to be prepared for my evaluation and program assessment?

To be prepared for your evaluation:

☉ Review all the information DHS sends you about the licensing rules and the evaluation program.

Start organizing information for your licensing Program Evaluator.

Call your local Child Care Resource and Referral Center or a Tennessee Early Childhood Training Alliance (TECTA) office to find out about upcoming workshops on the evaluation program or the Environment Rating Scales.

Review the licensing regulations and the Environment Rating Scales and share them with your staff.

How can I obtain more information?

If you would like to learn more about the evaluation program, contact your DHS licensing Program Evaluator..

If you would like to learn more about the Environment Rating Scales, contact your local Child Care Resource and Referral Center or call your local TECTA office.

Tennessee's Star-Quality Child Care Program

The Star-Quality Child Care Program is another part of the state's comprehensive plan to provide more information to parents and improve the quality of child care in Tennessee. It is a voluntary program for child care providers that encourages and recognizes quality child care programs. If you receive reimbursements for the care of children enrolled in the certificate program and you participate in the Star-Quality Child Care Program, you will also receive higher reimbursement rates for these children.

Who can participate in this program?

To determine whether you are eligible to participate in this program, your licensing Program Evaluator will use your evaluation results to calculate a rating for each of the areas on which you were evaluated and an overall rating – one, two, or three stars – for your program. If your report card evaluation indicates that your agency would be eligible to receive at least one star for the Star-Quality Child Care Program, you will automatically be enrolled in the program unless you notify the DHS in writing on your application that you do not wish to participate in the Star-Quality Child Care Program.

What will my program be rated on?

Your licensing Program Evaluator will rate your program using the same information you supplied for your evaluation. You will not be asked to supply any additional information. Your licensing Program Evaluator will calculate your facility's rating for each area and also give you an overall rating. You can receive up to three stars in each area and up to three stars for your overall rating.

Your program's overall rating will be determined by totaling the ratings you receive for all areas and averaging the total. If your program is accredited by a DHS recognized agency, you may also be eligible to have two points added to your total before it is averaged. Based on your average, you will be awarded one, two, or three stars for your overall rating.

Everyone who participates in the Star-Quality Program will be sent a new Star-Quality Program report card with your overall rating printed on it. In addition, you will be sent stars to attach to your license. If you are a one-star program, you will receive one star to place on your license. If you are a two-star program, you will receive two stars for your license. If you are a three-star program, you will receive three stars for your license.

This new report card and the stars on your license will signify your participation in this important quality improvement initiative.

How will my program's rating affect my certificate reimbursement rate?

If your program receives reimbursements for serving children enrolled in the child care certificate program and you receive a one-star overall rating, you will receive a reimbursement rate that is 5% above the base rate established by the Department. If you receive a two-star overall rating, you will receive a reimbursement rate that is 15% above the base rate; and if you receive a three-star overall rating, you will receive a rate that is 20% above the base rate.

Are there any additional fees for participating in the Star-Quality Child Care Program?

No, there are no additional fees for participating in the Star-Quality Program.

How will I know the results of my rating?

Your licensing Program Evaluator will tell you your overall rating – one, two, or three stars – in a letter sent with your new license and your report card. In addition, you will receive up to three stars to display on your new license. The Star-Quality report card and the stars on your license will let parents and others know that you qualified for and are participating in the Star-Quality Child Care Program.

Will I have to be evaluated for the Star-Quality Program each year?

Yes, each year your program will be evaluated as part of your licensing renewal process. If, based on the results of the annual evaluation, you are still qualified to participate in the Star-Quality Program, your licensing Program Evaluator will send you your new license and a new Star-Quality Program report card.

What if I have questions about my ratings once I receive my new report card?

If you have questions about your ratings or your report card, contact your licensing Program Evaluator.

How can I obtain more information?

If you would like to learn more about the Star-Quality Child Care Program, contact your DHS licensing Program Evaluator or your local Child Care Resource and Referral Center.

Vanderbilt University Peabody College of Education and Human Development

(<http://peabody.vanderbilt.edu/>)

- [Vanderbilt Home](http://www.vanderbilt.edu/) (<http://www.vanderbilt.edu/>)
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Evaluating the Effectiveness of Tennessee's Voluntary Pre-K Program

PEABODY
research
institute

<https://my.vanderbilt.edu/tnprekevaluation/>

- [Overview](https://my.vanderbilt.edu/tnprekevaluation/) (<https://my.vanderbilt.edu/tnprekevaluation/>)
- [Staff](https://my.vanderbilt.edu/tnprekevaluation/staff/) (<https://my.vanderbilt.edu/tnprekevaluation/staff/>)
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 - [Districts, Schools, & Teachers](https://my.vanderbilt.edu/tnprekevaluation/participants/teachers/) (<https://my.vanderbilt.edu/tnprekevaluation/participants/teachers/>)
 - [Participating Families](https://my.vanderbilt.edu/tnprekevaluation/participants/families/) (<https://my.vanderbilt.edu/tnprekevaluation/participants/families/>)

Peabody Research Institute

&

TN Division of School Readiness and Early Learning

Tennessee has been funding prekindergarten programs since the 1990s. The state's Pre-K program expanded considerably in 2005, when the Tennessee General Assembly passed the Voluntary Pre-K for Tennessee Act. The Act significantly increased the state's investment and provided greater access to state pre-k classrooms. Since 2005, Tennessee has provided \$674 new dollars for its Voluntary Pre-K Program (TN-VPK), creating 786 new classrooms, and serving an additional 15,000 preschoolers across the state. With this kind of state funding commitment – not to mention the program's impact on thousands of children – one question remains: is Tennessee's prekindergarten program effective at preparing students for educational success?

To answer this question, PRI joined forces with the Tennessee Department of Education to commence the first scientifically-rigorous statewide evaluation of the effectiveness of the TN-VPK program, funded by a grant from the Institute of Education Sciences.

The Questions We are Trying to Answer

1. Does participation in TN-VPK improve children's academic and behavioral skills when they enter kindergarten?
2. Does participation in TN-VPK improve children's long-term academic and behavioral skills after Pre-K?
3. What are the characteristics of the children who benefit the most from TN-VPK?
4. What characteristics of TN-VPK teachers, classrooms, and school/system organization are associated with improvements in children's school readiness?

How We are Addressing Those Questions

We are using several different study components to allow us to best answer these questions. The two primary study parts are described below.

Randomly Assigning Children to Attend TN-VPK

This part of the study is designed to evaluate the long-term effects of the program on children from pre-k through 3rd grade using a randomized controlled trial (RCT). Across the state, the design involves over 3,000 children who were randomly assigned to TN-VPK classrooms in schools that had more children who wanted pre-k than could be served. Some of these children applied for TN-VPK in 2009-10, and others applied in 2010-11. [A map of the school systems involved in this part of the study can be found by clicking here.](https://my.vanderbilt.edu/tnprekevaluation/files/2013/10/ParticipantMap_RCT.pdf) (https://my.vanderbilt.edu/tnprekevaluation/files/2013/10/ParticipantMap_RCT.pdf) These 3,000 children are being tracked through the state education database, and we are collecting information each year about their grade placement, school attendance, etc. Over 1,000 of these children are being directly assessed each year of the study by trained research staff members using assessments of academic skills. We are also collecting teacher ratings of their social/behavior skills every year from K until 3rd grade. Both those children who were in the TN-VPK program and those who did not get in are being followed and assessed. When these children reach 3rd grade, we will collect their state standardized assessment scores.

Studying Classrooms in a Representative Sample of TN-VPK

PIA # S419B150026

Page e292

This part of the evaluation looks at specific TN-VPK classrooms for a two year period, and examines only school readiness for kindergarten, and not long-term effects. The research design, utilizing a regression discontinuity design (RDD), includes data collection from TN-VPK classrooms taught by the same teacher two years in a row, and will follow the first year children into kindergarten. Kindergarten entry skills of children having just completed TN-VPK will be compared to those of children having just enrolled in TN-VPK. TN-VPK classroom characteristics are being observed, as well. The goal is to determine the TN-VPK classroom features associated with children's kindergarten readiness. This part of the project involves 160 TN-VPK classrooms across the state that were selected to represent the gamut of programs involved in TN-VPK, including partnership sites, pilot classrooms, and classrooms in schools that are considered to be high-priority based on their AYP standing. We divided the state into 4 regions and focus on 1 region in each year of the study. [A map of the school systems involved in this part of the study can be found by clicking here.](https://my.vanderbilt.edu/tnprekevaluation/files/2013/10/ParticipantMap_RDD.pdf) https://my.vanderbilt.edu/tnprekevaluation/files/2013/10/ParticipantMap_RDD.pdf The first region, involved in 2009-2011, was the Central West region, which includes Nashville. The second region (West), which includes Memphis, was involved in 2010-2012. The third region (Central East) including Chattanooga participated in 2011-2014, and the fourth region (East) including Knoxville is currently participating.

A timeline of key study activities for each part can be found below:

- **Part 1: Randomized Study** (https://my.vanderbilt.edu/tnprekevaluation/files/2013/10/TIMELINE_RCT_revised.pdf)
- **Part 2: Representative Sample Study** (https://my.vanderbilt.edu/tnprekevaluation/files/2013/10/TIMELINE_RDD_revised.pdf)

Newly-Funded Follow-Up Study

PRI has recently received new funding from the National Institutes of Health to continue to follow a portion of the children in the RCT study through their 7th grade year (2018-19). The purpose of the follow-up study is to continue the annual data collection without interruption into the middle school years. The longitudinal findings so far can be fairly characterized as mixed—the effects of TN-VPK participation on the achievement measures have faded but, at the same time, significant effects on grade retention have emerged, and effects on other 'non-cognitive' outcomes are being investigated. This is not an unexpected pattern and does not mean that further follow-up would be fruitless. Indeed, there is good reason to hypothesize that further positive effects will appear as these children progress through later grades; moreover, it is important to know whether they do.

The Questions We are Trying to Answer in the Follow-Up Study

1. Whether there are effects of TN-VPK on primary cognitive and non-cognitive/behavioral outcomes through grade 7, including: a) Academic achievement, specifically on state achievement test scores and student grades overall and for math and English language arts, the subject areas with the most continuity across these grades; b) Other academic outcomes—attendance, grade retention, special education status, and English language learner designation; c) Problem behavior—school disciplinary incidents, delinquent behavior, substance use, and other such behaviors that tend to emerge in the middle school period.
2. Whether there are effects of TN-VPK on variables that are candidates for mediating the relationship between pre-k and the primary cognitive and non-cognitive/behavioral outcomes: (a) school engagement; (b) approaches to learning; (c) executive function; and (d) peer relations.
3. Whether TN-VPK effects on the primary outcomes are mediated by prior effects on school engagement, approaches to learning, executive function, and/or peer relations.
4. Whether TN-VPK effects on any of the primary outcomes or candidate mediators are moderated by: a) Quality of the schools attended in the late elementary and middle school grades; b) Students' personal characteristics—e.g., gender, ethnicity, and non-English native language.

SEARCH

GO

Links:

- [Peabody Research Institute](http://peabody.vanderbilt.edu/research/pri/index.php) (<http://peabody.vanderbilt.edu/research/pri/index.php>)
- [Tennessee Consortium \(TN-CRED\)](http://www.tnconsortium.org/) (<http://www.tnconsortium.org/>)
- [Vanderbilt University Home](http://www.vanderbilt.edu) (<http://www.vanderbilt.edu>)

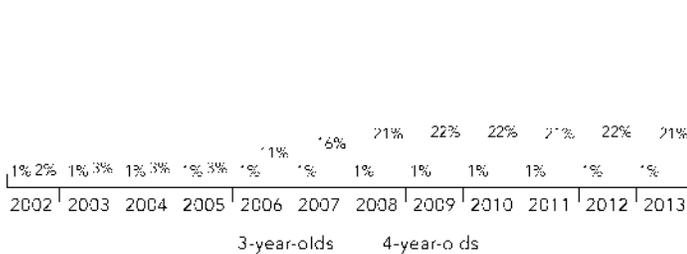
Funding:

The five-year, \$(b)(4) study is funded by grant #R305E090009 from the U.S. Department of Education's Institute of Education Science.

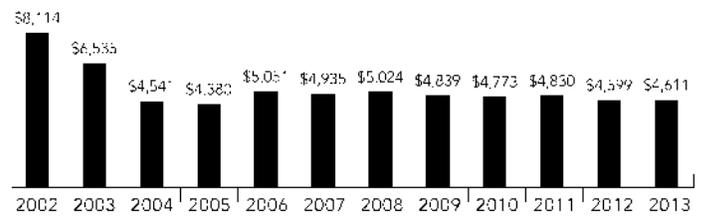
The new five-year, \$(b)(4) study to follow a portion of the original sample is funded by grant #R01HD079461-01 from the U.S. Department of Health and Human Service's National Institutes of Health.

Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Tennessee's Early Childhood Education (ECE) Pilot Project began operating in 1998 with 30 classrooms in a variety of settings, through a competitive grant program. The Voluntary Pre-K for Tennessee Act of 2005 prompted the launch of the Tennessee Voluntary Pre-K (VPK) program, adding 300 new classrooms to the existing ECE Pilot Project. A total of 18,609 children were enrolled in VPK classrooms throughout the state by the 2011-2012 school year, with every district offering at least one classroom. Updated figures for 2012-2013 were not available but are estimated to be similar to figures in 2011-2012, due to no changes in available programs.

In 2011 the Tennessee Department of Education restructured to create the Division of Special Populations (DSP). Situated within DSP, the Office of Early Learning (OEL) was responsible for VPK and oversight of the Head Start State Collaboration Office, Family Resource Centers, and the School Administered Child Care Program. The OEL was responsible for program administration, training, technical assistance, monitoring, and data collection for VPK. This office also coordinated and collaborated with other state agencies, local school systems, and community providers to gather information on best practices and research in support of early childhood education. In January 2013, the Tennessee Department of Education restructured the DSP. Oversight for the VPK program was transferred to the Division of Curriculum and Instruction, Department of Content and Resources Pre-K-12; the OEL ceased its function as a formal entity.

Grants for the state-funded VPK are available only to public schools through a competitive process, though these schools may contract with private child care agencies, Head Start agencies, institutions of higher education, public housing authorities, and any three-star rated community-based or private child-serving agency where lead teachers are licensed in early childhood education. All 136 school systems have at least one VPK classroom. Programs contracted to provide VPK services must operate within the jurisdiction of the school district. Due to lack of funding to expand the VPK program, school systems have submitted continuation applications for operating previously awarded VPK classrooms since the 2011-12 school year.

Eligibility is determined using a three-tier prioritization system. First priority is given to tier one 4-year-olds whose family income qualifies them for free or reduced-priced lunch as well as children in foster care or who are homeless. If space is available, children who have a history of abuse or neglect, are English Language Learners, have an IEP, or are in state custody may enroll as the second tier of eligibility. Any remaining slots may then be given to children who qualify for third tier eligibility based on locally determined risk factors, including single-parent families, teen parents, low parent education level, or a parent on active military duty. VPK only serves 4-year-olds, although at-risk 3-year-olds may be enrolled in pilot programs. Changes in age eligibility for VPK will be phased in beginning in the 2013-2014 school year to correspond with legislated changes made for kindergarten eligibility.

Since its inception, funding for VPK has relied on numerous sources, including general education revenue and, in the past, lottery revenue and federal TANF funds. The VPK program received a \$(b)(4) increase in state funds in the 2012-2013 school year. Federal Head Start, IDEA, Title I, and other funds are used to provide the required local match which may include in-kind contributions for facilities, staffing, and operational costs. There was no change in the funding level for the required local match in 2012-2013.

Program quality is monitored annually by state personnel and consultants through on-site visits and review of submitted reports including use of classroom quality assessment with program level outcomes incorporated into a program plan for continuous improvement. During the 2012-2013 school year, the Peabody Research Institute at Vanderbilt University was involved in the fifth year of an on-going external evaluation on the effectiveness of the VPK program.

| ACCESS RANKINGS | |
|-----------------|-------------|
| 4-YEAR-OLDS | 3-YEAR-OLDS |
| 21 | 25 |

| RESOURCES RANKINGS | |
|--------------------|-----------------------|
| STATE SPENDING | ALL REPORTED SPENDING |
| 16 | 15 |

TENNESSEE VOLUNTARY PRE-K

ACCESS

| | |
|--|---|
| Total state program enrollment | 18,609 ¹ |
| School districts that offer state program | 100% |
| Income requirement | 185% FPL ² |
| Hours of operation | 5.5 hours/day, 5 days/week ³ |
| Operating schedule | Academic year |
| Special education enrollment, ages 3 and 4 | 6,589 |
| Federally funded Head Start enrollment, ages 3 and 4 | 15,034 |
| State-funded Head Start enrollment, ages 3 and 4 | 0 |

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



¹ This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

| POLICY | STATE PRE-K REQUIREMENT | BENCHMARK | DOES REQUIREMENT MEET BENCHMARK? |
|------------------------------------|--|---|----------------------------------|
| Early learning standards | Comprehensive | Comprehensive | ..... |
| Teacher degree | BA | BA | ..... |
| Teacher specialized training | Teaching license and EC endorsement ⁴ | Specializing in pre-K | ..... |
| Assistant teacher degree | Other ⁵ | CDA or equivalent | ..... |
| Teacher in-service | 18 clock hours/year ⁶ | At least 15 hours/year | ..... |
| Maximum class size | | 20 or lower | ..... |
| 3-year-olds | 16 ⁷ |  | ..... |
| 4-year-olds | 20 ⁷ |  | ..... |
| Staff-child ratio | | 1:10 or better | ..... |
| 3-year-olds | 1:8 |  | ..... |
| 4-year-olds | 1:10 |  | ..... |
| Screening/referral | Vision, hearing, health, developmental; and support services | Vision, hearing, health; and at least 1 support service | ..... |
| Meals | Lunch and either breakfast or snack | At least 1/day | ..... |
| Monitoring | Site visits and other monitoring | Site visits | ..... |

TOTAL BENCHMARKS MET

9

RESOURCES

| | |
|---|------------------|
| Total state pre-K spending | (b)(4) |
| Local match required? | Yes ⁸ |
| State spending per child enrolled | (b)(4) |
| All reported spending per child enrolled* | (b)(4) |

SPENDING PER CHILD ENROLLED

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
¹ Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.
² K-12 expenditures include capital spending as well as current operating expenditures. Data are for the 12/13 school year, unless otherwise noted.

| | |
|--------|--------|
| PRE-K* | (b)(4) |
| HDST** | |
| K-12** | |

Enrollment figures for 2012-2013 were unavailable. Figures reported are based on 2011-2012 enrollment.
¹ Once a available students eligible for free and reduced-price lunch are enrolled, LEAs are permitted to enroll children whose families do not meet this income criterion.
² Naptime cannot be counted in the 5.5 hour minimum.
³ Permissible types of endorsements include those in: Pre-K-Grade 3, Pre-K-4, Pre-K-K, Pre-K-1 Special Education, and Pre-K-3 Social Education. The pre-K-4 certification and Social Education Pre-K-1 are no longer issued, but are still accepted for pre-K teachers in public and nonpublic settings. All Pre-K endorsements extend to include children from birth.
⁴ The LEA is required to hire an assistant teacher with a CDA or AA if one is available. If not, the LEA may hire one with a high school diploma and relevant experience working with ECE programs, and the assistant must demonstrate progress toward completion of a CDA or AA.

⁵ All lead teachers working in public schools must meet the state requirement of 30 hours of in-service per year. The 18 hours required in early childhood for preschool teachers may count toward this total.
⁶ In mixed-age groups, a maximum of eight 3-year-olds can be in the class with 12 4-year-olds. If there are nine or more 3-year-olds, the classroom capacity is 15 students.
⁷ Dental screening and referrals are locally determined. Support services include parent conferences or home visits, parenting support or training, parent involvement activities, referral for social services, and transition to kindergarten activities. Other comprehensive services are determined locally.
⁸ The state Basic Education Plan (BEP) funding formula determines the state share and the amount of the local match for the classroom component based on each county's tax base. The actual match may be in actual dollars or in-kind contributions (e.g., facilities, utilities, staffing, etc.).

TENNESSEE “SCHOOL READINESS” MODEL

Executive Summary

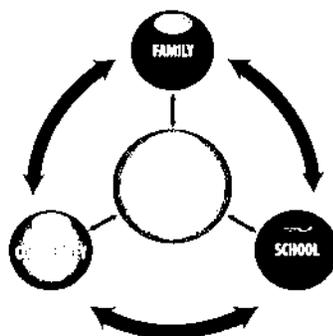
. . . **Success in school begins well before a child enters kindergarten.**

Tennessee’s model defines school readiness as a condition which emerges from interactions among **communities, schools, families** and **children** that collectively create a nurturing environment for child development and learning starting at birth. School readiness is not a condition within a child.

The model describes goals for supporting all of Tennessee’s children as ready learners. It goes beyond providing a list of skills that children should possess for success in kindergarten, to provide indicators of what **communities, schools** and **families** need to do to promote children’s learning and development across the birth to 5 age span:

- **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.
- **Ready Schools** welcome all children, are led by skilled teachers, and have policies and practices to provide rich, age appropriate learning opportunities and to build children’s confidence in their knowledge and abilities.
- **Ready Families** interact with their children positively and frequently and take strong interest in all aspects of their welfare, ensuring safe and consistent environments, promoting good health, and fostering self-esteem, confidence and self-control.
- **Ready Children** are prepared intellectually, socially, emotionally and physically within the five developmental domains addressed in the Tennessee Early Childhood Early Learning Developmental Standards (TN-ELDS) that reflect what research says about the pathway of development and learning from birth through age 5.

The school readiness model will be used to inform all stakeholders including families, schools, early childhood professionals, business and religious leaders, and the general public, about what it means for schools, parents and communities to be effective and active in supporting all young children’s “readiness to learn.”





2013-14 TENNESSEE VOLUNTARY PRE-KINDERGARTEN Fact Sheet

The *Voluntary Pre-K for Tennessee Act of 2005* was passed with strong bipartisan support from the Tennessee General Assembly, increasing the state's investment in Early Childhood Education and access for students.

- FY '14 Funding: \$(b)(4) (S(b)(4) flow through to LEAs / (b)(4) Admin)
- Number of Classes: 935 State-Funded Pre-K Classes
- Enrollment: 18,000+ Children Enrolled
- Location: All 95 TN Counties
- LEAs Served: 135 TN School Systems *135/136 LEAs pre-K eligible
- Growth of Pre-K 2004 to 2014:

| <u>School Year</u> | <u># Pre-K Classrooms</u> | <u># Students Served</u> |
|--------------------|---------------------------|-------------------------------------|
| 2013-14 | 935 | 18,000 + (final number in June '14) |
| 2012-13 | 935 | 18,621 |
| 2011-12 | 934 | 18,609 |
| 2010-11 | 934 | 18,453 |
| 2009-10 | 934 | 18,370 |
| 2008-09 | 934 | 18,364 |
| 2007-08 | 934 | 18,133 |
| 2006-07 | 677 | 13,197 |
| 2005-06 | 448 | 9,000 |
| 2004-05* | 148 | 3,000 *Pilot pre-K |

- The Tennessee Voluntary Pre-K (TN VPK) program is recognized as a national leader in pre-K quality, achieving 9 out of 10 quality standard benchmarks of the *National Institute for Early Education Research (NIEER)*, only 4 states achieved 10 quality standard benchmarks in 2012.
- TN VPK program is ranked 19th in terms of access to program for four year olds while ranking 13th in terms of state funding (*NIEER 2012*)
- Tennessee is one of 5 states in the nation to receive a grant in 2008 to partner with the *Center on the Social and Emotional Foundations of Early Learning (CSEFEL)* to build the capacity of the state to increase the social and behavioral competence of young children. This work continues today in 2013.
- Collaborative classroom partnerships are an integral component of the TN VPK program. Currently there are over 200 collaborative classroom partnerships between 40 local school systems and non-profit and for profit providers such as; Head Start , For-Profit and Not-For-Profit Child Care Providers, Faith Based Agencies, Community Based Agencies, and Higher Education Institutions.
- *United Way of Tennessee* provides local matching funds of nearly \$1 million for 46 pre-K classrooms throughout the state.
- Tennessee recognizes the importance of a highly trained staff by requiring a licensed teacher with pre-K certification and recommending a teacher assistant with early childhood experience and either a Certified Development Associate (CDA), or working towards a CDA certification. Fifty-three percent of teacher assistants have a CDA or higher credential in the 2012-13 school year.
- The TN VPK has one of six full-day programs across the country requiring a minimum instructional day of 5½ hours per day, 5 days per week.
- The *Tennessee Alliance for Early Education (TAAEE)* continues to provide strong leadership for the advocacy and advancement of early childhood education in Tennessee.
- The revised TN Early Learning Developmental Standards (TNELDS), for four year-olds, were approved by the state board of education in August 2012.

Section C Appendix

- Appendix 1: State Infrastructure and Quality Improvements Budget
- Appendix 2: Description of Measures used in Preschool Evaluation
- Appendix 3: Budget for Peabody Evaluation Project
- Appendix 4: Timeline for Peabody Evaluation Project
- Appendix 5: Nashville Pre-K Measurable Outcomes
- Appendix 6: Nashville Plan for Pre-K Teacher Evaluation and Accountability

State Preschool Program Infrastructure Budget

| Item # | Line Item | Description | Number | Per Unit Cost | Total Cost |
|---------------|---|--|---------------|----------------------|-------------------|
| 1 | Child Care Program Evaluator | An employee in this class examines child day care facilities for adherence with licensure and certification regulations, investigates complaints against licensed and unlicensed day care facilities, and makes recommendations for issuance, denial, or approval of licensure or certification. | 2 | \$ | (b)(4) |
| 2 | Education Consultants | These employs are responsible for overseeing the implementation of the grant and the other supporting training and technical assistance. | 2 | \$ | |
| 3 | Administrative Services Manager | This employee would oversee data management, assessment, and provide information to program evaluators. | 1 | \$ | |
| 4 | Travel | Each of the four Child Care Program Evaluators and Education Consultants will be required to travel extensively between Memphis and Nashville during the grant period. | 4 | \$ | |
| 5 | Teachers and teacher assistants year long training series | Education Consultants, along with TDOE contractor will develop a year long series of training modules focused on implementing a high quality preschool classroom. Funding in year one will be allocated to developing the training modules to share with teachers and teacher assistants for ensuring implementation of high quality classrooms. The training will incorporate the use of technology for sustaining use of training modules over time. | 1 | \$ | |
| 6 | Administrator's Training principals and directors | A year long series of training modules will be developed for administrators of the preschool classrooms focused on the role of an early childhood administrator. Funding in year one will be allocated to developing ongoing training modules to use over the course of the year for ensuring understanding of high quality preschool classrooms and how to support as well as evaluate the classroom teacher and other staff to ensure high quality classrooms. The training will incorporate the use of technology for sustaining use of training modules over time. | 1 | \$ | |
| 7 | Annual summit for partners in each community (\$5000 ea) | Meeting to be held in both Memphis and Nashville for all partnerships to come together to share the work of the pilot project. | 2 | \$ | |
| 8 | Technology equipment for new staff positions | new staff will need computers, phones, iPads for documentation of classroom observations, projectors and speakers for training events.. | 5 | \$ | |
| 9 | Pyramid Model Consortium | Tennessee will have guaranteed access to the National Training Institute on Challenging Behavior, including participation in the state systems building session. The Partnership also gives the state access to several networks of trainers, coaches, and community- and state-level systems builders who are engaged in finding similar solutions to common challenges. | 1 | \$ | |
| 10 | Technical Assistance | Grant Requirement | 1 | \$ |  | (b)(4) |
| 11 | Portion of Peabody Research Institute Evaluation Contract | Peabody Research Institute of Vanderbilt University will partner with the State and sub grantees for Program Evaluation, selecting and administering tiered-quality evaluations, selecting and administering Kindergarten Readiness assessments. | 1 | \$ | |
| Total | | | | | |

Proposed Administrative Costs by the State C-1

| Potential State Administrative Costs | Allocation |
|---|------------|
| | (b)(4) |
| Child Care Program Evaluator (CCPE) 2 two positions- one position located in Nashville and Memphis | |
| Education Consultant 2- one position located in the state office to oversee the implementation of the grant and one to support training and technical assistance (b)(4) plus benefits((%) | |
| Administrative Services Manager- one position in Nashville to oversee data management and use of statewide assessment tool | |
| Travel- CCPE and Ed Con will require travel budgets (\$ (b)(4) ea) | |
| Teacher and teacher assistant training series | |
| Administrator's Training principals and directors | |
| Annual summit for partners in each community (\$ (b)(4) ea) | |
| Technology equipment for new staff positions | |
| Pyramid Model Consortium Membership and support | |
| | |
| Total | |
| | |
| Other potential opportunities to fund | |
| Scholarships for Teacher Assistants to receive CDA or teachers to complete teacher licensure program (\$ (b)(4) per credit hour at CC \$ (b)(4) per credit hour at 4 yr IHE) \$ (b)(4) per TA to cover 4 courses including tuition, books and fees) | |
| Scholarships for teachers to attend PD conference to support their work of aligning B-3 learning continuum or other focus pertaining to the grant. | |

MEASURES TO BE USED IN PRI EVALUATION OF PRE-K EXPANSION

ASSESSMENT BATTERY USED IN CURRENT TNVPK STATEWIDE EVALUATION

Given in one session individually in the fall and again in spring, thus measuring gains. Data from expansion sites could be compared to a large statewide Tennessee sample. This is the battery that could be used for the 10 randomly chosen children from each of the 200 classrooms.

Language

- Peabody Picture Vocabulary Test (PPVT). The Peabody Picture Vocabulary Test, revised edition (PPVT-R) "measures an individual's receptive (hearing) vocabulary for Standard American English and provides, at the same time, a quick estimate of verbal ability or scholastic aptitude" (Dunn and Dunn, 1981). The PPVT was designed for use with individuals aged 2 ½ to 40 years. It was used in the evaluation of Early Reading First programs and is currently a component of the PRI evaluation of MNPS's new Pre-K Model hubs.

Pre-Reading

- Woodcock-Johnson III: Letter-Word Identification: This subtest involves identification of letters and reading of words. It requires identifying and pronouncing isolated letters and words.
- Woodcock-Johnson III: Spelling: This subtest assesses children's prewriting skills, such as drawing lines and tracing, writing letters, and spelling of orally presented words.

Early Mathematics

- Woodcock-Johnson III: Applied Problems: This subtest measures children's mathematical knowledge. It assesses the ability to solve small numerical and spatial problems presented verbally with accompanying pictures of objects.
- Woodcock-Johnson III: Quantitative Concepts: This subtest requires pointing to or stating answers to questions on number identification, sequencing, shapes, symbols, terms, and formulas. It measures aspects of quantitative reasoning and math knowledge.

Benchmarks

Data collected this fall (2014) from one of the pre-k centers in MNPS serving children who represent the children the expansion sites will serve is presented below:

| | | Letter Word Standard Score | Spelling Standard Score | Applied Problems Standard Score | Quantitative Concepts Standard Score | PPVT Standard Score |
|----------------|---------|-------------------------------|----------------------------|---------------------------------------|--|------------------------|
| N | Valid | 163 | 165 | 165 | 163 | 166 |
| | Missing | 5 | 3 | 3 | 5 | 2 |
| Mean | | 97.73 | 84.60 | 97.28 | 88.33 | 85.64 |
| Median | | 98.00 | 84.00 | 97.00 | 87.00 | 85.00 |
| Std. Deviation | | 12.50 | 13.18 | 11.52 | 12.29 | 14.74 |
| Minimum | | 65 | 39 | 67 | 62 | 31 |
| Maximum | | 129 | 117 | 129 | 122 | 131 |

In this sample 50% of the incoming children scored 85 or below on the PPVT. A similar proportion scored well below average on Spelling and the more complex math measure, Quantitative Concepts. These data indicate that MNPS children are beginning kindergarten scoring in the bottom 15% of national samples.

Benchmarks for the expansion sites in Memphis and Nashville have been established on this same battery of measures. Progress on reaching the benchmarks will be measured on the 10 children from each of the 200 classrooms each year.

Benchmarks

1. By the end of the pre-k year, 75% of the children will score above 85 on the PPVT.
2. By the end of the pre-k year, 75% of the children will score above 85 on Spelling
3. By the end of the pre-k year, 75% of the children will score above 85 on Quantitative Concepts.
4. For the simpler measures, Letter Word Identification and Applied Problems, 90% of the pre-k children will score above 85.

These benchmarks from the standardized and normed measures administered in pre-k will be linked to the kindergarten readiness assessment (KRA) instrument to be decided upon in the first few months of funding. Our KRA will have to also have proficiency scores and norms that can be linked to our standard measures. The goal will be to have 75% of participating pre-k students score as kindergarten ready on at least 3 of the 5 domains as perceived by their kindergarten teachers.

OBSERVATION MEASURES TO BE LINKED TO AND EXTEND THE QRS SYSTEM IN TN

Each classroom will be visited mid year for a full day by a trained and reliable observer. The following measures will be taken during that visit. Data from these measures will be linked to gains on the battery of child assessments listed above.

- *Early Childhood Environment Rating Scale-Revised (ECERS-R)*: The ECERS-R is a standardized global rating of classroom quality and environment based on the use of space, materials, and experiences to enhance children's development, the daily schedule, and supervision (Harms, Clifford, and Cryer 1998). Data will be collected using six of its subscales: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, and Program Structure. The overall ECERS-R score is an average of the scores from each subscale creating a range from 1 to 7
- *Narrative Record*: The Narrative Record Form (Farran & Bilbrey, 2004) uses an open-ended format and coding scheme to record continuous data about activities in the classroom. It consists of observer notes and codes for every distinct "episode" that occurs, (e.g., a small group activity). The data collected describe the timing of the episode (start and stop times), the learning setting, the learning content focus, level of instruction, level of student involvement, and tone of the teacher, among other variables. Because it is continuously recorded, the Narrative Record captures the entire observational period with no breaks in coding. It allows for summaries that might include the amount of time devoted to whole-class instruction, the amount of time spent on mathematics, and the percentage of episodes that a teacher used a high level of inference in his/her instruction.
- *Prekindergarten Classroom Dynamics Rating Scale*: Observers complete this collection of behaviorally anchored ratings at the end of each of the full-day observations. These questions include groups of items that fall under the headings of Overall Impression, Classroom Management, Teacher Responsiveness, Community, and Academic and Learning-related Behaviors.

PRI EVALUATION PRE-K EXPANSION SUBTOTALS AND GRAND TOTAL

Year 1

Personnel
 Core supplies, travel, etc.
 Data collection
 Year 1 Total Direct
 Indirect @.10
 Year 1 Grand Total

| |
|--------|
| (b)(4) |
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| |

Year 2

Personnel
 Core supplies, travel, etc.
 Data collection
 Year 2 Total Direct
 Indirect @.10
 Year 2 Grand Total

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| |

TOTAL - ALL YEARS

Personnel
 Core supplies, travel, etc.
 Data collection
 Indirect
Total Direct

GRAND TOTAL

Year 3

Personnel
 Core supplies, travel, etc.
 Data collection
 Year 3 Total Direct
 Indirect @.10
 Year 3 Grand Total

| |
|--------------|
| (b)(4) |
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| |

Year 4

Personnel
 Core supplies, travel, etc.
 Data collection
 Year 4 Total Direct
 Indirect @.10
 Year 4 Grand Total

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| Assumes classrooms begin fall, 2015 | YEAR 1 (January 2015- December 2016) | | YEAR 2 (January 2016-December 2017) | | YEAR 3 (January 2017-December 2018) | | YEAR 4 (January 2018-December 2019) | |
|-------------------------------------|---|---|--|---|--|---|--|---|
| OVERALL | Create manual for TQRIS system with additional information for application in classrooms. Choose and pilot child assessments, randomly select 10 children from each classroom, pretest cohort 1 in Memphis and Nashville. Develop and pilot family involvement questionnaire. Work with each school system to develop data collection systems that can be combined. | | Conduct classroom observations in 200 cohort 1 classrooms. Post test selected pre-k students. Administer family survey. Assess for kindergarten readiness all pre-k cohort 1 participants plus a comparison group of matched children. Pull data from systems on number of children served, wrap around services delivered, etc. Select and assess 10 children from each cohort 2 classroom. | | Conduct classroom observations in 200 cohort 2 classrooms. Post test selected cohort 2 pre-k students. Administer family survey. Assess for kindergarten readiness all pre-k cohort 2 participants plus a comparison group of matched children. Select and assess 10 children from each cohort 3 classroom. Pull data from systems on number of children served, wrap around services delivered, etc. Follow cohort 1 children into first grade? | | Conduct classroom observations in 200 cohort 3 classrooms. Post test selected cohort 3 pre-k students. Administer family survey. Assess for kindergarten readiness all pre-k cohort 3 participants plus a comparison group of matched children. Select and assess 10 children from each cohort 3 classroom. Pull data from systems on number of children served, wrap around services delivered, etc. Follow cohort 2 children into first and cohort 1 children into second grade? | |
| Summer | Create and pilot assessment system for pre-k gain investigation. Choose and pilot kindergarten readiness assessment. Choose and train assessors | Work with two school systems to create common data base that can be shared with PRI and also with state | Summarize use of wrap around services in each system. Clean up data bases. Create system for training Kdg teachers to administer readiness assessment. | Analyses: examine pre-post gains in relation to classroom quality. Provide information to school systems. | Summarize use of wrap around services in each system. Clean up data bases. Review system for training Kdg teachers to administer readiness assessment. | Analyses: examine pre-post gains in relation to classroom quality. Provide information to school systems. Look for improvement. | Summarize use of wrap around services in each system. Clean up data bases. Review system for training Kdg teachers to administer readiness assessment. | Analyses: examine pre-post gains in relation to classroom quality. Provide information to school systems. Look for improvement. |
| August | Meet with coordinators in Memphis and Nashville | Get class rosters from each of cohort 1 200 classrooms | Track cohort 1 children into kindergarten. Get rosters with family demographic information. Choose comparison group. | Get class rosters from each of cohort 2 200 classrooms | Track cohort 2 children into kindergarten. Get rosters with family demographic information. Choose comparison group. | Get class rosters from each of cohort 3 200 classrooms | Track cohort 3 children into kindergarten. Get rosters with family demographic information. Choose comparison group. | |
| September | Randomly select 10 cohort 1 children from 200 classrooms, 100 in each location. | Assess children in one session individually | Randomly select 10 cohort 2 children from 200 classrooms, 100 in each location. Communicate with Kdg teachers. Send assessment kits. | Assess cohort 2 children in one session individually. Monitor Kdg assessments of cohort 1 children. | Randomly select 10 cohort 3 children from 200 classrooms, 100 in each location. Communicate with Kdg teachers. Send assessment kits. | Assess cohort 3 children in one session individually. Monitor Kdg assessments of cohort 1 children. | Communicate with Kdg teachers. Send assessment kits. | Monitor Kdg assessments of cohort 1 children. |

| | | | | | | | | |
|-----------------|---|---|---|--|---|--|---|--|
| October | Finish assessments | | | Finish assessments of cohorts 1 and 2 | | Finish assessments of cohorts 2 and 3 | | Finished Kdg assessments of cohort 3 |
| November | Collect one round of information on use of wrap around services from the school systems | Summarize cohort 1 pre assessments and return data to school systems. | Collect one round of information on use of wrap around services from the school systems | Summarize cohort 2 pre assessments and return data to school systems. Summarize cohort 1 Kdg readiness assessments and send to systems | Collect one round of information on use of wrap around services from the school systems | Summarize cohort 3 pre assessments and return data to school systems. Summarize cohort 2 Kdg readiness assessments and send to systems | | . Summarize cohort 3 Kdg readiness assessments and send to systems |
| December | | Create and pilot Family Satisfaction Survey | | Meet with school systems to review data | | Meet with school systems to review data | | Meet with school systems to review data |
| January | | | Choose and train classroom observers | | Retrain classroom observers | | Retrain classroom observers | |
| February | | | Collect second round of use of wrap around services. | Observe in 200 cohort 1 classrooms. | Collect second round of use of wrap around services | Observe in 200 cohort 2 classrooms. | Collect second round of use of wrap around services | Observe in 200 cohort 3 classrooms. |
| March | | | Retrain child assessors. | Observe in 200 cohort 1 classrooms. | Retrain child assessors. | Observe in 200 cohort 2 classrooms. | Retrain child assessors. | Observe in 200 cohort 3 classrooms. |
| April | | | Summarize classroom observation findings for cohort 1 classrooms. Provide to systems. | Post test cohort 1 children. | Summarize classroom observation findings for cohort 2 classrooms. Provide to systems. | Post test cohort 2 children. | Summarize classroom observation findings for cohort 3 classrooms. Provide to systems. | Post test cohort 2 children. |
| May | | | Add family demographics questions to kindergarten registration form. | Administer Family Satisfaction Survey to cohort 1 parents. | Verify family demographics questions to kindergarten registration form. | Administer Family Satisfaction Survey to cohort 2 parents. | Verify family demographics questions to kindergarten registration form. | Administer Family Satisfaction Survey to cohort 3 parents. |
| June | | | Summarize pre-post gain scores for children in cohort 1. Provide to systems | Pull final round of use of wrap around services | Summarize pre-post gain scores for children in cohort 2. Provide to systems | Pull final round of use of wrap around services | Summarize pre-post gain scores for children in cohort 3. Provide to systems | Pull final round of use of wrap around services |
| | | | | | | | | |

Pre-K Measurable Outcomes

Based on the *Five Essential Developmental Domains of Kindergarten Readiness*

Several factors have contributed to the prioritization of Pre-K expansion in Metropolitan Nashville Public Schools. The adoption of Common Core State Standards in K-12, persistent achievement gaps 3-12, and low district proficiency scores in reading and math in 3rd grade necessitate a significant investment in high-quality preschool experiences for all students, especially those with little or no access to Pre-K. The investments must be made in *high-quality* programs with demonstrable evidence that Pre-K makes a difference for students. To examine and demonstrate the efficacy of Pre-K, MNPS has identified 18 measurable outcomes, aligned to 5 developmental domains that indicate kindergarten readiness.

This document provides a brief overview of the five essential developmental domains of kindergarten readiness, followed by a table that outlines each outcome, aligned with the corresponding TN-ELDS, curriculum objectives and tools and evidence to be used to measure student outcomes.

1. Language Development & Literacy

Language development & literacy includes communication and emergent literacy capacities, such as listening, speaking, vocabulary, print awareness, story sense, early writing, and connection between letters and sounds.

2. Cognitive Development & Mathematics

Cognitive development reflects thinking and problem-solving and understanding of objects and the way the world works. This domain includes mathematical knowledge, abstract thought, and imagination.

3. Social-Emotional Development

Social-emotional development includes a child's behavioral health and development, including the ability to interact and self-regulate. Relevant capacities include self-perception, ability to understand the feelings of others, and to understand and interpret one's own feelings.

4. Approaches to Learning

Approaches to learning describe a child's disposition to use skills and knowledge, and includes enthusiasm, curiosity and persistence.

5. Physical Development

Physical development reflects health status, growth and disabilities, and includes physical capacities such as gross and fine motor skills and conditions before, at, and after birth.

1. Language & Literacy

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| Children will demonstrate an ability to use and comprehend increasingly complex and varied vocabulary. | R.F.PreK.1 a-d: Concept of Print; R.F.PreK.2 a,b,c & e: Phonological Awareness; SL.PreK 1-3 & 6: Speaking & Listening; RI.PK.1-10; RL.PK.1,2,3,7-10; W.PK.1,2,3,7,8; SL.PK.1,2,3,4,5,6; L.PK.1,1b,1c,1d,1e,1f | Creative Curriculum for Preschool ("CCP") Objective 8 | <ul style="list-style-type: none"> • The Woodcock Johnson III Oral Comprehension subtest • Peabody Picture Vocabulary Test (PPVT) <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Uses familiar words correctly in multiple contexts and situations • Uses adjectives as descriptors • Applies new vocabulary words to diverse contexts |
| Children will use language to communicate needs and express ideas with adults and peers. | L.PreK.4, 4a & 6--: Vocabulary | CCP Objectives 9 & 10 | <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Describes an experience and/or retells a story • Participates in group activities • Takes turns in conversations with peers and adults |
| Children will use and understand print as a meaningful and organized symbolic system of communication. | RI.PK.5; RI.PK.10; RF.PK.1, 1a,1b,1c,1d,3,3a,3c,3d, 4; W.PK.1,2,3,7;L.PK.1a,2, 2c,4 | CCP Objectives 16,17,18,19 | <ul style="list-style-type: none"> • The Woodcock Johnson III Letter-Word Identification Subtest.. • Woodcock Johnson III Spelling subtest <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Shows an interest in books and reading • Identifies letters in name • Follows directions and works independently, using print cues, such as labels and signs |
| Children will demonstrate an awareness that language can be broken down into words, syllables and smaller pieces of sound. | RF.PK.2,2a,2b,2c,2e,3,3 a,3c,3d,4; L.PK.1a,2a,2d,4 | CCP Objective 15 | <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Sings familiar songs • Identifies rhyming words • Identifies syllables in words |
| Children will use and understand writing as a | W.PK.1,2,3,7;L.PK.1a,2, 2c,4. | CCP Objectives 16,17,18,19 | <ul style="list-style-type: none"> • The Woodcock Johnson III Letter-Word Identification |

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| means to express ideas, share narratives and accomplish tasks in increasingly complex ways. | | | <p>Subtest</p> <ul style="list-style-type: none"> • Woodcock Johnson III Spelling subtest <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Incorporates writing activities in dramatic play (list making, nametags, etc.) • Draws pictures to represent people, ideas and things • Labels pictures with pre-writing script or oral descriptions dictated to adult • Begins to form letters from pre-writing script • Writes name |
|---|--|--|--|

2. Cognition & Mathematics

| Outcome | TN-ELDS | Curriculum Objective | Measurement Tool |
|---|---|-----------------------|---|
| Children will demonstrate an understanding that numbers represent quantities and have ordinal properties. | PreK, CC 1-3; PreK, CC 4a & b | CCP Objective 20 | <ul style="list-style-type: none"> • Woodcock Johnson III Quantitative Concepts <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Identifies, counts and sorts numbers and objects, from 0 to 10 |
| Children will use math regularly and in everyday routines to count, compare, relate, identify patterns and problem-solve. | PreK. CC 6-Comparing Sets of Numbers; PreK. MD 1-2-Measurement & Data; PreK.G1-2-Geometry; CC.PK.1, 2, 3, 4, 4a, 5,6; MD.PK.1,2,3; G.PK.1,2,3,4,5,6 | CCP Objectives 21, 23 | <ul style="list-style-type: none"> • Woodcock Johnson III Applied Problems <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Demonstrates one-to-one correspondence in counting, sorting and distributing objects • Identifies similarities and differences between distinct objects • Identifies patterns in environment • Replicates patterns through sorting and classifying objects and/or manipulatives • Articulates comparative language correctly (big, bigger, biggest, etc.) |

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| | | | <ul style="list-style-type: none"> • Identifies, names and sorts basic shapes • Solves puzzles • Identifies solutions to real-world math problems |
| Children will use observation, manipulation, asking questions, making predictions and developing hypotheses to gain a better understanding of information and activities in their surroundings. | S.PK.1, S.PK.2, S.PK.3 | CCP Objectives 12, 24-48 | <u>Evidence:</u> <ul style="list-style-type: none"> • Asks questions based on observations of environment • Identifies changes in environment • Demonstrates early awareness of cause and effect • Communicates awareness of their own ability to change their environment |
| Children will understand the roles and relationships in their family and communities. | SS.0-48.1, SS.0-48.2 | CCP Objectives 27, 29-32 | <u>Evidence:</u> <ul style="list-style-type: none"> • Draws pictures of family • Identifies names and relationships of people in their family. • Incorporates community members acting out roles in pretend play. • Identifies the names and jobs of adults in their school |

3. Social & Emotional Development

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| Children will demonstrate an increasing number of positive and healthy relationships and interactions with adults and peers. | SE.0-48.6; SE.0-48.7; SE.0-48.8; SE.0-48.9; SE.PK.4,5,6,7,8 | CCP Objective 2 | <ul style="list-style-type: none"> • Cooper-Farran Behavioral Rating Scale (<i>teacher ratings of self-regulation and social-emotional skills</i>) <ul style="list-style-type: none"> ○ Social Skills subscale <u>Evidence:</u> <ul style="list-style-type: none"> • Cooperates and plays with peers • Shares objects and takes turns during play w/ peers. • Demonstrates ability to |

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| | | | <p>take turns in conversations (listening & speaking)</p> <ul style="list-style-type: none"> • Communicates feelings, thoughts and needs. • Responds to others with empathy. |
| Children will recognize and regulate emotion, attention, impulses and behavior. | SE.0-48.1; SE.0-48.2-5; SE.PK.9, 10, 11 | CC Objective 1 | <ul style="list-style-type: none"> • Working memory will be assessed with the Corsi block-tapping task (Corsi, 1972). • Inhibitory control will be assessed with the Peg Tapping task (Diamond & Taylor, 1996). • Attention will be assessed with the Copy Design task (Davie, Butler, & Goldstein, 1972; Osborn, Butler, & Morris, 1984) • Cooper-Farran Behavioral Rating Scale (<i>teacher ratings of self-regulation and social-emotional skills</i>) <ul style="list-style-type: none"> ○ Work Related Skills subscale ○ Social Skills subscale <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Listens to teacher during group activities • Waits for turn to speak, eat or engage in activity • Follows simple directions • Expresses anger without inappropriate physical contact with others • Works in centers independently |
| Children will learn and follow classroom rules, routines and directions. | SE0-48.4,5; SE.PK.12, 13, 14 | CC Objective 3 | <ul style="list-style-type: none"> • Cooper-Farran Behavioral Rating Scale (<i>teacher ratings of self-regulation and social-emotional skills</i>) <ul style="list-style-type: none"> ○ Work Related Skills subscale <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Listens to teacher and follows 1 and 2-step directions (over time) • Waits for turn to engage in |

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| | | | <p>activities</p> <ul style="list-style-type: none"> • Manages conflict with help from adults • Recalls rules and routines, first with prompting, and later without prompting |
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4. Physical Development & Health

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|---|---------------------------|-------------------------|--|
| Children will demonstrate control of large muscles for movement, navigation and balance. | PD.PK.3; PD.PK.4 | CCP Objectives 4, 5 & 6 | <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Runs, jumps, hops and skips • Bounces and catches a ball • Lifts and carries hollow blocks, buckets and other large items, safely and independently (appropriate for child's size and weight). |
| Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing and exploring. | PD.PK.5; PD.PK.6 | CCP Objectives 5 & 7. | <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Draws with pencils, crayons, markers and pens, showing control of the tool • Copies simple figures and shapes (straight lines and circles) • Writes name, forming letters from top to bottom. • Uses scissors without assistance (child-sized scissors) • Picks up small objects with pointer finger and thumb independently |
| Children will identify and practice basic safety habits. | PD.PK.7; PD.PK.8; PD.PK.9 | CCP Objectives 6 & 7 | <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Uses the bathroom without assistance. • Washes their own hands • Eats using utensils. • Begins to snap, button, tie and zip, independently • Recognizes their belongings (backpacks, jacket, etc.) • Recites own first and last name, as well as names of family members |

| | | | |
|--|--|--|---|
| | | | <ul style="list-style-type: none"> • Identifies hazards in environment • Asks for assistance from adults. |
|--|--|--|---|

5. Approaches to Learning

| Outcome | TN-ELDS | Curriculum Objective | Measurement Tool |
|--|--|--------------------------------|---|
| Children will demonstrate an interest in varied topics and activities, desire to learn, creativity and independence in learning. | AL.37-48.1,2,3; CA.0-48.1,2,3,4,5,6; AI.PK.1,2,4,6,8 | CCP Objectives 11,33,34,35,36. | <ul style="list-style-type: none"> • Cooper-Farran Behavioral Rating Scale <ul style="list-style-type: none"> ○ Work Related Skills subscale <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Chooses activities to do and/or play, without prompting from teacher. • Works in centers independently. • Chooses different learning centers • Solves problems independently. • Finds new ways to use existing materials • Creates art, stories, pictures, and constructions without prompting |
| Children will demonstrate persistence and sustained attention when working with materials, activities and information. | AL.37-48.9; AL.37-48.10; AI.PK.9; AI.PK.10 | CCP Objectives 12, 13. | <ul style="list-style-type: none"> • Peg Tapping task (Diamond & Taylor, 1996) to assess inhibitory control • Copy Design task (Davie, Butler, & Goldstein, 1972; Osborn, Butler, & Morris, 1984) to assess attention • Cooper-Farran Behavioral Rating Scale <ul style="list-style-type: none"> ○ Work Related Skills subscale <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Tries multiple times to complete challenging tasks related to activities. • Focuses on objects/activities of interest for a minimum of 10 minutes at a time |

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| | | | <ul style="list-style-type: none"> • Repeats attempts to master physical skills (such as climbing, zipping jacket, etc.) |
| <p>Children will demonstrate interest, participate cooperatively and constructively, and engage in group experiences.</p> | <p>AL.0-48,1,2,3; AL.0-48.4,5,6,7,8,9,10; CA.0-48.1,5,6; AI.PK.7,8</p> | <p>CCP Objective 14</p> | <ul style="list-style-type: none"> • Cooper-Farran Behavioral Rating Scale <ul style="list-style-type: none"> ○ Social Skills subscale. <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Participates in group activities, including small group, whole group and gross motor play, with peers • Shows appropriate affect in peer interactions • Cooperates and plays with peers • Shares objects and takes turns during play w/ peers • Demonstrates ability to take turns in conversations (listening & speaking) • Communicates feelings, thoughts and needs • Responds to others with empathy |

Pre-K Expansion Plan

Improving Teacher Evaluation and Accountability

In addition to building new support mechanisms for principals, MNPS also seeks to improve the way district Pre-K teachers are evaluated and supported to grow in their practice. ***The district proposes to pilot a teacher evaluation system that is more aligned with early childhood developmental domains and best practices, while still maintaining the robust evaluation process and tool currently used in the Tennessee Educator Acceleration Model (TEAM).***

First, the district would create an evaluation tool that aligns with TEAM but is specific to early childhood classroom practices. The **Early Childhood Educators' Evaluation Model (ECEEM)** would mirror many components of the current TEAM process, which will strengthen the tool and maintain the integrity of the process currently used by principals working with K-4th grade teachers. However, we also acknowledge that early childhood is its own distinct period of growth and learning, and deserves to be evaluated using a tool that honors the best practices that are unique to early childhood (and therefore not reflected in current tools).

ECEEM tool design and indicators. The evaluation tool would be specifically designed to assist principals and teachers in understanding and identifying the components of a high-quality early childhood classroom. The evaluation rubric would include components and practices associated with the five major domains of early childhood development: language and literacy, cognitive development, social and emotional development, physical development, and approaches to learning. The new rubric would also eliminate some components of the current TEAM tool that are not relevant to developmentally appropriate best practices in early childhood.

The ECEEM tool would guide observers through a pre-observation conference, a classroom observation, and a post-observation conference. The ECEEM would provide samples of guiding questions to use during the pre- and post-observation conference that would steer teachers' and principals' focus on developmentally appropriate practices in the early childhood classroom. As an outline for the observation rubric, the ECEEM will use the Observation Document for Early Childhood provided by the State Office. This rubric consists of three observational domains: Planning, Environment, and Instruction. The Planning portion would include indicators related to approaches to learning, instructional plans, student work, and assessment. The Environment portion would include indicators related to expectations for children, social-emotional development, environment and classroom design, and creating a respectful culture. The Instruction portion would include indicators related to Tennessee Early Childhood Standards, cognitive development, physical development, motivating students, presenting instructional content, lesson structure and pacing, activities and materials, questioning, academic feedback, language and literacy, teacher content knowledge, and teacher knowledge of students. Each indicator would be accompanied by scoring descriptors that would comprise developmentally appropriate expectations for the early learner, as well as examples of evidence that would be used to score the indicator.

ECEEM tool process and procedures. To foster transparency and ensure familiarity with the tool, teachers and principals would participate in trainings on the new ECEEM tool and process. At each site, the building-level principal or site director would then be responsible for administering the ECEEM tool in classrooms. Evaluations would be conducted using the same guidelines and timelines currently used for the TEAM evaluations for professional and apprentice teachers. Evaluations would focus on the domains already included in the evaluation (i.e., Planning, Environment, and Instruction), but would be customized with indicators specific to early childhood teachers and classrooms. ECEEM would use the same performance rating scale (i.e., from 1 to 5) currently used with TEAM, and teachers would be able to access additional customized training to strengthen their scores and refine practice areas as necessary.

Principals would also be trained to use data and assessment to improve their own practice, as well as the practices of classroom teachers in their schools. After analyzing data, principals would be expected to report results from the Pre-K to 2nd Grade Assessment Tool for Principals. Using these results, principals would collaborate with teachers and Early Childhood Central Office staff to develop a “plan of action” for each school site to improve program implementation. Additionally, Early Childhood Central Office staff would team with principals to train them to conduct effective classroom observations. This would involve completing practice classroom observations and discussing the purpose and process of the teacher evaluation tool, with a focus on helping principals learn to sensitively discuss the areas of strength and concern noted during classroom observations. Early Childhood Central Office staff would also provide assistance and support in developing effective evaluation practices and action plans for improvement in early childhood classrooms.

Section D Appendix

- Appendix 1: Metro Nashville Public Schools Report Card
- Appendix 2: Shelby County Schools (Pre-Merger) Report Card
- Appendix 3: Memphis City Schools (Pre-Merger) Report Card
- Appendix 4: Utah Pre-K Social Impact Bond Case Study
- Appendix 5: Nashville Rationale for Further Pre-K Investments

Profile

School Year
2017-2018

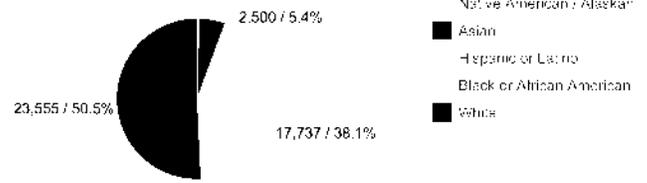
District Name
Shelby County (pre-merger)

School Name
All Schools

Shelby County (pre-merger), All Schools

| | |
|-------------------------------|----------------------------|
| Education Commissioner | Mr. Kevin Huffman |
| District Name | Shelby County (pre-merger) |
| District Director | John S. Aiken |
| District Grades Served | PK-12 |
| District Address 1 | 160 S. Hollywood |
| District City, ST ZIP | Memphis, TN 38112 |
| Safe School Schools | All Schools Safe 52 |

Student Ethnicity: Shelby County (pre-merger), All Schools



1 Student groups are listed in the legend and are shown
2 See the Statewide Data for more information
3 Click on the Map below

Students & Teachers: Shelby County (pre-merger), All Schools

| | |
|---|----------|
| Teachers | 2,673 |
| Administrators | 169 |
| Students | 46,601 |
| English Learner Students | 1,517 |
| English Learner Student Percent | 3.3% |
| Economically Disadvantaged Students | 17,152 |
| Economically Disadvantaged Student Percent | 36.9% |
| Students with Disabilities | 5,712 |
| Students with Disabilities Percent | 12.3% |
| Per-Pupil Expenditure | \$(b)(4) |

█ % Below Basic █ % Basic █ % Proficient █ % Advanced

TVAAS Composite: Shelby County (pre-merger), All Schools

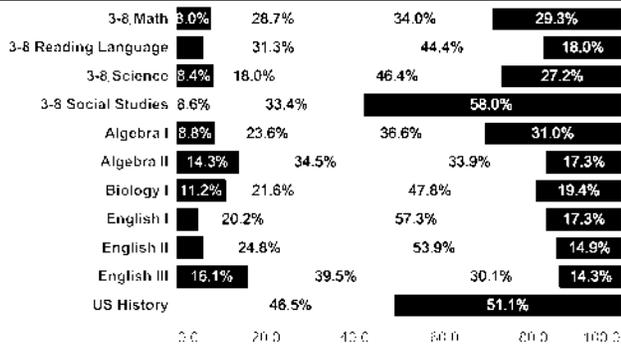


The Tennessee Achievement Assessment System (TVAAS) is a state-wide assessment that measures the depth of knowledge and skills of students in various subject areas. The TVAAS Composite scores are based on the average scores of groups of students from a year to year. The TVAAS Composite scores are reported that assess growth in the achievement level based on student performance on alternate assessments across all available subjects and levels. The scores that appear in the data are based on the 2017-2018 data and are provided for informational purposes only.

TVAAS Composite scores are based on the average scores of groups of students from the previous academic year. The scores are provided for informational purposes only and are not to be used for individual student.

The TVAAS Composite scores are based on the average scores of groups of students from the previous academic year. The scores are provided for informational purposes only and are not to be used for individual student. The TVAAS Composite scores are based on the average scores of groups of students from the previous academic year. The scores are provided for informational purposes only and are not to be used for individual student.

Achievement: Shelby County (pre-merger), All Schools



The Tennessee Composite Assessment Program (TCAP) is a state-wide assessment that measures the depth of knowledge and skills of students in various subject areas. The TCAP Composite scores are based on the average scores of groups of students from a year to year. The TCAP Composite scores are reported that assess growth in the achievement level based on student performance on alternate assessments across all available subjects and levels. The scores that appear in the data are based on the 2017-2018 data and are provided for informational purposes only.

Average ACT Composite: Shelby County (pre-merger), All Schools

ACT is a national college readiness exam that includes subject tests in English, Math, Reading, and Science. Students receive scores that range from 1 to 36 on each subject and a total ACT composite score. All Tennessee students are required to take the ACT in their junior year.

Graduation Rate: Shelby County (pre-merger), All Schools



The Graduation Rate measures the percentage of students who graduated from high school within four years and a number of other students who entered the workforce within four years.

Profile

School Year
2012-2013

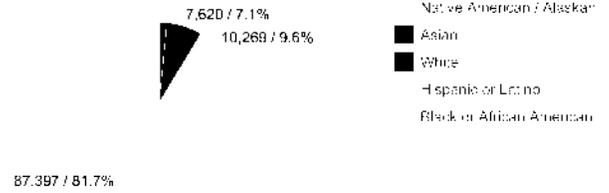
District Name
Memphis City (pre-merger)

School Name
All Schools

Memphis City (pre-merger), All Schools

| | |
|-------------------------------|--------------------------------|
| Education Commissioner | Mr. Kevin Huffman |
| District Name | Memphis City (pre-merger) |
| District Director | Mr. Dorsey C. Hopson - Interim |
| District Grades Served | PK-12 |
| District Address 1 | 2597 Avery AV |
| District City, ST ZIP | Memphis, TN 38112 |
| Safe School Schools | All Schools Safe 213 |

Student Ethnicity: Memphis City (pre-merger), All Schools



1 Student groups are listed in the legend and the order in the chart does not indicate their relative size.
2 See the American School Data Project website for more information.
3 See the U.S. Department of Education website for more information.

Students & Teachers: Memphis City (pre-merger), All Schools

| | |
|---|---------|
| Teachers | 7,546 |
| Administrators | 577 |
| Students | 106,991 |
| English Learner Students | 8,148 |
| English Learner Student Percent | 7.6% |
| Economically Disadvantaged Students | 88,457 |
| Economically Disadvantaged Student Percent | 84.3% |
| Students with Disabilities | 13,439 |
| Students with Disabilities Percent | 12.6% |
| Per-Pupil Expenditure | (b)(4) |

█ % Below Basic █ % Basic █ % Proficient █ % Advanced

TVAAS Composite: Memphis City (pre-merger), All Schools

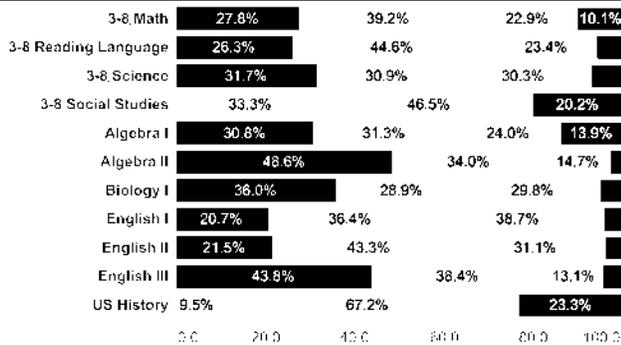


The Tennessee Comprehensive Assessment Test System (TVAAS) is a state-wide assessment system that measures the performance of students in various subjects and levels of education. The TVAAS Composite score is a measure of the overall performance of students in the state. The TVAAS Composite score is calculated based on the performance of students in the state on the TVAAS tests. The TVAAS Composite score is a measure of the overall performance of students in the state. The TVAAS Composite score is calculated based on the performance of students in the state on the TVAAS tests.

TVAAS Composite scores are reported on a scale of 1 to 5. A score of 1 indicates that students are performing at a basic level, while a score of 5 indicates that students are performing at an advanced level.

The TVAAS Composite score is a measure of the overall performance of students in the state. The TVAAS Composite score is calculated based on the performance of students in the state on the TVAAS tests. The TVAAS Composite score is a measure of the overall performance of students in the state. The TVAAS Composite score is calculated based on the performance of students in the state on the TVAAS tests.

Achievement: Memphis City (pre-merger), All Schools



The Tennessee Comprehensive Assessment Test (TCAP) is a state-wide assessment system that measures the performance of students in various subjects and levels of education. The TCAP Composite score is a measure of the overall performance of students in the state. The TCAP Composite score is calculated based on the performance of students in the state on the TCAP tests. The TCAP Composite score is a measure of the overall performance of students in the state. The TCAP Composite score is calculated based on the performance of students in the state on the TCAP tests.

Average ACT Composite: Memphis City (pre-merger), All Schools



The ACT is a national college admissions exam that includes subject tests in English, Math, Reading, and Science. The ACT Composite score is a measure of the overall performance of students in the state. The ACT Composite score is calculated based on the performance of students in the state on the ACT tests. The ACT Composite score is a measure of the overall performance of students in the state. The ACT Composite score is calculated based on the performance of students in the state on the ACT tests.

Graduation Rate: Memphis City (pre-merger), All Schools



The Graduation Rate measures the percentage of students who graduated from high school within four years of entering. The Graduation Rate is a measure of the overall performance of students in the state. The Graduation Rate is calculated based on the performance of students in the state on the graduation rate. The Graduation Rate is a measure of the overall performance of students in the state. The Graduation Rate is calculated based on the performance of students in the state on the graduation rate.

FACT SHEET: The Utah High Quality Preschool Program

America's First Social Impact Bond targeting early Childhood Education

- **Social Impact Bonds** are innovative and emerging financing instruments that leverage private investment to support high impact social programs. In 2010, the UK government, along with philanthropic partners, piloted this approach. In 2012, Goldman Sachs was the first financial institution to invest in this product to finance preventative services for youth on Rikers Island
- **The Utah High Quality Preschool Program** delivers a high impact and targeted curriculum to increase school readiness and academic performance among 3 and 4 year olds. As a result of entering kindergarten better prepared, it is expected that fewer children will use special education and remedial services in kindergarten through 12th grade, which results in cost savings for school districts, the State of Utah and other government entities. The first \$1. million investment in this program will enable 450-600 children to attend pre-school this Fall
- Private capital from J.B. Pritzker and Goldman Sachs will finance an expansion of the Utah High Quality Preschool Program to provide early education services to up to five cohorts totaling over 3,500 children. In this approach, there is no upfront cost to the taxpayer or other funders, instead:
 - **Goldman Sachs** loans up to \$(b)(4) to United Way of Salt Lake
 - **J.B. Pritzker** provides a subordinate loan up to \$(b)(4) to United Way of Salt Lake, reducing risk to the senior lender if the preschool program proves to be ineffective
 - **United Way of Salt Lake** oversees the daily implementation of the Utah High Quality Preschool Program in Granite School District and Park City School District. United Way of Salt Lake is also responsible for managing repayments to the private investors
 - **Private capital and other public funding sources** provide Pay-for-Success payments to repay the loans, based on the cost-savings associated with the reduced use of special education and ancillary services
 - If the preschool program does not result in increased school readiness and decreased use of special education services, then there is no obligation on the part of United Way or other public funding sources to repay the social impact loan
 - **After initial funding**, subsequent investments will be made based on the availability of repayment funds from public entities that are realizing cost savings as a result of the program
- **Determining Pay-for-Success Payments:**
 - Children participating in the high impact preschool program will take a Peabody Picture Vocabulary Test which is a predictive evaluation that will serve as an indicator of their likely usage of special education and remedial services. Students that test below average and are therefore likely to use special education services will be tracked as they progress through 6th grade
 - Every year that they do not use special education or remedial services will generate a Pay-for-Success payment
 - School districts receive a fixed per annum payment of approximately \$2,600 per student to provide special education and remedial services for students in general education classrooms from the State of Utah. The amount of the Pay-for-Success payment is based on the actual avoided costs realized by the State of Utah

- Pay-for-Success payments will be made equal to (b) % of the avoided costs or \$(b)(4) per child for every year, Kindergarten through Sixth Grade, to repay the senior and subordinate debt plus a base interest rate of (b) %
- Thereafter, Success Payments will equal (b) % of the savings, or \$(b)(4) per child per year of special education services avoided, to be paid as Success Fees to Goldman Sachs and Pritzker
- The Utah High Quality Preschool Program has the potential to generate long-term savings for taxpayers and the Social Impact Bond structure can become a replicable model for financing early childhood services nationally
 - The potential savings associated with the reduction in special education and remedial service usage are significant, and in each scenario exceed the potential payments to the lenders
 - Pay-for-Success payments are only made through 6th grade for each student; but all savings that are generated after that point will be captured by the school district, state and other government entities

Pre-K Expansion Plan

Recommendations to Improve Existing Pre-K Programs

MNPS is committed to strengthening and improving the quality of its Pre-K programs. The establishment of Model Early Learning Centers is a key milestone in this effort, because the centers will provide benchmarks for quality, while serving as hubs of innovation for best practices in early childhood education. The early learning centers comprise 17% of the district's total Pre-K classrooms, with the majority of classrooms being site-based at schools and partnering community center locations. As such, MNPS is committed to improving the quality of all Pre-K classrooms, simultaneous with developing the model programs in its centers.

The district Pre-K leadership team has conducted an ongoing needs assessment of its site-based classrooms (136 in total), and from that analysis, which included focus groups with stakeholders, interviews with teachers, and surveys, made the following key recommendations, to be implemented beginning in 2014-15, and continuing through the grant period, 2015-2019.

1. **Adopt a universal curriculum for Pre-K.** There are approximately 5 different curricula used in Pre-K classrooms, usually attached to a specific research study, pilot or specialized program (example: Montessori). The majority of existing Pre-K classrooms do not have a curriculum, and instead, have relied on teacher-made materials and programs to serve their students. ***As a first step in its Pre-K expansion plan, MNPS allocated \$ (b)(4) to adopt a universal curriculum in its Pre-K classrooms, including \$ (b)(4) for the 27 classrooms in the district's early learning centers, and for a train-the-trainer program to build district capacity to implement the new curriculum in all classrooms.*** The curriculum chosen for implementation in the early learning centers is the Creative Curriculum for Preschool, and it's aligned formative assessment, GOLD online.
2. **Increase elementary principals' knowledge of early childhood education requirements and best practices, including how they align with K-4.** The majority of site-based classrooms in MNPS are located in PreK-4 elementary schools, though capacity is limited, so not every student zoned for the elementary school is guaranteed a Pre-K slot. Teachers have consistently voiced concern that principals, who are responsible for evaluating Pre-K teachers, and providing support for Pre-K programs, do not have enough knowledge about Pre-K compliance and Developmentally Appropriate Practice ("DAP"). There are currently no expectations or accountability mechanisms to ensure principals can be the instructional leaders Pre-K teacher need, to achieve success for their students. As such, Pre-K teachers have recommended the following:
 - a. **Offer district training for Elementary Principals.** District trainings would include dedicating the content of at least one annual principals' meeting to Pre-K, including Pre-K workshops in the bi-annual Principals' Leadership Institute (attended by all principals) and organizing peer trainings to be offered throughout the school year, facilitated by principals and coaches with early childhood expertise and certification.
 - b. **Require foundational knowledge of Pre-K compliance and DAP for all existing and new elementary principals with Pre-K classrooms in their schools.** All elementary principals

with Pre-K classrooms would be required to complete an online professional development course, called *Pre-K All-Star Training*. This training was originally created for all MNPS teachers to ensure fidelity in the implementation of Common Core State Standards. The training consisted of 8 modules for learning, which teachers progressed through, mastering each module before moving on to the next. At the completion of the course, teachers are provided with a brand-new laptop. ***This training was recently amended by Pre-K teachers to include 5 new modules focused on early childhood instruction:*** 1) TN-ELDS; 2) Optimal Pre-K Learning Environments; 3) Teaching Diverse Learners; 4) Pre-K Compliance and 5) Engaging Parents & Families. In addition to all Pre-K teachers being required to complete the course, all principals with Pre-K classrooms in their buildings will be required to complete the Pre-K course as well, to ensure they have a baseline of understanding for effectively supporting Pre-K programs in their schools.

c. **Change current policies and practices that contribute to the inconsistent quality in Pre-K classrooms.** These include the following recommendations:

- i. Set clear expectations for principals and K-4 instructional coaches that they include Pre-K teachers and content in elementary school *Professional Learning Communities* and Kindergarten grade-level meetings
- ii. Require that principals select new Pre-K teachers from a designated pool of applicants prescreened by district Pre-K Directors; this includes teachers moved from K-4 to Pre-K: these teachers must be interviewed and screened by Pre-K district leadership team before assuming a Pre-K classroom
- iii. Amend the TEAM rubric and teacher evaluation system to be inclusive of ECE best practice (see attached document titled: "Pre-K Teacher Evaluation & Accountability")

3. **Provide Pre-K Instructional Coaches to support Pre-K teachers with job-embedded professional development.** Ongoing high-quality professional development is critical to developing and maintaining a skilled cadre of Pre-K teachers. MNPS Pre-K teachers currently lack the support they need to improve instruction and enhance their students' preparation for K-12. Pre-K teachers have unequivocally stated that the best professional learning opportunities are offered through high-quality coaching, with coaches steeped in knowledge of early childhood education. ***Through these grant funds, we would provide teachers in all Pre-K classrooms (i.e., existing and pilot) job-embedded in-service training delivered via a coaching model.*** This professional development will differ slightly between center-based and site-based expansion classrooms. In every center with eight or more classrooms, experienced coaches will provide onsite job-embedded support to teachers. Instructional coaches, special education coaches, and dedicated speech-language pathologists will act as coaches in these centers. In site-based expansion classrooms, an instructional coach will be provided to support up to 15 classrooms. Site-based classrooms will be restructured so that every Pre-K teacher will have coach and a support team, thereby creating professional learning communities within and between schools to spread best practice. A pipeline of teacher leaders will be identified to serve as the pool from which instructional coaches are selected. These coaches will be required to hold ECE certification and have at least three years of experience teaching in early childhood settings. During summer breaks, coaches will complete initial and ongoing trainings focused on coaching and facilitating effective techniques for adult learners. Instructional coaches will meet regularly as a cohort, as well as with instructional leaders in the district's K-12 settings to insure alignment of practices. In an effort to better support all teachers, Pre-K coaches will also collaborate with instructional coaches serving the district's K-4 classrooms.

4. **Leverage technology tools for 24/7 Pre-K teacher resources.** The redesign of All-Star training to incorporate Pre-K resources offers a critical start to the development of a more comprehensive online professional development portal to be shared by all Pre-K teachers. The online portal should be built using the school district's learning management system to include webinars, videos of best practice, links to national conferences and early childhood professional organizations, and online chat rooms where teachers can share ideas, and dialogue with their peers, in and out of school time.

MNPS is committed to following through with these recommendations, and with the funds from the Preschool Expansion Grant, will be able to execute on every recommendation. . By allocating significant resources directly to our Pre-K teachers via a job-embedded coaching model, as well as providing curriculum resources via local funding, improving principal and teacher accountability systems via changes in policy and practice, and leveraging existing technology systems for 24/7 learning, we will provide critical support to our Pre-K teachers to ensure they are successful meeting ambitious outcome goals for students. With this investment, we will place ALL students on a path to success, before they enter kindergarten.

Section E Appendix

- Appendix 1: TN-VPK Scope of Services
- Appendix 2: TN-VPK Child Care Rules and Regulations
- Appendix 3: TN-VPK Transportation Policy
- Appendix 4: TN-VPK Assurances
- Appendix 5: Nashville Model Center Budgets
- Appendix 6: MNPS Strategic Plan 2018
- Appendix 7: Tennessee ECE Policy
- Appendix 8: Proposed Memphis Budget



Scope of Services for 2014-15 Voluntary Pre-K for Tennessee Programs

- I. The Local Education Agency, referred to in the Scope of Services as the Grantee, in accordance with the state-approved grant proposal, will create an early childhood education program for “at-risk” (as described in Section A below) four-year-old children. The early childhood education program will provide high quality early childhood education services in accordance with the *Tennessee Early Childhood Education Plan* as adopted by the State Board of Education and stated in T.C.A. Section 49-6-101. The minimum requirements of the early childhood education program are as follows:

A. Student Eligibility for the Pre-K Program

The Grantee shall:

1. Enroll children who are age four on or before **August 15th** of current school year. (age 3 on or before **August 15th** if enrolled in a pilot program)
2. Enroll children who qualify as economically disadvantaged per the Income Eligibility application and income guidelines set by the Federal Department of Health and Human Services.
3. Enroll children with disabilities, children identified as English Language Learners (ELL), in state custody, or those at risk for failure due to circumstances of abuse or neglect.
4. Enroll children who meet local at-risk criteria as established by the local Community Pre-K Advisory Council (C-PAC) or who do not meet any at-risk criteria but are considered un-served or underserved by the process established by the C-PAC.
5. Enroll students with IEPs who are five years of age on or before **August 31st** of current school year when an IEP team decision recommends pre-K program as most appropriate placement for meeting IEP goals. Prior to the placement of a child in the VPK program, a request for enrollment under this exception must be submitted to the director of early childhood programs in the Office of Early Learning. The child’s disability should be more significant than a delay in speech or language if considering placement in pre-K.

B. Organization

The Grantee shall:

6. Provide appropriate educational activities for a minimum of five and one half hours per day (exclusive of nap time), for a minimum of 180 days.
7. Provide a preschool calendar that includes 200 working days of seven and one half hours for teaching staff with a maximum of 10 holidays as a part of the 200 day calendar.
8. Refer to guidance found in pre-K enrollment, scheduling and attendance document if implementing staggered enrollment.
9. Provide a program that meets the guidelines of Child Care Standards of Tennessee, as regulated by the Tennessee Department of Education (DOE) or the Tennessee Department of Human Services (DHS). All sites must pass fire and environmental inspections and be approved by DOE or licensed by DHS. Programs administered by child care agencies must meet the highest rating on the STAR quality scale in order to be eligible to receive a classroom. (*Check with your local child care program evaluator for further information on licensure/approval.*)
10. Develop a communication plan with all subcontract agencies to address procedures to follow when any issues or concerns are raised by either the Grantee or the subcontractor regarding the operation of the Voluntary Pre-K Program. Topics to be addressed should include, but are not limited to, attendance or behavioral concerns, staffing concerns, or any issues regarding the licensing of the program by DHS or regulation of the program by DOE.

11. Ensure all direct services staff, school level administrators, and any classroom substitutes receive training on Scope of Services, Summary of School Administered Child Care Rules and Regulations, Child Abuse Reporting/Child Safety, and Transportation Guidelines (if applicable). All direct services staff shall receive training on strategies for promoting children's social and emotional development through either the Pyramid Model research based strategies or other age appropriate training approved by the Office of Early Learning. It is highly recommended that school level administrators and staff who interact with VPK children become familiar with Pyramid Model teaching strategies.

C. Staffing

The Grantee shall:

12. Provide sufficient qualified staff such that the classroom has a minimum adult: child ratio of 1:10 for four year olds at all times, except for scheduled nap times. The maximum class size is 20 for a class of four year old children. (Approved pilot programs serving three year olds have an adult: child ratio of 1:8 and maximum class size is 16)
13. Provide, for each classroom, a teacher who is state licensed and endorsed for Early Childhood Education or who is teaching under an approved waiver or transitional license. Permits will not be accepted for teachers hired to work in the VPK classroom.
14. Teachers requesting a waiver or transitional license must submit appropriate application to either the Office of School Approval or Teacher Licensure, respectively, within 30 days of hire. Adequate progress towards full licensure, as identified on respective applications, must be made in order for the teacher to return to the classroom for a second year.
15. Provide for each classroom a teacher assistant whose credentials shall be as follows: hold at least a child development associate credential (CDA) or associate degree in early childhood or be actively working toward those credentials. If no person is available who holds these credentials, then a high school diploma and relevant experience in early childhood education is acceptable for employment. Teacher assistants who do not hold any credentials in early childhood education are encouraged to work toward credentials in early childhood education.
16. Ensure employment of appropriately endorsed substitute when the teacher of record is expected to be absent for a period of 20 or more days due to illness, maternity leave, etc. The state department director of early childhood programs should be notified of this temporary change in staff.
17. Ensure all staff (teachers, teacher assistants, and direct supervisor of the early childhood education (ECE) program) obtain annually the required training and minimum number of hours (as specified by health and safety standards) of appropriate staff development relating to the education of young children.
18. Ensure all teachers are evaluated by personnel trained in the use of any approved Tennessee Department of Education teacher evaluation process so that licensure advancement can occur, pursuant to the Tennessee State Board of Education rules.
19. Ensure pre-K teachers hired by the LEA are provided the same employment rights and benefits available to K-12 teachers. (Due to shortened instructional day, planning time and duty free lunch may occur outside the scheduled 5.5 hour instructional day.)

D. Enrollment/Attendance/EIS Data Collection

The Grantee shall:

20. Follow the selection process which meets TCA § 49-6-1-10 and then the Community Pre-K Advisory Council's enrollment selection process. Families must complete the "Income Eligibility Application" in order to qualify as being economically disadvantaged.
21. Continue enrollment of new students when an opening exists up to the last 20 days of school.
22. Document a child's withdrawal from the pre-K program using attendance manual guidelines. A parent initiated withdrawal is documented with code 10 and a school initiated withdrawal is documented with code 13. Use of code 13 requires submission of documentation for reason of dismissal to the Director of the Early Childhood Programs **before** a child is withdrawn.
23. Maintain enrollment at 90 percent of maximum group size (20 four year olds, 16 three year olds if an approved Pilot classroom, or the approved classroom capacity) for the school year.

24. Foster regular student attendance with the goal of maintaining attendance at 90 percent as defined by item number 21.
25. Enter all pre-K children enrolled in school based and non-school based partner classrooms into the student information system per attendance manual guidelines. All VPK students must be assigned a classification code of (Q) and a lunch code as follows: (x) eligible for free lunch; (y) eligible for reduced price lunch; or (z) full paid lunch. Income eligible students must be coded (L) in student management system.

E. Health, Nutrition and Safety

The Grantee shall:

26. Provide a nutritious breakfast, lunch, and or snack on a regular and appropriate schedule as determined by the length of day.
27. Establish, as a part of enrollment, a process to ensure that each child enrolled has had a health examination which includes documentation of required immunizations for child's age.
28. Establish, as part of enrollment, a process to ensure each child enrolled has had or receives a hearing and vision screening which may or may not be a part of the health examination.
29. Ensure all children are taught about personal safety through an approved personal safety curriculum.

F. Behavior Management and Guidance

The Grantee shall:

30. Develop a behavior management policy to include, but that is not limited to, strategies as found in the "Pyramid Model Routine Based Support Guide," to ensure that discipline is positive, reasonable, appropriate, and in terms the children can understand. The behavior of pre-K children is unlike that of K-12 children due to their developmental status. Although temper tantrums and other behavioral outbursts must be addressed to ensure the safety of the child and others, they are a common response of many four year olds to new situations and should be treated accordingly.
31. Ensure that corporal punishment (spanking) is prohibited. (School Administered Child Care Rule 0520-12-1-09)
32. Contact the Director of Early Childhood Programs should cause for concern arise regarding a student's behavior or attendance record. The consultant will make suggestions for approaches for dealing with the situation. If intervention proves to be ineffective, the LEA shall provide to the TDOE a written request and justification for permanent dismissal of any child from the pre-K program at the request of the school system. No child is to be permanently dismissed without consultation between, and agreement of, the Grantee and the Tennessee Department of Education.

G. Transportation

The Grantee shall:

33. Develop a transportation plan to address the needs and safety of the children which includes a method of transportation by which the child travels to and from school.
34. Maintain a list of who the parent/guardian has given permission to drop off or pick up the child and follow procedures as stated in State Board of Education Rule 0520-12-.05, *Standards for Child Care Centers and School Age Child Care Programs*.
35. Provide documentation of training on transportation procedures for all staff and faculty responsible for transporting and signing children on and off school buses.

H. Curriculum

The Grantee shall:

36. Provide for the use of a comprehensive, research-based educational curriculum, approved by the Office of Early Learning that is aligned with the Tennessee Early Learning Developmental Standards.
37. Provide an educational program that ensures all developmental areas – language, cognitive, social-emotional and physical – are addressed, with a balance between direct instruction, individualized instruction, group activities, and choice of center-based activities. The program will also provide materials and equipment that support the curriculum and offer concrete and relevant experiences. The use of technology to provide appropriate learning experiences may be included in the educational program.

38. Provide an educational program which includes educational experiences to meet the wide range of developmental interests, abilities, and cultural diversities reflective of the children and families served by the program.
39. Ensure that the organization and delivery of the daily activities within the developmental learning program is based upon teacher observations and assessment of each child's development.

I. Transition into the Pre-K Program and from the Pre-K Program into Kindergarten

The Grantee shall:

40. Implement a transition plan to introduce each child and family to the pre-K program.
41. Implement a transition plan to enhance promotion and smooth transition for each child and family into the kindergarten setting.

J. Family Engagement

The Grantee shall:

42. Provide a family engagement component that may include, but is not limited to, family consultation, parenting skills training, home visits, and opportunities for parents/family members to volunteer in the program component. These services may be provided through a collaborative effort with other local agencies serving children and families.
43. Conduct parent/teacher or family/teacher conferences regarding each child at least twice yearly.
44. Offer families an opportunity to hear about the personal safety curriculum taught in the school.
45. Assist families of children in the pre-K program needing extended-day/extended-year services outside the five and one half hour/180 day school year to obtain quality care. The partner agency or the LEA may provide the extended services, or they may collaborate with another agency to provide the extended services. A list of child care agencies can be obtained from the Child Care Resource and Referral Agency. (It is **not** mandated that the child care service be provided by the Grantee, but the Grantee must assist families to obtain the needed child care.) Any services provided beyond the minimum five and one half instructional day could be subject to fees payable by the family or other available resources.
46. Administer the family survey in the spring of each school year.

K. Collaboration

The Grantee shall:

47. Ensure that the Community Pre-K Advisory Council (C-PAC) meets a minimum of twice a year, and maintains for public review all minutes of the C-PAC's proceedings. All members, whether in attendance or unable to attend, should receive a copy of each C-PAC's meeting agenda and minutes.
48. Implement the Community Pre-K Advisory Council's (C-PAC) plan.

L. Classroom Assessment and Evaluation

The Grantee shall:

49. Work with all first year teachers in pre-K classrooms to administer the Early Childhood Environmental Rating Scale (ECERS) and write a plan of action to address the areas of need identified by this tool. The plan of action will be submitted to the Office of Early Learning's designee by December 20 of the current school year.
50. Work with all first year teachers in pre-K classrooms to administer the Early Language & Literacy Classroom Observation (ELLCO) or the ELLCO-revised (ELLCO-R) and write a plan of action to address the areas of need identified by this tool. The plan of action will be shared with the Office of Early Learning's designee December 20 of the current school year.
51. Work with the Office of Early Learning's designee to follow-up on any Plan of Action written in the 2013-14 school year to be completed in the 2014-15 school year.

II. Reports

The Grantee agrees to file a monitoring report at the ending of the contract period. The report shall include:

- A. The number of children served, number of children who meet free or reduced price lunch income guidelines, number of children with current Individualized Education Programs (IEPs) through Part B, Section 619, of Individuals with Disabilities Education Act (IDEA), and other risk factors identified by the Tennessee Department of Education.
- B. The process used to validate eligibility, such as: proof of income, screening tool results, or documentation of other "at risk" factors. Documentation must be maintained at the local level.
- C. The educational curriculum and assessment used in the program.
- D. The daily number of hours of the program's operation and the number of days the program served children.
- E. The names of program director, teacher(s), assistants and other direct services staff.
- F. The type of training provided for staff, including the number of hours of each type of training offered.
- G. The transportation arrangements developed for each child.
- H. A list of the parent involvement activities implemented for the year.
- I. A list of collaborative/partnership activities with any state departments or other departments and/or agencies.
- J. The results of the Family Survey, ECERS, and ELLCO assessments.
- K. The Plan of Action which addresses the needs identified by the assessment tools.
- L. Inventory list of any major equipment purchased with grant funds during the current school year.

III. Performance Measures

...The following describes quantitative, results-based, performance measures to be used to evaluate successful completion of activities required by this grant contract:

- A. Acceptable performance will be determined based upon responses to a survey instrument completed by parents with children participating in Grantee activities. The Grantee shall distribute family survey instruments approved by the State. A summative report of the results shall be submitted to the Office of Early as directed. The Grantee will maintain locally all individual survey instruments for review by the State.
- B. The Grantee will input all student, staff and class information on all pre-K children enrolled in school based and non-school based partner classrooms into the local Student Information System or EIS Data Entry System within first six weeks of school. This information is required for the Tennessee Department of Education (TDOE) to generate reports regarding the Tennessee Voluntary Pre-K Program.
- C. The Grantee will maintain documentation of efforts made to enroll economically disadvantaged students first and the process followed to enroll other at risk students per T.C.A. section 49-06-01.
- D. The Grantee will submit annually the pre-K monitoring report, which addresses compliance with the components of the Scope of Services.
- E. The Grantee will perform and retain on file appropriate teacher evaluations and teacher assistant evaluations.
- F. The Grantee will promptly notify the TDOE of permanent staff changes and/or any other staff changes that occur over a period in excess of 20 days due to major illnesses, maternity leave, military service, etc.

IV. Teacher Experience

..... The salary of a licensed educator is determined by a combination of the applicant's experience and academic training as per Tennessee State Board of Education rules and regulations. The grantor shall recognize experience teaching in State approved early childhood education programs not located in LEAs for purposes of calculating years of experience that apply when determining salary.....



TENNESSEE DEPARTMENT OF EDUCATION

SUMMARY OF CHILD CARE RULES AND REGULATIONS

This is a section by section summary of the State Board of Education School Administered Child Care Rules, Chapter 0520-12-01. Child care centers inspected by the Tennessee Department of Education must meet the requirements as defined by the rules in Chapter 0520-12-01 to receive a Certificate of Approval. The unabridged School administered Child Care rules are available by writing the Office of School-based Support Services, Tennessee Department of Education, 11th floor Andrew Johnson Tower, 710 James Robertson Pkwy, Nashville, Tennessee 37243-0375 or on the website at <http://www.state.tn.us/sos/rules/0520/0520-12/0520-12-01.20110321.pdf>.

Chapter 0520-12-01 was revised, and approved by the Tennessee State Board of Education in March 2011, to parallel Chapter 1240-4-03 except for sections of the rules specifically addressed in Title 49 of state law: school bus transportation, criminal history background reports/ fingerprinting process, and restraint of children with special needs. Chapter 0520-12-01 was revised in accordance with T.C.A. §§ 49-6-2101-2107 (Transportation), T.C.A. § 49-5-413 (Criminal History Background Reports), and T.C.A. § 49-10-1301-1305 (Restraint of Children). A new section was added to adequately address the adolescents participating in the Lottery Afterschool Education Programs (LEAPs), T.C.A. § 49-6-707.

1. Ownership, Organization and Administration, Chapter Section 0520-12-01-.05

- A Child Care Center must have an adequate budget. Records, including health, must be kept on all children.
- There must be a transportation plan for each child, including the names of persons to whom the child may be released.
- Staff records must be kept on each employee that includes educational background, reference checks, Tennessee Bureau of Investigation (TBI) check, in-service training, physical exams and performance reviews.
- The center must have their Certificate of Approval posted, provide parents with a copy of the policies and procedures along with a copy this summary and offer a pre-placement visit.
- Parents must have access to all areas of the center when their child is present.
- The parents must receive an educational program regarding child abuse detection, reporting and prevention.
- If the center provides transportation, the driver should be appropriately licensed, there must be liability insurance and the children must have adequate space and supervision. Transportation provided by the center or under center authorization shall comply with state law.

2. Supervision, Chapter 0520-12-01-.06

- Each group must have adult supervision at all times and adult/child ratios should be followed.
- There must be a second adult available when more than 12 children are present.
- Swimming and field trips require ratios to be doubled.
- Each group must have their own space.
- Infants and toddlers must have their own space and cannot be grouped with older children.
- At naptime ratios may be relaxed for groups except infants and toddlers.
- Minimum staffing requirements per groups of children (adult:child ratio) must be maintained.
- **Please refer to ratio charts for specific adult:child ratios for each age group**

3. Staff, Chapter Section 0520-12-01-.07

A. Responsibility for Staff and General Staff Qualifications:

- The director shall be responsible for the day to day operations, including staff and program.
- An assistant director or other staff member shall be designated to be in charge in the absence of the director and all staff shall be notified of this designation.
- No individual with a prohibited criminal history may work, substitute or volunteer in a program.
- Staff must have knowledge of child behavior and development.
- Staff must be physically, mentally and emotionally stable.

- All new employees must have orientation and child abuse prevention training before working with the children.
- The director must have a high school diploma (or department recognized equivalent), and Tennessee Early Childhood Training Alliance (TECTA) certificate for completing thirty (30) clock hours of orientation training, or the equivalent as recognized by the department and four years experience working with children.
- All caregivers must be 18 years of age and one caregiver in each group must have a high school diploma.
- Directors must have 18 clock hours of in-service training each year and caregivers must have 12 clock hours.

4. Equipment for Children, Chapter Section 0520-12-01-.08

- All indoor and outdoor equipment shall be well made, safe and kept clean.
- There must be developmentally appropriate equipment for all age groups with variety.
- Children must have a place for their belongings.
- Large pieces of equipment must be secured.
- Infants are to have space to climb, crawl and pull up without the restraint of playpens or cribs.
- There must be enough equipment so children have choices.
- There shall be an outdoor play area when children are in care for three or more daylight hours.
- Children up to five years of age must be offered a naptime if in care for six or more hours.
- There shall be equipment for napping or sleeping for each preschool child who is in care for six (6) hours or more.
- For napping children, cots or two inch mats must be provided and each child must have a cover to place under them and another available to place over them.
- Infants must have individual cribs with open tops.

5. Program, Chapter Section 0520-12-01-.09

A. Schedule and Routines.

- Routines such as snacks, meals, and rest shall occur at approximately the same time each day.
- There shall be a balance between child's choice and adult-directed activities.
- Other activity choices shall be available to children during television/movie viewing or computer use.
- Parents shall be informed of movie showings and video/computer games and their ratings.
- Computers, if used, shall be located in view of a caregiver for monitoring purposes.
- An opportunity for outdoor play shall be extended to children of all ages who are in care more than three (3) daylight hours; when the temperature range, after adjustment for wind chill and heat index, is between thirty-two (32) degrees and ninety-five (95) degrees Fahrenheit and not raining.
- A reclining rest period of at least one (1) hour shall be provided for all preschool children in care for six (6) hours or more.
- Each child shall be allowed to form his own patterns of sleep.

B. Behavior Management and Guidance.

- Spanking or any other type of corporal punishment is prohibited. ("Corporal punishment" is the infliction of bodily pain as a penalty for behavior of which the punisher disapproves.)
- Praise and encouragement of good behavior shall be used.
- When a child is engaging in unacceptable behavior the caregiver shall, prior to disciplining the child, first distract the child's attention and substitute a desirable activity.
- Attention spans and skills of children shall be considered so that caregivers do not require children to engage in developmentally inappropriate behavior.
- Toilet training shall never be started until a child has been in the program long enough to feel comfortable and is able to communicate a need to use the bathroom.

C. Educational Activities

- A daily program shall provide opportunities for learning, self-expression, and participation in a variety of creative activities such as art, music, literature, dramatic play, science, and health.
- Indoor physical activities, requiring children to use both large and small muscles, shall be provided for children of each age group.
- For ages three (3) through school-age, the curriculum shall include instruction in personal safety as needed, but at least once a year.

- A daily program shall provide opportunities for learning, self-expression, and participation in a variety of creative activities such as art, music, literature, dramatic play, science, and health.

D. Nighttime Care

- If children receive night care, caretakers must provide a calm, nurturing environment and a routine hygiene plan must be in place.

6. Health and Safety, Chapter 0520-12-01-.10

A. Children's Health

- Children's health records shall be maintained as directed under subchapter 0520-12-01-.05.
- Each child shall be immunized according to the current Department of Health guidelines unless exempted pursuant to subchapter 0520-12-01-.05(8). Programs serving non-school-age children shall maintain written policies for un-enrollment of children who fail to comply with Department of Health immunization guidelines in a timely manner.
- Parents of every child enrolled shall be notified immediately if any communicable disease has been introduced into the program.
- Parents must be notified if their child is hurt or becomes ill.
- Medications must be labeled with instructions and must be kept under lock and key.
- Documentation of administration and side effects of any medication given must be kept.
- Smoking is not permitted in the presence of children.
- The diapering area must be appropriate, near hand washing lavatory and cleaned after each diaper change.

B. Staff Health

- Staff must have documentation that the staff person is capable of safely and appropriately providing care for children in a group setting. The documentation shall be on file within ten (10) calendar days of employment or starting to work.
- A statement of mental or emotional health shall be obtained from a psychiatrist or clinical psychologist when deemed necessary by the department.
- Physicals are required every three years.

C. Safety

- There shall be a staff member present at all times who has current certification in CPR and first aid training.
- A first aid kit must be on the premises as well as a first aid chart.
- There shall be no firearms on the premises.
- Emergency telephone numbers shall be posted next to all telephones and be readily available to any staff member.
- Kitchen knives and other potentially dangerous utensils or tools shall be secured so that they are not accessible to children.

7. Food, Chapter Section 0520-12-01-.11

A. Nutritional Needs

- Children will receive meals and snacks based on the amount of time spent in the program.
- Menus must be posted.
- Consideration must be given to daily food requirements when planning menu.
- Special diets and instructions must be provided in writing.
- New foods shall be introduced to infants and toddlers one at a time over a five (5) to seven (7) day period with parent's approval.
- Parents and caregivers shall work together when weaning an infant to insure consistency in the weaning process. Weaning shall be delayed until after an infant adjusts to group care.

B. Meal Service

- At mealtime, children shall be seated at appropriately sized tables and chairs, and adults shall supervise them in accordance with subsection 0520-12-01-.06(1)(d).
- Milk shall be placed immediately in the refrigerator.
- All formulas remaining in bottles after feeding shall be discarded.
- Previously opened baby food jars shall not be accepted in the center. If food is fed directly from the jar by the caregiver, the jar shall be used for only one feeding.
- Infants shall be held while being fed as long as they are unable to sit in a high chair, an infant seat, or at the table.

8. Physical Facilities, Chapter Section 0520-12-1-.12

- All facilities shall annually pass an inspection verifying compliance with all applicable

state and local fire and environmental requirements.

- There shall be a working telephone in the center.
- A minimum of thirty (30) square feet of usable indoor play space shall be provided for each child.
- Outdoor play areas shall contain a minimum of fifty (50) square feet of usable play space for each child using the area at one time.

9. Care of Children with Special Needs, Chapter Section 0520-12-01-.14

- When children with special needs are enrolled, all reasonable and appropriate efforts shall be made to provide those children equal opportunity to participate in the same program activities as their peers.
- Adaptations to the environment shall be directed toward normalizing the lifestyle of the child with a disability by helping him/her become independent and develop self-help skills.
- The program shall inform parents of any specialized services available from the program, and if the program is aware of any specialized services available through third parties, shall additionally inform the parent of such services.
- The governing agency shall develop policies and procedures, in accordance with 0520-01-09-.23, governing personnel authorized to use isolation and restraint, training requirements and incident reporting procedures.

10. After School Programs serving Adolescents 0520-12-01-.15

- Rules are modified to meet the appropriate developmental stages of the adolescent regarding staff ratios and supervision as well as activities appropriate for this age group.

COMPLAINT HOTLINE

NASHVILLE AREA: 615-313-4820

LONG DISTANCE: 1-800-462-8261

CHILD ABUSE HOT LINE

STATEWIDE: 1-877-237-0004

(Hotline for schools only: 1-855-209-4226)



GUIDANCE

TRANSPORTATION OF STUDENTS IN PRE-KINDERGARTEN PROGRAMS

Pre-kindergarten education programs must comply with the following Tennessee statutes and State Board of Education rules and regulations:

- Tennessee Code Annotated (T.C.A.) Title 49, Chapter 21
- T.C.A. Title 55, Chapter 8
- T.C.A. §55-9-602 (a)(2), *Child passenger restraint systems*

Go to <http://www.lexisnexis.com/hottopics/tncode/> and click on "Tennessee Code and Constitution" to access the above statute online.

- State Board of Education Rule 0520-1-3-.05(5), *Pre-Kindergarten, kindergarten and grades 1-3*
- State Board of Education Rule 0520-12-1, *School Administered Child Care Rules* (<http://state.tn.us/sos/rules/0520/0520-12/0520-12-01.pdf>)
- State Board of Education Rule 0520-1-5, *Pupil Transportation* (<http://state.tn.us/sos/rules/0520/0520-01/0520-01-05.pdf>)
- Department of Safety Rule 1340-3-3 (www.state.tn.us/sos/rules/1340/1340-03/1340-03-03.pdf) T.C.A. §55-9-602 (a)(2), *Child passenger restraint systems*

All school-administered pre-kindergarten programs are inspected as directed by T.C.A. § 49-1-1101 – 49-1-1109 for compliance with rules by the Department of Education Child Care Program Evaluators.

Go to <http://www.lexisnexis.com/hottopics/tncode/> and click on "Tennessee Code and Constitution" to access the above statute online.

The above listed state board rules may be accessed at: <http://www.state.tn.us/sos/rules/rules2.htm>

As part of compliance with the above listed laws and rules, early childhood education programs must develop a student transportation plan in conformance with state law and rules adopted by the State Board of Education. This plan must include but shall not be limited to the following provisions:

- If pre-kindergarten students are within close proximity to the pre-K site, the program may determine that it is the responsibility of the parents/guardians to escort their child. The parents/guardians are responsible to sign in and sign out their child.
- If the pre-K program determines the parents are able to transport the child to the school, the parents are instructed to follow the drop off procedure policy of the school. A teacher, teacher aid or school official meets the child at the student drop off and notes via list each child as they arrive or leave or has the parent sign an attendance roster.
- If the pre-K program determines that the children most educationally at-risk must be provided bus transportation, the local education agency (school system) may transport the four year old pre-K student on the school bus. If pre-K students are transported on the school bus, the local school system's transportation policy for the safe operation of school buses, as mandated by Rule 0520-1-5-.01(6), must include procedures to ensure the safety of the four year old children. As defined in Rule 0520-12-1-.06(8), the transportation policy and practice must address child safety on entering the vehicle, child safety during transport, supervision during transport, time in transit and child safety on exiting the bus.

1. The school bus drivers must receive training in the transportation policy and procedures, amended to include the safety of transporting pre-K children.
 2. The school bus driver must maintain an attendance roster for the pre-K children entering and exiting the bus.
 3. The school bus driver must check the bus to be certain that no child is left unattended on the school bus.
 4. The pre-K program must have a process in place for an adult to meet the children at the bus and escort them to the pre-K classroom.
 5. On the return route the school bus driver must not leave a pre-K child at the child's home or bus stop unless the parent/guardian is present on the same side of the road as the exit door from the bus. If the parent/caregiver is not present, the pre-K student is not to exit the bus and the school bus driver is to follow the process/policy developed by the school system and the local DCS office or Police/Sheriff's office.
- If more than 10 four (4) year old pre-kindergarten students are transported on the same bus, an adult attendant should be present to maintain an adult: child ratio of 1:10 for the pre-kindergarten population.
 - Any three year old child, participating in the preschool, must be in the proper child restraint as mandated by T.C.A. § 55-9-602(a)(2) during transport.
 - No pupil shall be allowed to remain in transit to or from school on a school bus more than one and one-half (1 1/2) hours in the morning or one and one-half (1 1/2) hours in the afternoon as mandated by T.C.A. § 49-6-2105.

For additional guidance regarding Early Childhood Education programs, please contact: Jan Bushing, 615-741-0345 or email jan.bushing@tn.gov.



Voluntary Pre-K Program Assurances 2014-15

LEA Name:

Director of Schools:

Email:

Pre-K Coordinator:

Email:

Number of Classrooms Awarded:

GENERAL ASSURANCES

Assurance is hereby provided that:

1. This program will be administered in accordance with all applicable statutes, regulations, program plans and applications.
 - a. The laws of the State of Tennessee;
 - b. Title VI of the federal Civil Rights Act of 1964;
 - c. The Equal Employment Opportunity Act and the regulations issued there under by the federal government;
 - d. The Americans with Disabilities Act of 1990 and the regulations issued there under by the federal government;
 - e. Health Insurance Portability and Accountability Act of 1996 (HIPAA);
 - f. The condition that the submitted proposal was independently arrived at, without collusion, under penalty of perjury; and,
 - g. The condition that no amount shall be paid directly or indirectly to an employee or official of the State of Tennessee as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to the Agency in connection with the procurement under this RFP.
2. Each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant state and local funds that, in the absence of such funds would otherwise be spent for activities under this section.
3. The grantee will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Tennessee Department of Education.
4. The grantee will evaluate the program periodically to assess progress toward achieving goals and objectives. The grantee will use the evaluation results to refine, improve and strengthen the program and to modify the goals and objectives as necessary.
5. The program will be in compliance with the Early Childhood Education Policy adopted by State Board of Education.
6. The program will be in compliance with the Scope of Services outlining the *Voluntary Pre-K for Tennessee Act*.
7. This program will be in compliance with submission and verification of student, staff and class information for all school based and non school based partner pre-k programs for which the school system receives funding. This includes but is not limited to reporting attendance through SIS/EIS data entry screen and ensuring that teachers meet licensing endorsement requirements or submit request for Waiver, Alternative License Type I or II (advancement only), Interim B, or Transitional license in appropriate time frame.

CERTIFICATION/SIGNATURE

I, THE UNDERSIGNED, CERTIFY that the information contained in the application is complete and accurate to the best of my knowledge; that the necessary assurances of compliance with applicable state statutes, rules and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant.

I FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures and representation in this application are correct to the best of my knowledge.

Signature of LEA Director/Superintendent

PR/Award # S419B150026

Date



Pre-K Expansion Plan: Budget breakdown by Center

The following summaries provide a budget breakdown for three proposed MNPS Model Pre-K Learning Centers, scheduled to open in 2014-15. The Ross and Bordeaux Pre-K Centers involve the repurposing of existing elementary schools, and the Casa Azafrán Pre-K Center is a new development. All associated capital costs are included in the MNPS capital budget, which is separate from this budget. The budget numbers included in this document represent operating expenses only. The total proposed operating expenses are included in the following summary:

FY2014-15 Pre-K Model Centers

| | Ross | Bordeaux | Casa Azafran | Infrastructure | Totals |
|---------------------------|------|----------|--------------|----------------|--------|
| Existing | | | | | |
| Number of Pre-K Students | 120 | 80 | - | - | 200 |
| Estimated Number of Staff | 21 | 14 | - | - | 35 |
| Proposed Expansion | | | | | |
| Number of Pre-K Students | 140 | 120 | 80 | - | 340 |
| Estimated Number of Staff | 17 | 15 | 9 | 1 | 42 |
| Total | | | | | |
| Number of Pre-K Students | 260 | 200 | 80 | - | 540 |
| Estimated Number of Staff | 38 | 29 | 9 | 1 | 77 |

Estimated Costs:

Infrastructure

- Research, development & evaluation
- Curriculum, instruction & professional development
- Model Pre-K Center Director
- Travel & administrative
- Total Infrastructure

(b)(4)

- Operating Cost - Existing
- Proposed Expansion
- Operating Cost - Total

Infrastructure

Infrastructure costs include operating expenses to support all Pre-K Centers. Research, development and evaluation costs include expenses associated with the district's partnership with the Peabody Research Institute at Vanderbilt University to provide assessment tools, expertise and analysis to examine implementation, and outcomes for students. Additional resources included in this line item account for small, one-time contracts for program development and design. Curriculum, instruction and professional development costs include pro-rata expenses for the adoption of a district-wide curriculum, in addition to expenses for professional learning for teachers and staff. The majority of professional learning expenses will be allocated directly to Center leadership to support the Centers' unique needs, based on teacher capacities and student needs. The Model Pre-K Center Director is a new position to lead, manage and support the currently proposed and future MNPS Pre-K Centers, and to lead strategic planning for future expansion of early education in MNPS, as well as in partnership with Metro government, the United Way and additional non-profit and private providers. Travel and administrative costs will be kept to a minimum, and include costs for technology, travel reimbursement and professional learning and support for the Pre-K Center leaders.

Ross Pre-K Center

| | |
|----------------------------------|--------|
| Start of operations | Aug-14 |
| Number of classrooms | 13 |
| Number of students per classroom | 20 |
| Total number of students served | 260 |

| Operating Expenses | Positions | Dollars |
|---|-------------|-----------|
| Principal/Program Director | 1.0 | \$ (b)(4) |
| Teachers - Pre-K | 13.0 | |
| Educational Assistants | 13.0 | |
| Paraprofessionals ⁽¹⁾ | 3.0 | |
| School Counselor | 1.0 | |
| Psychologist ⁽²⁾ | 1.0 | |
| Specialty Teacher ⁽³⁾ | 1.0 | |
| Special Education Teacher ⁽⁴⁾ | 1.0 | |
| Instructional Designer ⁽⁵⁾ | 1.0 | |
| Speech-Language Pathologist | 1.0 | |
| Secretary/Bookkeeper | 1.0 | |
| General Office Assistant | 1.0 | |
| Total Personnel Costs | 38.0 | \$ |
| Supplies (per pupil allotment) | | |
| Assessment materials | | |
| Supplies & materials | | |
| Total Educational Supplies & Materials | | \$ |
| Total Operating Expenses | 38.0 | \$ |

(1) Paraprofessionals for blended classrooms

(2) Position to be shared with Bordeaux Pre-K Center

(3) Teaching position to support the integration of arts, music and/or languages

(4) Special education teacher, with gifted certification, to support all students

(5) Instructional coach to mentor, support and facilitate professional learning for Pre-K teachers

Ross Pre-K Center

The Ross Pre-K Center will combine an intensive focus on language development, early math skills, and the development of self-regulation through a world-class curriculum to prepare students academically, socially and emotionally for their K-12 educational experience. Parent engagement will be a priority at the Center, and comprehensive services will be provided through support from Community Achieves partnerships.

The Center will be run by a Principal, or Program Director, with extensive knowledge and experience in instructional leadership and early childhood programs. Each classroom will be staffed with a full-time, licensed teacher with early childhood certification, and an educational assistant. It is currently anticipated that the Center will have a minimum of 2 blended classrooms, or one blended classroom and one self-contained. A special education teacher will provide services to all special needs students, who will be integrated in classrooms with general education students. It is important that each learning community is balanced with a diverse set of learners to optimize academic, social and emotional development for all children. Other positions will support all students in the center, including a specialty teacher to integrate arts, music and/or foreign language, a school counselor, a psychologist to be shared half-time with Bordeaux, and a speech-language pathologist. It is critical both Ross and Bordeaux have their own speech-language pathologist due to the intensive focus on language development in the children's preschool year. A nurse, or adjoining health

clinic, is expected to be provided through community partnerships. The Center will operate as a dynamic learning community, open to inquiry and research, with teachers and staff actively engaging in the creation and adaptation of diverse instructional and scaffolding techniques to meet the needs of students. Teachers will be expected to lead by example, and offer their classrooms and ideas to partner teachers in the Center, as well as visiting teachers.

Supplies and materials include upgrades to existing Pre-K classrooms, as well as start-up costs for outfitting new classrooms added through the expansion.

Before and after-care programs will be provided to families on a sliding scale, and will be coordinated through MNPS' student services and family outreach departments, in partnership with the Pre-K Center program design team. The enrichment programs offered during the school day, as well as in before and after care programs, will be developmentally appropriate, stimulating, nurturing and play-based.

Bordeaux Pre-K Center

| | |
|----------------------------------|--------|
| Start of operations | Aug-14 |
| Number of classrooms | 10 |
| Number of students per classroom | 20 |
| Total number of students served | 200 |

| Operating Expenses | Positions | Dollars |
|---|-------------|-----------|
| Principal/Program Director | 1.0 | \$ (b)(4) |
| Teachers - Pre-K | 10.0 | |
| Educational Assistants | 10.0 | |
| Paraprofessionals ⁽¹⁾ | 1.0 | |
| School Counselor | 1.0 | |
| Specialty Teacher ⁽²⁾ | 1.0 | |
| Special Education Teacher ⁽³⁾ | 1.0 | |
| Instructional Designer ⁽⁴⁾ | 1.0 | |
| Speech-Language Pathologist | 1.0 | |
| Secretary/Bookkeeper | 1.0 | |
| General Office Assistant | 1.0 | |
| Total Personnel Costs | 29.0 | \$ |
| Supplies (per pupil allotment) | | \$ |
| Assessment materials | | |
| Supplies & materials | | |
| Total Educational Supplies & Materials | | \$ |
| Total Operating Expenses | 29.0 | \$ |

(1) Paraprofessionals for blended classrooms

(2) Teaching position to support the integration of arts, music and/or language

(3) Special education teacher, with gifted certification, to support all students

(4) Instructional coach to mentor, support and facilitate professional learning for Pre-K teachers

Bordeaux Pre-K Center

Similar to the Ross Pre-K Center, the Bordeaux Pre-K Center will combine an intensive focus on language development, early math skills, and the development of self-regulation through a world-class curriculum to prepare students academically, socially and emotionally for their K-12 educational experience. Parent engagement will be a priority at the Center, and comprehensive services will be provided through the support of the school's existing Family Resource Center, in combination with support from Community Achieves partnerships.

The Center will be run by a Principal, or Program Director, with extensive knowledge and experience in instructional leadership and early childhood programs. Each classroom will be staffed with a full-time, licensed teacher with early childhood certification, and an educational assistant. It is currently anticipated that the Center will have a minimum of one blended classroom, with the understanding that additional blended classrooms may be added once students applying for Pre-K are assessed. A special education teacher will provide services to all special needs students, who will be integrated in classrooms with general education students. It is important that each learning community is balanced with a diverse set of learners to optimize academic, social and emotional development for all children. Other positions will support all students in the center, including a specialty teacher to integrate arts, music and/or foreign language, a school counselor, a psychologist to be shared half-time with Ross, and a speech-language pathologist. It is critical both Ross and Bordeaux have their own speech-language pathologist due to the intensive focus on language development in the children's preschool year. A nurse, or adjoining health clinic, is expected to be provided through community partnerships. The Center will operate as a dynamic center for innovative practices in early childhood education. Teachers will be expected to actively engage with the learning community on site, and choose a discipline of focus to integrate in their pedagogical practice. They will work collaboratively with instructional leaders and research teams to study and examine adaptations, as well as partner teachers in the Center, and district.

Supplies and materials include upgrades to existing Pre-K classrooms, as well as start-up costs for outfitting new classrooms added through the expansion.

Before and after-care programs will be provided to families on a sliding scale, and will be coordinated through MNPS' student services and family outreach departments, in partnership with the Pre-K Center program design team. The enrichment programs offered during the school day, as well as in before and after care programs, will be developmentally appropriate, stimulating, nurturing and play-based.

Casa Azafrán Pre-K Center

| Assumptions | |
|----------------------------------|--------|
| Start of operations | Aug-14 |
| Number of classrooms | 4 |
| Number of students per classroom | 20 |
| Total number of students served | 80 |

| Operating Expenses | Positions | Dollars |
|--|------------------|----------------|
| Dean of Instruction (Site Director) | 1.0 | \$ (b)(4) |
| Teachers - Pre-K | 4.0 | |
| Educational Assistants | 4.0 | |
| Supplies (per pupil allotment) | | |
| Assessment materials | | |
| Supplies & materials (new classroom costs) | | |
| Contracted Services | | |
| Contracted Services - Lease | | |
| Total Operating Expenses | 9.0 | \$ |

Casa Azafrán Pre-K Center

Metropolitan Nashville Public Schools is currently in negotiation to utilize 7,200 square feet of undeveloped space in Casa Azafrán for the establishment of a state-of-the-art Model Pre-K Learning Center. The Pre-K Center will combine an intensive focus on language development, early math skills, and multicultural programming through world-class curriculum to prepare students academically, socially and emotionally for their K-12 educational experience. Parent engagement will be a priority at the Center, and comprehensive services will be provided through the existing co-location of nonprofit partners at Casa Azafrán.

The Pre-K Center at Casa Azafrán will partner with neighboring Fall-Hamilton Elementary School for administrative resources and support, including management of applications, registration, student files and assessments. The Center will be run by a Dean of Instruction, who will be the instructional leader for the Pre-K teachers and educational assistants, as well as an administrative liaison between Fall Hamilton and Conexión Americas. The Center does not require a full-time principal position due to the size and program design, which provides an opportunity to save on staffing costs, as well as promote an outstanding instructional leader in early education. Each classroom will be staffed with a full-time, licensed teacher with early childhood certification, and an educational assistant. MNPS is investing efforts to recruit exceptional, bilingual teachers and/or educational assistants, as it expected the Center will serve a significant percentage of English learners.

Contracted services include an operating lease and an allocated sum for additional program services essential to the mission of the Pre-K Center, such as parent and family engagement, multicultural programming and enrichment opportunities for students and families.

Education 2018: Excellence for Every Student

Metropolitan Nashville Public Schools' plan to become the highest performing urban school district in the United States

Executive Summary

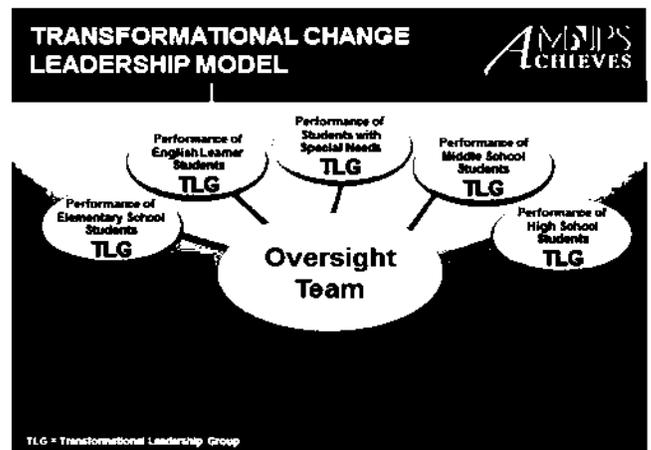
Strategic Plan Overview

This document presents the rationale, goals and strategies for Education 2018, Metropolitan Nashville Public Schools ("MNPS") 2013-2018 strategic plan.

Education 2018 was created by MNPS' Director of Schools, Dr. Jesse Register, and MNPS' Executive Leadership Team, in collaboration with the MNPS Board of Education, district leaders, school leaders, teacher leaders, and national thought partners, based on input provided by students, parents, teachers, coaches, principals, staff, and community partners. The planning process and design was inductive in nature, based on evidence gathered from a comprehensive assessment of the last 4-5 years of reform efforts in Metro Schools, benchmarked comparable districts and extensive research on best practices in education reform.

Why Education 2018?

In 2009, MNPS embarked on an innovative and aggressive reform effort, MNPS Achieves, based on a 10-year meta-review of school system evaluations. MNPS Achieves engaged district and community leaders to collaboratively develop, recommend and implement strategic initiatives to transform district operations, and dramatically improve schools. The urgency of the reform effort was necessitated by low-student performance outcomes, the introduction of significantly higher academic standards, an organizational culture challenged by mistrust and a negative public perception of the school system.



MNPS Achieves was accelerated by an unprecedented \$ (b)(4) in Race to the Top funding, which enabled the district to apply significant support and resources to reform initiatives targeted to improve the district's collaborative culture, and increase student achievement across all subgroups of students. The results have been significant.

Since 2009:

- All student subgroups have experienced academic gains, year-over-year;
- 18% of MNPS students have advanced at least one achievement level on annual state assessments;
- Proficiency rates have improved for all students by 7%, with math proficiency growing significantly;
- ACT results have systemically improved;
- District culture has dramatically improved to become more collaborative;
- Internal systems and operations have been successfully restructured; and
- The district has moved up in the state accountability system demonstrating significant improvements comparable to other districts.

MNPS Achieves has moved us in the right direction. Now, we are aiming for accelerated student achievement, in all classrooms, and in all schools. We will capitalize on our successes, and tackle barriers to future success, to effectively scale transformation. This is especially critical given our recent adoption of the Common Core State Standards, and the upcoming implementation of PARCC assessments in 2014-15. The standards and aligned assessments significantly raise expectations for student and adult performance. We are experiencing burgeoning student enrollment, resource constraints from declines in government spending and significant increases in choice options for families that require long-term visioning for the district. Now is the time for a bold and strategic action plan that will position our district for continued, and accelerated, student success.

Education 2018: Vision & Mission

MNPS' vision was adopted by the Metropolitan Nashville Public School Board in 2009. We are committed to ensuring the attainment of this vision, and we believe our strategic plan will set us on an accelerated path to make this vision a reality.

We will provide every student with the foundation of knowledge, skills and character necessary to excel in higher education, work and life.

We embrace and value a diverse student population and community. Different perspectives and backgrounds form the cornerstone of our strong public education system.

All of our current and future reform efforts are directed to one overarching purpose.

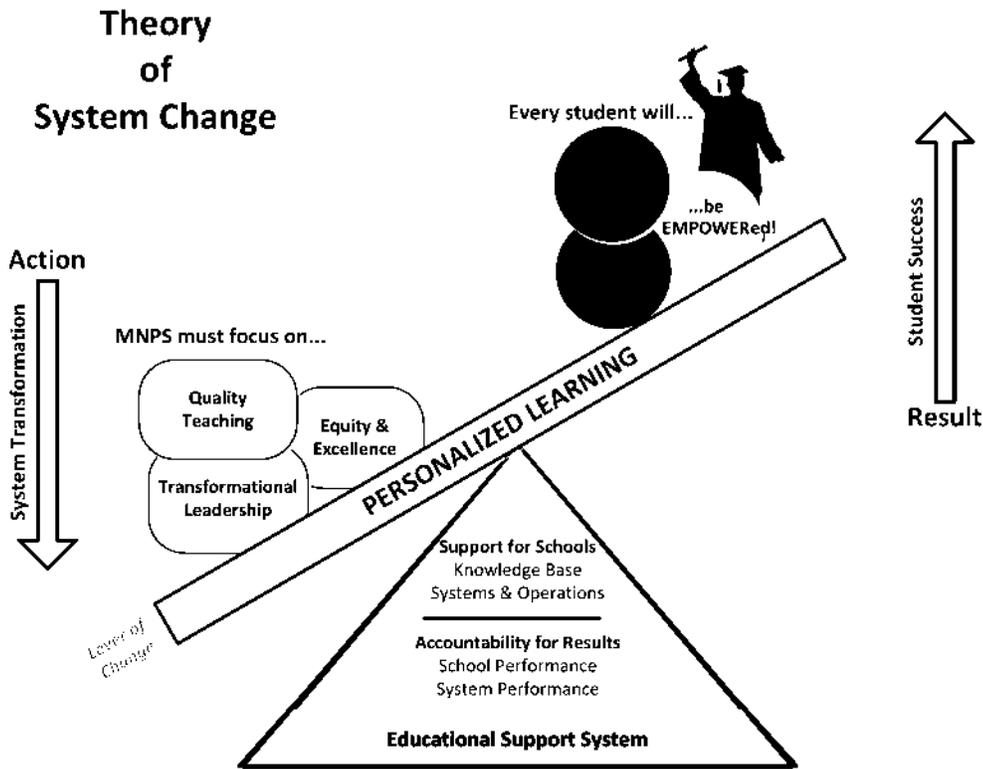
Metropolitan Nashville Public School will transform all schools into high-performing schools that demonstrate excellence through the academic, social and emotional success of every student. Every graduate will be prepared for college and career.

Education 2018: Theory of System Change

Our mission is predicated on the success of *every* MNPS student. Because every student is unique, success will look different for every graduate. This presents a compelling challenge. How do we provide excellent educational experiences for every student, given the diversity in our student population with respect to culture, language, race, socioeconomic status, learning style, interests, abilities and needs? We know diversity is an asset, but we also recognize the high expectations it sets for educators. We are preparing our students for life beyond graduation, but given the rapid pace of change in our economy, and our world, how do we prepare students for careers that have not yet been invented, or college experiences that require broad application of knowledge to increasingly complex fields of study? We believe the answers to these essential questions are found by personalizing learning experiences for all students. We define personalized learning as the creation and development of learning experiences that:

1. Value the contributions of every learner;
2. Raise the rigor in academic content, and set high expectations for all learners;
3. Support progression based on mastery of individual goals;
4. Customize content and instruction to meet the diverse strengths, needs, and interests of every learner; and
5. Strengthen relationships that lie at the center of teaching and learning.

We believe when we personalize learning, our students will grow, achieve and be empowered, leading to student success in college, career and life.



Education 2018: MNPS Educational Support System

A fundamental belief of our theory of system change is: *Knowledge about the needs of students is greatest closest to the student.* Personalized learning experiences must be informed by knowledge generated from students and families, teachers and staff that work directly with students and families, and school leaders that support teachers, staff, students and families... This requires an organizational redesign that transforms the traditional role of the central office from a top-down management system to a system designed to provide meaningful support to schools, and effective accountability for school performance.

Excellent schools require transformational leaders. Transformational leaders must set clear and compelling direction, shape a culture for learning, lead and manage change, transform teaching and learning and manage accountability for results. To do this effectively, school leaders require the ability to make decisions, based on their knowledge, expertise and professional discretion, particularly with respect to staffing, budgeting, program coherence and professional development.

In this transformed organizational design, the central office has two primary functions:

1. CENTRAL OFFICE SUPPORT FOR SCHOOLS

Systems and Operations

A system of high-performing schools requires effective and efficient systems of management and operational support. These include finance; human capital; transportation; data management; IT and learning technology; food service; student services; purchasing & business services; federal programs and grants; research, assessment & evaluation; communications & customer service; and instructional support services. These functions are vital to take advantage of economies of scale, effectively allocate and distribute resources to schools, and to provide the foundational support necessary so that school leaders and teachers can focus on what is most important: students' academic, social and emotional success.

Knowledge Base for Instruction

New knowledge is consistently being generated, shared, applied and created in high-functioning systems. The central office plays an essential role in the continuous development of a knowledge base for exemplary instruction. This is especially critical as we implement new and rigorous Common Core Standards & Assessments that require improved methods of teaching and learning. The central office provides school principals, instructional staff, support staff and teachers expertise, tools and resources in all areas of instructional leadership and curriculum development. Supports include coaches and staff to build capacity, benchmarking of best practices in the field, leadership & professional development, opportunities to network and collaborate with external organizations, quality control for the evaluation of external partners and research-based ideas for the most effective instructional practices.

2. ACCOUNTABILITY FOR SCHOOL & SYSTEM PERFORMANCE

Academic Performance

MNPS has developed an Academic Performance Framework (“APF”) that provides standardized accountability metrics to complement increased school-level autonomy and a transparent set of indicators to assess school performance. The APF’s metrics include academic progress, attainment and college readiness, achievement gaps between subgroups of students and school culture. We will develop the APF to inform decisions regarding rewards, supports, and resource allocation for schools, as well as evaluations of school leaders’ performance. MNPS has released a parent scorecard for families and the community to increase transparency with regard to school performance.

Charter Schools

MNPS has consistently ranked as one of the top districts in the country for charter authorization and oversight. The growth of charter schools in MNPS has exploded in recent years, and is expected to continue. MNPS will assure the highest threshold for quality control in authorizing new schools that adhere to the district’s vision, mission, values and needs. MNPS leadership will work with the Board of Education to continuously assess enrollment, capacity, budget needs and constraints, socioeconomic diversity, zoning changes and school performance trends by geographic zones to determine the need for additional schools, and the effective and efficient management of school resources. MNPS will hold every charter school accountable for exemplary student outcomes and sound fiscal, operational and programmatic management.

Diversity

MNPS embraces and values our diverse student population, and understands that different perspectives and backgrounds form the cornerstone of our strong public education system. We will invest in efforts that support and enhance the diversity in our schools so that we enrich all students’ educational experiences, and prepare our students for citizenship in a diverse community and world. Schools will leverage diversity to create unique and exceptional learning communities, and the central office will track, assess and manage diversity trends, throughout the district, to promote an inclusive culture focused on excellence for all.

Collaborative Culture

MNPS embraces and values a collaborative culture, and understands that excellent education is not an isolated activity. We will leverage and maximize our parent and community partnerships to support accelerated student success, and we will support schools in their efforts to develop professional learning communities. We will assess the development of collaborative culture and diversity through a comprehensive annual evaluation submitted to the Board of Education. Additionally, we will create continuous feedback loops between school stakeholders and the central office to inform our progress, challenges and needs.

Education 2018: MNPS System Transformation

Why personalized learning?

We believe in personalized learning because it works. We have seen time and again, that the schools most adept at developing meaningful personalized learning experiences for students are the schools that accelerate student achievement the farthest, and fastest. The fundamentals for personalized learning are consistent: students are actively engaged in learning; teachers and school leaders set high expectations for all students; principals, teachers and staff know students by name; student input is valued by adults, *and* used to inform decisions; students progress based on mastery; teachers meet students where they are, and support students to determine specific, individual goals for learning; student progress is monitored frequently; teachers spend ample time sharing ideas with one another; teachers integrate technology as a tool for learning; students feel a deep connection to their peers, teachers and school; and students demonstrate significant growth in their learning and development, every year. While the fundamentals for personalized learning are the same, the way they are implemented looks different from school to school – as it should. Our students are not standardized, so it makes no sense for a “one size fits all” mandate to school reform. Our students, families and communities are diverse and unique. When an exceptional principal, and an excellent teaching staff, create personalized learning experiences for students, influenced and determined by their school’s unique identity, context and capacity, great things happen for students, and families.

MNPS Strategies

Our goal is to create the conditions that result in personalized learning experiences for all students. To accomplish this goal, we focus on:

1. **Quality Teaching:** Recruiting, retaining and empowering great teachers
2. **Equity & Excellence:** Directing resources and supports to the specific needs of learners
3. **Transformational Leadership:** Increasing principals' autonomy and accountability to lead and manage change in their schools

Quality Teaching

We are a business of people. The quality of work our people produce determines the success of our endeavors. Teachers are the most important point of connection with students. As such, student success is dependent on teaching success. In order for our district to become the highest performing school district in the country, we must be the place where the best and brightest in the teaching profession want to work. Our human capital strategies center on recruiting, retaining and empowering excellent teachers who are adept at personalizing learning experiences for students. We will simultaneously expand and target recruitment efforts to better identify school needs, and position our district to be competitive for teaching talent. We have created leadership opportunities for top-tier teachers, and we will expand these efforts to create differentiated roles based on teachers’ unique talents and strengths, and differentiated compensation based on performance and responsibilities. We have used our teacher evaluation system to identify teaching needs, challenges, strengths and best

practices so that instructional leaders can strategically build the capacity of their faculties. We are continuing to develop a vision for exemplary instruction based on solid, evidence-based knowledge of teaching excellence. We are focused on building strong professional learning communities within and between schools so that teachers engage, support and develop one another, and enhance the teaching profession through these social connections. Ultimately, we know that if we invest in our teachers, our students will reap the rewards.

Equity & Excellence

MNPS students represent a rich tapestry of diversity in language, culture, learning style, abilities and interests. Outdated educational paradigms and practices predicated on a “one size fits all” model will not adequately prepare our students for success in school, work and life. Our plan targets central office, school and classroom efforts to direct resources and supports to the specific needs of learners, meeting them where they are, and challenging them to excel beyond expectations. To do this effectively, we are implementing a five-year plan to transition to student-based budgeting, where funding is directly tied to students and their individual needs, and allocated by school leaders to provide academic supports for students. We are expanding all students’ access to learning content, in and out of school, with a particular focus on the lack of access to digital learning content for economically disadvantaged students. We are expanding, developing and sustaining our efforts to leverage community assets and resources to build community schools that provide full-service, non-academic supports for students and families. We know that the playing field is far from level for the vast majority of our students, but with targeted and strategic efforts, we can provide an excellent education for all.

Transformational Leadership

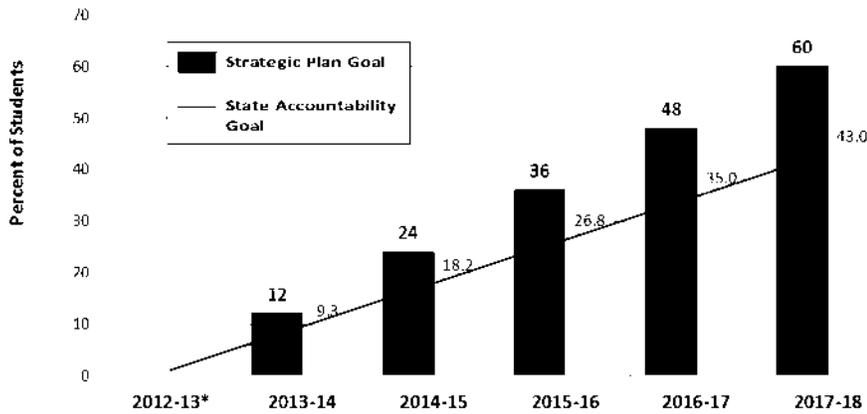
Personalized learning is the primary *lever of change* for transforming the practice of teaching and learning, and the role of the principal is the primary *agent of change* for transforming schools. Principals will pave the way for our district to become the top performing urban system in the country because they are the leaders and managers of academic and cultural change in schools. We will recruit, retain and empower the most talented, knowledgeable and inspiring principals, and provide them with the autonomy to innovate, and demand excellence from their faculty and staff. We will hold principals accountable for meaningful school improvement, and rapid turnaround for chronically under-performing schools. We will support leadership development for aspiring, new and veteran school leaders, and develop the means for genuine collaboration between principals at charter, district and other choice schools. We expect our school leaders to create a culture of continuous improvement, and maintain a positive school climate through distributed and collaborative leadership. We also expect every principal to demonstrate how they provide opportunities for student, parents and teachers to contribute their talents, skills and experiences to support school improvement.

Education 2018: MNPS Student Success

Student Growth

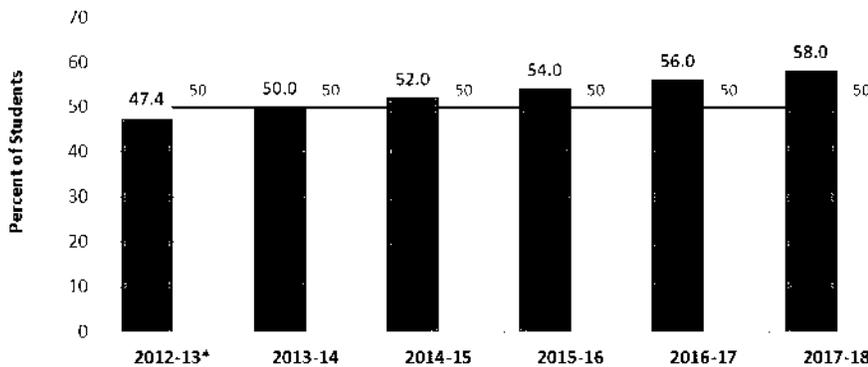
In order for students to develop the knowledge, skills and character to excel in higher education, work and life, they require personalized learning experiences that will ensure their academic growth. Student academic growth is measured by assessing students' academic progress and mastery of standards. Our plan expects students to play a key role in setting goals, and tracking their own progress, side-by-side with teachers, advisors, counselors and parents. Our plan expects that teachers frequently assess student academic growth to constantly inform their instruction. Schools commit to share student data, and student work, with families so that parents can be empowered with the information necessary to support student learning. We believe if we focus on frequent and formative assessment, our students will accomplish significant academic growth.

Cumulative Percent of MNPS Students Gaining an Achievement Level on TCAP/EOC



*Results are composite of TCAP and EOC Reading/LA, Math and Science. 2011-12 data is used as baseline data until 2012-13 data is available.

Percent of MNPS Students Meeting or Exceeding Peers Statewide in Growth on TCAP



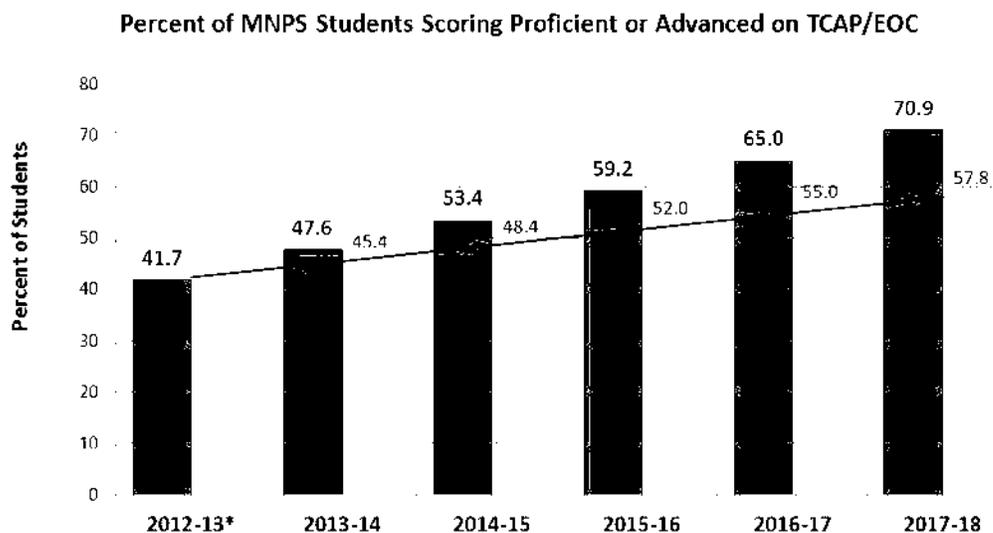
*Results are composite of TCAP and EOC Reading/LA, Math and Science. 2011-12 data is shown for 2012-13 until new data is available.

In order for students to develop the knowledge, skills and character to excel in higher education, work and life, they require personalized learning experiences that will ensure their academic growth, as well as their social and emotional growth. We believe *both* aspects of development are of vital importance to preparation for college and career.

Student social and emotional growth will be measured by assessing students' sense of belonging and connection to school, in addition to students' mastery of essential social-emotional skills, including self-awareness, self-management, social awareness, relationships skills and responsible decision-making. We know that the full measure of student progress is not captured in stand-alone test scores, but in a comprehensive analysis of students' intellectual and emotional growth and development.

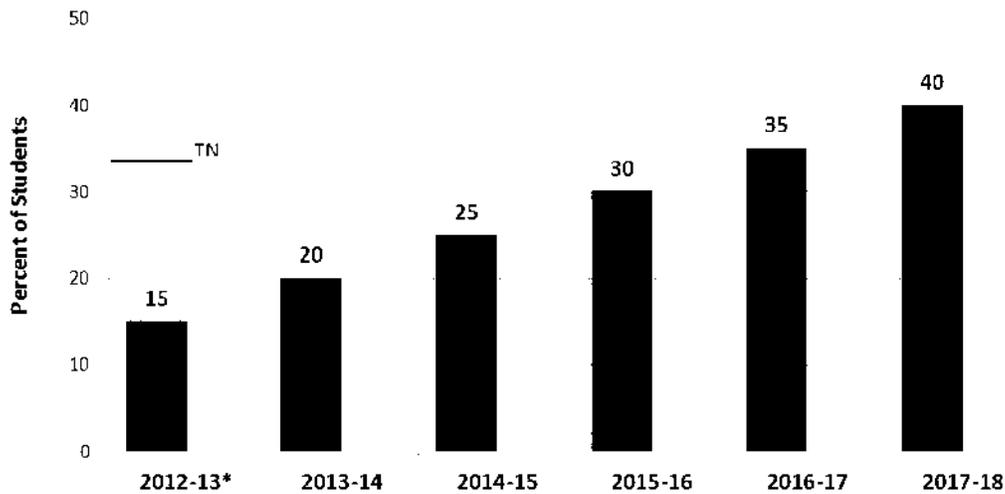
Student Achievement

Students deserve opportunities to pursue and achieve success in higher education, work and life. In order for students to have those doors of opportunity open to them, they must meet certain academic benchmarks, which have become increasingly high with the adoption of rigorous new standards and college-entrance requirements. Student achievement is measured by proficiency on annual assessments, graduation rate and scores on college-entrance examinations, including ACT and SAT. We believe that by increasing the rigor and relevance of learning experiences and implementing the Common Core Standards & Assessments with fidelity, student achievement will significantly accelerate.



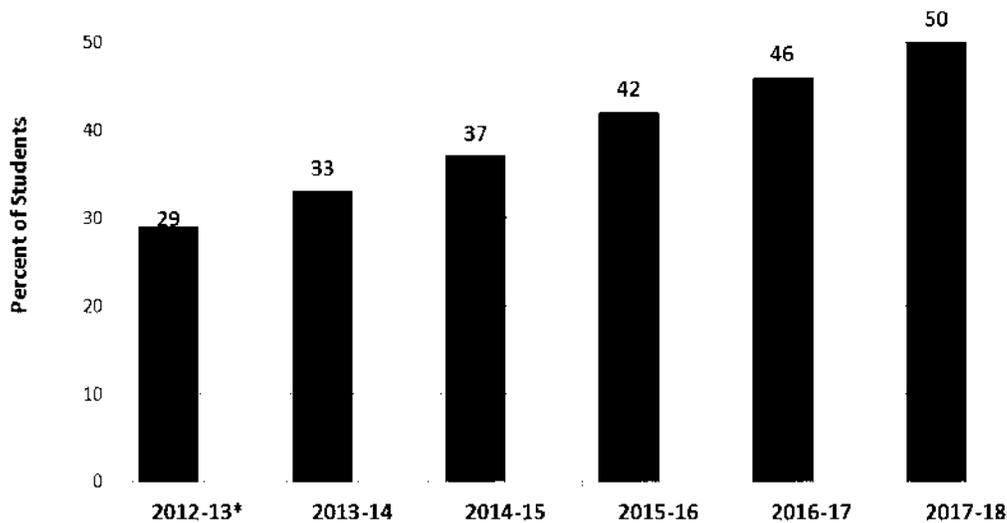
*Results are composite of TCAP and EOC Reading/LA, Math and Science.
2011-12 data is shown for 2012-13 until new data is available.

Percent of MNPS Grade 3-8 Students On Track for 21 or Higher on ACT Composite



*2011-12 data is shown for 2012-13 until new data is available.

Percent of MNPS Seniors Scoring 21 or Higher on ACT Composite



*2011-12 data is shown for 2012-13 until new data is available.

While these measures are essential, we believe they only paint part of the picture of achievement. We will also measure and track the percentage of our students that have access to college and work immersion opportunities during their K-12 experience in our schools. Dual enrollment in college courses, capstone experiences, service learning projects and technology proficiency are some of the important measures that help us determine how we are doing preparing our students for success after graduation.

Student Empowerment

Students need to grow every year, and achieve academic benchmarks, but if we expect them to be successful after graduation, they must be equipped with essential abilities, attitudes and resources to improve their own future. We don't want to simply prepare students to do well on tests. We seek to develop lifelong learners, engaged in processes of inquiry, thinking critically, believing in their own abilities and motivated to advocate for their own success. We expect our students to be contributing members of their community, beginning in kindergarten, and continuing through high school, with the intention that they will actively engage in community life beyond high school graduation.

Far too often, adults make important educational decisions for students, without eliciting the valuable input of students. We believe it is essential to elevate student voice, and increase students' choices with respect to their educational experiences. For that reason, student empowerment will be measured by students' perception of their school, parents' perceptions of their student's school, and teacher-designed rubrics that measure the quality of students' leadership skills. Students are expected to set goals, monitor their own progress and provide input to teachers about their interests and challenges. We will elevate the voices of students and families, and provide them with choices, and meaningful opportunities to improve their school experiences.

The ultimate goal: college and career readiness

Ultimately, the responsibility of our school system is to prepare students for what they will encounter in life beyond their K-12 experiences. We believe when we personalize learning, our students will grow, achieve and be empowered, leading to student success in college, career and life.

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| TENNESSEE STATE BOARD OF EDUCATION | |
| EARLY CHILDHOOD EDUCATION | 3.100 |

Policy for Local School Systems

To establish early childhood education and parent involvement programs of high quality, the State Board of Education adopts the following policy:

1. Subject to the rules, regulations, policies, and guidelines of the State Board of Education, local school systems are encouraged to establish early childhood education programs which serve pre-kindergarten aged children. (Such programs may not use any state funds appropriated for grades Kindergarten through 12 or local funds required for participation in the state funds designated for grades Kindergarten through 12.)
2. Programs supported by state or federal funds designated to serve pre-kindergarten aged children will first be directed to children who are at risk due to economic disadvantages. The goal of the *Master Plan for Tennessee Schools: Meeting the Challenges of the 21st Century* is to provide a stable, increased funding source so all at-risk four-year-old children have the opportunity to attend a high quality early childhood education program and to extend opportunities to all four-year-old children as funds become available.
3. All programs established by local school systems to serve pre-kindergarten age children and funded by state early childhood education allocations will reflect the principles of high quality programs.
4. State funds available for early childhood education programs will be made available to local school systems through a proposal approval process. Proposals will be reviewed and funded using criteria developed by the State Department of Education and based upon the policies and guidelines of the State Board of Education.
5. Local school systems may operate programs for pre-kindergarten aged children through a number of arrangements including direct management, contracted management, subcontracting of program, consortium with other agencies, or combinations of these as approved by the State Department of Education.
6. Local school systems will be accountable under the policies and guidelines established by the State Board of Education for the performance and management of programs established by the local school systems to serve pre-kindergarten aged children.
7. Local school systems will cooperate with other community agencies to develop programs for at-risk, pre-kindergarten age children. New programs will complement existing programs, such that all income eligible children will be served in a coordinated fashion within each community.

Principles of High Quality Programs

To bring about gains in children's learning, early childhood education programs including pre-k, and family engagement programs in Tennessee should be of high quality and reflect the following principles in planning, design, and delivery:

Family and Community Focus:

The focus should be to assist families and the community in providing developmentally appropriate support and services for young children at home and in community settings. All program services must be designed to recognize the importance of parents to a child's continuing growth and development.

All program services must be designed to recognize the importance of the family to a child's continuing growth and development. The focus should be to assist families and the community in providing developmentally appropriate support and services for young children at home and in community settings.

Developmentally Appropriate:

All aspects of early childhood education, pre-k and family engagement programs must be developmentally appropriate in terms of any expectations of the children. Programs must focus on the age and the needs of the individual child and address all areas of a child's development including cognitive, physical, emotional, social, and communication. Program curricula must align with the Tennessee Early Learning Development Standards. Program services must be delivered with an interactive and integrated approach.

Quality Standards for Program Performance:

All programs should exemplify developmentally appropriate practices and adhere to state operating standards. State standards are comparable to those recommended by the National Association for the Education of Young Children, Association for Children Education International, and the National Association of Elementary School Principals.

Family Engagement

Programs should focus on family services which involve the family as a whole. The needs of the participating families will define the parameters of the core services provided. The core services available to all enrolled children and their families should be comprehensive and provided and delivered in a coordinated fashion between various agencies and program units. Programs should encourage the development of partnerships among the family, program, school(s), and the community. Families should have the training and the opportunity to participate effectively in program operations as well as program decision making.

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| EARLY CHILDHOOD EDUCATION | 3.100 |

Interagency Collaboration:

All pre-k programs should collaborate with other agencies and programs to maximize resources and coordinate services. Local public school systems and related community agencies are encouraged to develop interagency agreements at the local level which focus on the delivery of essential services to all children and families eligible for enrollment in the early childhood education and family involvement program.

Programs sponsored through the Tennessee's Voluntary Pre-Kindergarten Initiative should complement, not supplant, effective programs currently in operation through other federal, state, or local agencies. Participating education agencies shall create and appoint community pre-k advisory councils. The pre-k advisory councils shall include members representing the local board of education, families, teachers, non-profit program providers, for-profit program providers, the business community, local government agencies, and related service providers. Local education agencies and related community agencies are encouraged to develop interagency agreements which focus on the delivery of essential services to participating children and families.

Staff Selection and Development:

The selection and support of well-qualified staff is critical to the effective implementation of this program. Programs should establish staff selection, evaluation, and development standards established by the State Department of Education, State Board of education and consider recommendations of the National Association for the Education of Young Children, the National Association of Elementary Principals, and the national Head Start program.

The selection and support of well-qualified staff is critical to the effective implementation of pre-k programs. Programs should align staff selection, evaluation, and professional development standards approved by the Tennessee Department of Education, the State Board of Education and consider recommendations of the National Association for the Education of Young Children, the Association for Children Education International, the National Association of Elementary Principals, and other organizations using rigorous research as a basis for developing excellence in early childhood education.

Screening:

PreK programs will screen all students to identify and developmental, visual, or hearing weakness. These screenings should identify any child who may need further examinations to determine if they have any condition that may place them at-risk for failure and in need of intervention.

TENNESSEE STATE BOARD OF EDUCATION

EARLY CHILDHOOD EDUCATION

3.100

Assessment:

Assessment of young children enrolled in a pre-kindergarten childhood education program and family engagement program should be ongoing and include anecdotal observations and screening designed to support the delivery of an individualized, developmentally appropriate program. Assessments must not be used for program entry or exit purposes unless required by federal funding sources.

Early Childhood Unit:

All programs should demonstrate a continuum of programs from pre-k through kindergarten and primary grades. The National Association of State Boards of Education recommends that early childhood units be formed within local school systems to ensure this continuum of services to children and families and to incorporate the concepts of non-graded, early childhood primary programs.

Planning:

All programs should be guided by long-range strategic plans, endorsed by the local pre-k advisory council. The long-range strategic plan should demonstrate measurable goals and objectives and the coordination of community services for children and families. The program's annual operation plans should align with the long-range strategic plan.

Evaluation and Accountability:

Annual, local program evaluation shall be instituted to include the following areas: environment, program efficacy, and teacher quality. Feedback should be provided to administrators, program staff, pre-k advisory council members, and families to assist in program planning and improvement.

Ongoing comprehensive, outcome-based evaluations should be conducted in accordance with the State Department of Education directives and the long term evaluation model.

Funding:

State funding, when made available, must be coordinated to prioritize development of enrollment capacity to meet the needs of at-risk children. Numerous factors, in addition to family income may place children and families at-risk of educational failure and in need of the early childhood education and family engagement program. Pre-kindergarten capacity should be incrementally expanded to meet the goal of providing access to all four year old children on a voluntary basis. Local communities and school systems are encouraged to expand capacity by utilizing additional funding sources.

Guidelines for Local Programs

In the planning, design, and delivery of state funded local early childhood education and parent involvement programs, community agencies and local school systems must work together to address the following requirements:

Staff Organization and Development:

Staff positions required:

Director or supervisor*

Lead teacher for each group (maximum of twenty children)

Educational assistants based on need to maintain adult/child ratios of 1:10 (1:8 if more than half are three-year-olds)

Personnel to provide or give access to transportation services, health and nutrition services, parent involvement, counseling services and special services for children with disabilities

* Supervisor or director must provide knowledgeable guidance in early childhood education practice, staffing, staff evaluation, and oversight to ensure program compliance with state and local early childhood education policy and state regulatory rules. A plan to provide quality supervision must be developed for pre-kindergarten programs. The plan should define on-site supervision and administrative supervision. The plan for supervision may be accomplished by existing administrative personnel of local school systems and other agencies.

Job requirements:

The **director or supervisor** will have at least a bachelor's degree with substantial preparation and experience in child development and early childhood education.

The **lead teacher** will hold a bachelor's degree and a teacher license approved by the State Board of Education appropriate for pre-kindergarten teaching.

Early childhood education teachers will hold an appropriate teacher license approved by the State for teaching pre-kindergarten.

The **educational assistant** will have a high school diploma or have successfully completed the GED (General Education Development Test), and will complete specific job training within a defined period. Hiring preference will be given to individuals with the Child Development Associate credential or an associate degree in early childhood education.

The **individuals coordinating health/mental health services, nutrition services, parent involvement, counseling services and services for children with disabilities** will have appropriate training and experience.

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The program staff will complete performance evaluations based on existing state standards and assessment instruments when applicable.

Professional development and training opportunities will be available to all staff.

Topics for staff development including early childhood education best practices, curricula, classroom management, developmental learning standards, authentic assessment and program evaluation will be available to all staff.

Facilities and Transportation:

The facilities used to provide group experiences and education programs for young children must meet the state fire safety, and health standards as defined by Chapter 0520-12-1.

Pre-kindergarten education programs must develop a student transportation plan based on availability of transportation to and from the program. The transportation policy and practice must address child safety on entering the vehicle, child safety during transport, supervision during transport, time in transit and child safety on exiting the bus. State vehicle safety standards will be met by all vehicles and drivers when providing transportation for children enrolled in the program.

Developmental Learning Program:

The developmental learning program will address all areas of a child's development: cognitive, physical, emotional, social, and communication as defined in the Tennessee Early Learning Developmental Standards. The program will provide learning experiences in each developmental area and be delivered in an integrated fashion which provides daily active learning through exploration and play.

Materials and equipment used will be appropriate in size and complexity to the age of the children. All materials and equipment will provide for concrete, real and relevant experience and allow for a wide range of developmental interests, abilities and cultural diversity reflective of the children in the class.

The daily routine will provide for a minimum of 5 1/2 continuous hours (excluding nap periods) of appropriate experiences.

The program staff will complete performance evaluations based on existing state standards and assessment instruments when applicable.

Professional development and training opportunities will be available to all staff.

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The daily routine will provide for a minimum of 5 1/2 continuous hours (excluding nap periods) of appropriate experiences.

The room arrangement, equipment, and materials used for the developmental learning program will provide for learning centers which facilitate both small group and individual child use.

The organization and delivery of the daily activities and the developmental learning program will be based upon teacher anecdotal observations and recordings of each child's special interests and developmental progress.

The developmental learning program will emphasize learning through an interactive process. The learning environment will be prepared so children can learn through active exploration and interaction with adults, other children, and appropriate materials.

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The developmental learning program will meet and challenge the varying individual learning needs of each child in the class.

Standardized or formalized testing of young children may only be used to diagnose disabilities for the development of a adapted, remedial, modified, or program services to support the mainstreaming of children with disabilities into the regular educational environment, or to meet the federal program eligibility requirements of compensatory programs. The State Department of Education will provide a list of appropriate tests and assessment and screening instruments.

Family Engagement:

The program will incorporate procedures to identify needs and connect families to available services, including education, health /mental health, nutrition, social services, and job counseling.

The program will provide parents with the opportunity for education and training for meaningful participation in program operations and decision making.

Strategies will be implemented which enable family members to become active and effective partners in providing meaningful educational experiences for their children.

The program will provide a wide range of parent and family involvement options to promote the strengthening and the best interests of families. In addition to parent involvement in program delivery, family engagement activities should include guidance, information, and training in parenting skills, personal development, and child development concepts which foster learning in the home.

Service coordination and interagency agreements for early childhood education and parent involvement programs will ensure cooperation and collaboration in meeting the needs of individual children and families.

Health/Mental Health/Nutrition Services:

The program will provide access to available community health and nutrition services including medical, screening for vision and hearing, dental, mental health, and daily food supplements.

The daily program for the children in a group setting will provide for the serving of breakfast, lunch, and snacks that meet the federal recommended daily requirements for the nutritional needs of young children.

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The program will provide information and education to all adult family members regarding the health /mental health and nutrition needs of children and the services available in the community to assist children and families.

Services for Children With Disabilities:

The program will coordinate services with the state's plan of educational services for all children (ages 0-5 years) with disabilities.

Pre-k programs should include children with disabilities eligible for services under Public Law 99-457 in pre-k programs with their non disabled peers. Additional staff needed or other services required to meet the child's individual educational program (IEP) may be supported through other local, state, and federal funds.

The state will seek to take advantage of any federal and private funding to be used in combination with state funds to assist local school systems in providing services to children with disabilities and their families.

Governance and Administration:

Pre-kindergarten programs funded through the Voluntary Pre-K Act will be approved by the Department of Education and administered through one local agency for each community, county, or consortium of counties. A local school system or Head Start program may be the agency designated. All local programs will coordinate with existing early childhood education programs in the community to utilize administrative structures, community resources and available facilities, and to encourage diversity of children in each group setting.

The local school system will be responsible for convening and facilitating a pre-kindergarten advisory council for the purposes of developing a plan for the pre-kindergarten program development within the community. The pre-kindergarten advisory councils will encourage partnership and coordination with existing early childhood education programs within the community to utilize administrative structures, community resources and available facilities.

Program supervision will be provided in accordance with the plan developed through the partnership agreement. Supervision must include providing knowledge in early childhood education best practices, staff evaluation, and responsibility for program compliance with policy and state regulatory rules. Supervision may be delegated to the appropriate agency in pre-kindergarten programs created through partnership agreement. The pre-kindergarten program will have an on-site, full-time director or supervisor. The program director or supervisor and the administrative agency are ultimately accountable for the use of program funds and the provision of required services.

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The pre-kindergarten advisory council will review the educational needs of young children and will develop plans to address those needs through coordinated services for submission to the local education agency. Annually, the pre-K advisory council will review local program evaluations and make recommendations for program improvement to the local education agency (LEA). The pre-K advisory council will be composed of members of the local school board, parents, teachers, non-profit providers, for-profit providers, Head Start, the business community and local government funding bodies. The Director of Schools will serve as chair of the pre-K advisory council and coordinate the activities of the council.

Appendix F (NONE)

Section G Appendix

- Appendix 1: SCS In-Kind Support Letter



THE OFFICE OF THE SUPERINTENDENT

160 S. Hollywood Street • Memphis, TN 38112 • (901) 416-5444 • Fax (901) 416-5578 • www.scsk12.org

Dorsey E. Hopson, II Esq.
Superintendent

October 13, 2014

The Honorable Bill Haslam
Governor of the State of Tennessee
1st Floor, State Capitol
Nashville, Tennessee 37234-0001

Dear Governor Haslam:

As Superintendent for Shelby County Schools (SCS), I want to express my gratitude for the unprecedented opportunity to participate in the state's Federal Preschool Development Grants - Expansion Grant program. In helping to prepare this grant application, our district has already benefitted from the task of working closely with community partners and other districts in Tennessee's two largest urban counties towards our common goal to expand and sustain high-quality Pre-K services in our communities. I wholeheartedly support SCS's participation in the program and anticipate that as a district we will be able to support the program's success through the identified matching funds and sustainability strategies outlined within this letter. I am confident that through our collaborative work with the other members of the Shelby County Consortium, Metro Nashville Public Schools, and the Tennessee Department of Education's Early Childhood office, we will be able to provide models of sustainable high-quality Pre-K expansion that can be of value to communities throughout our state and that can support Tennessee's cutting-edge work in extending Pre-K services to low-income children.

A sobering fact is that only 30% of SCS's Grade 3 students scored proficient on reading on the state's 2014 standardized assessment. This fact is compounded by others – for example, students who don't read proficiently by Grade 3 are four times more likely to leave school without a diploma when compared to proficient readers, and this number rises even higher when children come from poverty. Within SCS, over 80 percent of our elementary-aged students are economically disadvantaged. All of our district's other goals – including our new 80-90-100 vision for college readiness and college enrollment – are precipitated on how well we do our job in preparing students in their first years of schooling. For these reasons, the Pre-K to 2 continuums has been a major focus of our strategic planning and budgeting discussions:

- At the request and recommendation of the Shelby County Commission, SCS applied to be and has now become the Head Start agency for Shelby County.

- One major goal of our Early Childhood office is to align all practices of Head Start with SCS's Pre-K to 2 continuums.
- All Pre-K and Head Start classrooms, including classrooms not operated within SCS buildings, have begun using formative assessment tools that are part of SCS's RTI2 system approved by the state for primary grades. One of these tools, I-station, is now used as the district's standard Kindergarten Readiness Indicator.
- Teachers for all classrooms funded through state Pre-K dollars, including classrooms not operated within SCS buildings, are being evaluated according to the Teacher Effectiveness Measure 4.0, the district's teacher evaluation system approved by the state for Pre-K-12.
- Ambitious goals related to kindergarten readiness have been set to bring the current rate (60%) into alignment with the 80-90-100 initiative within a four-year period.
- The district is actively partnering with others within the Shelby County community to seek and obtain additional resources for the expansion of Pre-K – for example, the recently approved allocation from the Shelby County Commission.

Matching Funds

Shelby County Schools estimates its match investment in this project to be \$(b)(4) per year in in-kind non-federal funds.

- Ten percent of the Early Childhood Director's time will be devoted to program management (\$(b)(4) per year, beginning in Year 1). Her position is budgeted through non-federal funds.
- \$(b)(4) in in-kind investment per year will support the Shelby County Commission's \$(b)(4) annual cash contribution to expand Pre-K in Shelby County, including 15 classrooms within SCS.
- \$(b)(4) in in-kind investment per year will support 28 additional new classrooms funded through this project.

To estimate the monetary value of in-kind support provided for classrooms, we used the following assumptions:

- Actual costs for school staff who support all classrooms within the school including Pre-K classrooms (the principal, the librarian, the counselor, clerical staff, in some cases the assistant principal and other support staff) were pro-rated based on the number of teachers anticipated in the school after the planned Pre-K classroom expansion. Because of the wide range of school enrollments and grade configurations in the identified schools, the per-classroom cost for these shared staff varied across schools. The median cost was \$(b)(4).
- Additionally, the in-kind value of space was calculated based on 850 square feet per classroom and a monthly rate of \$(b)(4) per square foot (\$(b)(4) per classroom).
- Custodial services were calculated based on an annual rate of \$(b)(4) per square foot (\$(b)(4) per classroom).

For the 15 anticipated SCS classrooms to be funded through the Shelby County Board of Commissioner's commitment, the following matching in-kind funds have been identified.

| Shelby County Commission's Classroom Sites | In-Kind |
|---|----------------|
| A B Hill Elementary I | (b)(4) |
| Alton Elementary | |
| Bethel Grove Elementary I | |
| Brookmeade Elementary I | |
| Caldwell-Guthrie Elementary | |
| Carnes Elementary | |
| Dexter Elementary | |
| Dunbar Elementary | |
| Egypt Elementary I | |
| Evans Elementary | |
| Florida-Kansas Elementary I | |
| Magnolia Elementary | |
| Ridgeway Early Learning Center (administration provided via Head Start) | |
| Southwind Elementary | |
| Winchester Elementary | |
| SUBTOTAL – Match associated with Shelby County Commission classrooms, per year beginning in Year 1 | |

As indicated in the preliminary Memorandum of Understanding, the Shelby Consortium will work together to identify where need is greatest for expansion classrooms. However, the district has prioritized need in 28 schools, based on high poverty among students, high academic need of students, and demonstrated demand for Pre-K services (these classrooms will be losing funding this year as part of the conclusion of Race to the Top funding). SCS anticipates that these classroom sites will be among those selected for Year 1 expansion.

| Priority Classroom Sites for Expansion | In-Kind |
|---|----------------|
| A B Hill Elementary II | (b)(4) |
| Aley Elementary | |
| Bethel Grove Elementary II | |
| Brookmeade Elementary II | |
| Caldwell-Guthrie Elementary II | |
| Charjean Elementary | |
| Cherokee Elementary | |
| Douglass Elementary/Middle | |
| Egypt Elementary II | |
| Fairley Elementary | |
| Florida-Kansas Elementary II | |
| Ford Road Elementary | |
| Goodlett Elementary | |
| Hawkins Mill Elementary | |
| Holmes Road Elementary School I | |
| Holmes Road Elementary School II | |
| Larose Elementary | |

| Priority Classroom Sites for Expansion | In-Kind |
|--|---------|
| Levi Elementary | (b)(4) |
| Lincoln Elementary | |
| Manor Lake Elementary | |
| Oakshire Elementary | |
| Raleigh- Bartlett Meadows School | |
| Ross Elementary | |
| Sharpe Elementary | |
| Sheffield Elementary | |
| Vollentine Elementary | |
| Westside Elementary | |
| Whitehaven Elementary STEM School | |
| SUBTOTAL – Match associated with prioritized classrooms for expansion, per year beginning in Year 1 | |

Sustainability

Over the next four years, I will work to ensure that the Consortium documents the impact of high-quality Pre-K on students’ learning in the primary grades and remains focused on building multiple funding streams for Pre-K. As the district prioritizes our local, state and Title I funding, I will seek opportunities to identify ways to sustain the investments of the Pre-K Expansion Grant program. A particular area of focus will be district investment in positions and structures that support the Pre-K to Grade 2 continuum.

In Shelby County Schools, we have adopted the mission to prepare all students for success in learning, leadership and life. We are committed to equitable distribution of quality resources and supports for all our students. This grant program presents an exciting chance to put this mission and this commitment to work.

Sincerely,



Dorsey E. Hopson, II Esq.
 Superintendent
 Shelby County Schools

Section CCP Appendix

- Appendix 1: Protective Factors Model
- Appendix 2: Core Functions Grid

PARENTAL RESILIENCE

PROTECTIVE & PROMOTIVE FACTORS

Being a parent can be a very rewarding and joyful experience. But being a parent can also have its share of stress. Parenting stress is caused by the pressures (stressors) that are placed on parents personally and in relation to their child:

typical events and life changes (e.g., moving to a new city or not being able to soothe a crying baby)

unexpected events (e.g., losing a job or discovering your child has a medical problem)

individual factors (e.g., substance abuse or traumatic experiences)

social factors (e.g., relationship problems or feelings of loneliness and isolation)

community, societal or environmental conditions (e.g., persistent poverty, racism or a natural disaster)

Numerous researchers have concluded that how parents respond to stressors is much more important than the stressor itself in determining the outcomes for themselves and their children. **Parents are more likely to achieve healthy, favorable outcomes if they are resilient. Resilience is the process of managing stress and functioning well even when faced with challenges, adversity and trauma.**

Some stressors parents face can be managed easily so that problems get resolved; for example, calling a relative or friend to pick-up a child from school when a parent is delayed. But some stressors cannot be easily resolved. For example, parents cannot “fix” their child’s developmental disability, erase the abuse they suffered as a child or be able to move out of a crime-plagued neighborhood. **Rather, parents are resilient when they are able to call forth their inner strength to proactively meet personal challenges and those in relation to their child, manage adversities, heal the effects of trauma and thrive given the unique characteristics and circumstances of their family.**

Demonstrating resilience increases parents’ self-efficacy because they are able to see

evidence of both their ability to face challenges competently and to make wise choices about addressing challenges. Furthermore, parental resilience has a positive effect on the parent, the child and the parent-child relationship. By managing stressors, parents feel better and can provide more nurturing attention to their child, which enables their child to form a secure emotional attachment. Receiving nurturing attention and developing a secure emotional attachment with parents, in turn, fosters the development of resilience in children when they experience stress.

Sometimes the pressures parents face are so overwhelming that their ability to manage stress is severely compromised. This is the case with parents who grew up in environments that create **toxic stress**. That is, as children, they experienced strong, frequent and prolonged adversity without the buffering protection of nurturing adult support. As a result, these parents may display symptoms of depression, anxiety, or other clinical disorders that inhibit their ability to respond consistently, warmly and sensitively to their child’s needs. For example, depressive symptoms in either mothers or fathers are found to disrupt healthy parenting practices so that the child of a depressed parent is at increased risk of poor attachments, maltreatment and poor physical, neurological, social-emotional, behavioral and cognitive outcomes. However, numerous research studies show parents can be helped to manage clinical symptoms and reactions to their own histories of poor attachments and trauma, to protect children from adversity and trauma as best they can and to provide more nurturing care that promotes secure emotional attachment and healthy development in their children.

All parents experience stress from time-to-time. Thus, parental resilience is a process that all parents need in order effectively manage stressful situations and help ensure they and their families are on a trajectory of healthy, positive outcomes.

SOCIAL CONNECTIONS

PROTECTIVE & PROMOTIVE FACTORS

People need people. Parents need people who care about them and their children, who can be good listeners, who they can turn to for well-informed advice and who they can call on for help in solving problems. Thus, the availability and quality of social connections are important considerations in the lives of parents. **Parents' constructive and supportive social connections—that is, relationships with family members, friends, neighbors, co-workers, community members and service providers—are valuable resources who provide:**

emotional support (e.g., affirming parenting skills or being empathic and non-judgmental)

informational support (e.g., providing parenting guidance or recommending a pediatric dentist)

instrumental support (e.g., providing transportation, financial assistance or links to jobs)

spiritual support (e.g., providing hope and encouragement)

When parents have a sense of connectedness they believe they have people who care about them as individuals and as parents; they feel secure and confident that they have others with whom they can share the joy, pain and uncertainties that come with the parenting role; they seek timely assistance from people they have learned to count on when faced with challenges; and they feel empowered to “give back” through satisfying, mutually beneficial relationships. **Several research studies have demonstrated that—for both mothers and fathers—high levels of emotional, informational, instrumental or spiritual support is associated with positive parental mood; positive perceptions of and responsiveness to one's children; parental satisfaction, well-being and sense of competence; and lower levels of anger, anxiety and depression.**

Conversely, inadequate, conflicting or dissatisfying social connections can be the source of parental stress, rather than a buffer. For example, maternal and paternal grandparents may be very willing sources of informational and instrumental support to new parents, but their advice and manner of caregiving may be at odds

with the new parents' beliefs and preferences. At the extreme end of the continuum of poor social connections are social isolation (i.e., the lack of available and quality relationships) and loneliness (i.e., feelings of disconnectedness from others). Social isolation is a risk factor consistently associated with disengaged parenting, maternal depression and increased likelihood of child maltreatment. Similarly, loneliness may be a major stressor that inhibits parents' ability to provide consistent, nurturing, responsive care to their children.

It may seem that increasing the number of people who could provide constructive social support to parents would be the “cure” for social isolation and loneliness. Providing opportunities for parents to create and strengthen sustainable, positive social connections is necessary but alone is not sufficient. Parents can feel lonely and isolated even when surrounded by others if relationships lack emotional depth and genuine acceptance. Thus, parents need opportunities to forge positive social connections with at least one other person that engender emotional, informational, instrumental or spiritual support so that meaningful interactions may occur in a context of mutual trust and respect.

Constructive and supportive social connections help buffer parents from stressors and support nurturing parenting behaviors that promote secure attachments in young children. Therefore, parents' high quality social connections are beneficial to both the adults and the children.

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT

PROTECTIVE & PROMOTIVE FACTORS

No parent knows everything about children or is a “perfect parent.” An understanding of parenting strategies and child development helps parents understand what to expect and how to provide what children need during each developmental phase. All parents, and those who work with children, can benefit from increasing their knowledge and understanding of child development, including:

- physical, cognitive, language, social and emotional development
- signs indicating a child may have a developmental delay and needs special help
- cultural factors that influence parenting practices and the perception of children
- factors that promote or inhibit healthy child outcomes
- discipline and how to positively impact child behavior

Gaining more knowledge about child development and developing greater skills in parenting are particularly important given the recent advances in the fields of neuroscience, pediatrics and developmental psychology. Scientists in these fields have provided much evidence of the critical importance of early childhood as the period in which the foundation for intellectual, social, emotional and moral development is established. Furthermore, numerous research studies show this foundation is determined by the nature of the young child’s environments and experiences that shape early brain development.

Developing brains need proper nutrition, regularly scheduled periods of sleep, physical activity and a variety of stimulating experiences. Developing brains also need attuned, emotionally available parents and other primary caregivers who recognize and consistently respond to the needs of young children, and interact with them in an affectionate, sensitive and nurturing manner. Such care gives rise to the development of a secure attachment between the child and the adult. Young children with secure attachments develop a sense of trust, feel safe, gain self-confidence and are able to explore their environments because they feel they have a secure base.

Numerous longitudinal studies have demonstrated that parental behaviors that lead to early secure attachments—and which remain warm and sensitive as children grow older—lay the foundation for social-emotional, cognitive and moral competencies across developmental periods. For example, when a young child solicits interaction through babbling or facial expressions and a parent responds in a similar manner, this type of parent-child interaction helps to create neural connections that build later social-emotional and cognitive skills. In addition, advances in brain research have shown that parental behaviors that forge secure emotional attachments help young children learn to manage stress. Secure attachments can offset some of the damage experienced by highly stressed young children as a result of trauma (e.g., maltreatment or exposure to violence.)

In contrast, parental care that is inconsistent, unresponsive, detached, hostile or rejecting gives rise to insecure attachments. Young children who experience insecure attachments display fear, distrust, anxiety or distress and are at risk for long-term adverse effects on brain development including developmental delays, cognitive impairments, conduct problems, psychopathology and relationship challenges. For example, young children who have limited adult language stimulation and opportunities to explore may not fully develop the neural pathways that support learning.

What parents do and how they treat children is often a reflection of the way they were parented. Acquiring new knowledge about parenting and child development enables parents to critically evaluate the impact of their experiences on their own development and their current parenting practices, and to consider that there may be more effective ways of guiding and responding to their children. Furthermore, understanding the mounting evidence about the nature and importance of early brain development enables both parents and those who work with children to know what young children need most in order to thrive: nurturing, responsive, reliable and trusting relationships; regular, predictable and consistent routines; interactive language experiences; a physically and emotionally safe environment; and opportunities to explore and to learn by doing.

CONCRETE SUPPORT IN TIMES OF NEED

PROTECTIVE & PROMOTIVE FACTORS

All parents need help sometimes—help with the day-to-day care of children, help in figuring out how to soothe a colicky baby, help getting to the emergency room when a bad accident happens, help in managing one’s own temper when fatigued or upset. When parents are faced with very trying conditions such as losing a job, home foreclosure, substance abuse, not being able to feed their family or trauma, they need access to concrete support and services that address their needs and help to minimize the stress caused by very difficult challenges and adversity. **Assisting parents to identify, find and receive concrete support in times of need helps to ensure they and their family receive the basic necessities everyone deserves in order to grow (e.g., healthy food, a safe environment), as well as specialized medical, mental health, social, educational or legal services.**

When parents are faced with overwhelmingly stressful conditions they need to seek help, but for some parents asking for help is not an easy thing to do. It may be embarrassing for some parents because it feels like an admission of incompetence; that they don’t know how to solve their own problems or take care of their family. Other parents may not seek help because they don’t know where to go for help, or the services needed have a stigma associated with them such as mental health clinics and domestic violence or homeless shelters. **Thus, parents need experiences that enable them to understand their rights in accessing services, gain knowledge of relevant services and learn how to navigate through service systems.** Family and child-serving programs must clearly communicate to parents that seeking help is not an indicator of weakness or failure as a parent. **On the contrary, seeking help is a step toward improving one’s circumstances and learning to better manage stress and function well—even when faced with challenges, adversity, and trauma. When parents ask for help, it is a step toward building resilience.**

When parents seek help, it should be provided in a manner that does not increase stress. Services should be coordinated, respectful, caring and strengths-based. Strengths-based practice is grounded in the beliefs that:

- It is essential to forge a trusting relationship between parents and service providers and among service providers working with the same families

- Regardless of the number or level of adverse conditions parents are experiencing, they have assets within and around them, their family and their community that can be called upon to help mitigate the impact of stressful conditions and to create needed change

- Parents have unrealized resources and competencies that must be identified, mobilized and appreciated

- Parents must be active participants in the change process and not passive recipients of services

- Parents must first be guided through, and subsequently learn how to navigate, the complex web of health care and social service systems

- In addition to addressing each parent’s individual difficulties, strengths-based practitioners must understand—and work to change—the structural inequities and conditions that contribute to these difficulties

A strengths-based approach helps parents feel valued because they are acknowledged as knowledgeable and competent. They develop a sense of self-confidence and self-efficacy because they have opportunities to build their skills, experience success and provide help to others. Thus, access to concrete support in times of need must be accompanied by a quality of service coordination and delivery that is designed to preserve parents’ dignity and to promote their and their family’s healthy development, resilience and ability to advocate for and receive needed services and resources.

SOCIAL-EMOTIONAL COMPETENCE OF CHILDREN

PROTECTIVE & PROMOTIVE FACTORS

Early childhood is a period of both great opportunity and vulnerability. Early childhood experiences set the stage for later health, well-being and learning. In the past, most of the focus was on building young children's academic skills in an effort to ensure they were prepared for school. However, in recent years a growing body of research has demonstrated the strong link between young children's social-emotional competence and their cognitive development, language skills, mental health and school success. The dimensions of social-emotional competence in early childhood include:

- self-esteem - good feelings about oneself
- self-confidence - being open to new challenges and willing to explore new environments
- self-efficacy - believing that one is capable of performing an action
- self-regulation/self-control - following rules, controlling impulses, acting appropriately based on the context
- personal agency - planning and carrying out purposeful actions
- executive functioning - staying focused on a task and avoiding distractions
- patience - learning to wait
- persistence - willingness to try again when first attempts are not successful
- conflict resolution - resolving disagreements in a peaceful way
- communication skills - understanding and expressing a range of positive and negative emotions
- empathy - understanding and responding to the emotions and rights of others
- social skills - making friends and getting along with others
- morality - learning a sense of right and wrong

These dimensions of social-emotional competence do not evolve naturally. The course of social-emotional development—whether healthy or unhealthy—depends on the quality of nurturing attachment and stimulation that a child experiences. Numerous research studies show that a relationship with a consistent, caring and attuned adult who actively promotes the

development of these dimensions is essential for healthy social-emotional outcomes in young children. Actively promoting social-emotional competence includes activities such as:

- Creating an environment in which children feel safe to express their emotions
- Being emotionally responsive to children and modeling empathy
- Setting clear expectations and limits (e.g., "People in our family don't hurt each other.")
- Separating emotions from actions (e.g., "It's okay to be angry, but we don't hit someone when we are angry.")
- Encouraging and reinforcing social skills such as greeting others and taking turns
- Creating opportunities for children to solve problems (e.g., "What do you think you should do if another child calls you a bad name?")

Children who have experiences such as these are able to recognize their and others' emotions, take the perspective of others and use their emerging cognitive skills to think about appropriate and inappropriate ways of acting. Conversely, research shows children who do not have adults in their lives who actively promote social-emotional competence may not be able to feel remorse or show empathy and may lack secure attachments, have limited language and cognitive skills and have a difficult time interacting effectively with their peers. Evidence shows, however, that early and appropriate interventions that focus on social-emotional development can help to mitigate the effects of negative experiences in ways that lead to improved cognitive and social-emotional outcomes.

CSSP'S PROTECTIVE AND PROMOTIVE FACTORS

The Center for the Study of Social Policy (CSSP) works to create new ideas and promote public policies that produce equal opportunities and better futures for all children and families, especially those most often left behind. The foundation of all of CSSP's work is a child, family and community well-being framework that includes a focus on protective and promotive factors. Using an ecological perspective:

protective factors are conditions or attributes of individuals, families, communities or the larger society that **mitigate or eliminate risk**

promotive factors are conditions or attributes of individuals, families, communities or the larger society that **actively enhance well-being**

Taken together, protective and promotive factors increase the probability of positive, adaptive and healthy outcomes, even in the face of risk and adversity.

The **Strengthening Families™** and **Youth Thrive™** frameworks exemplify CSSP's commitment to identify, communicate and apply research-informed ideas that contribute to the healthy development and well-being of children, youth and families. As numerous studies affirm the importance of early childhood experiences in influencing adolescent and adult behavior, these frameworks provide a view of two interrelated phases of the lifespan developmental continuum: Strengthening Families focuses on families of young children (0-5 years old) and Youth Thrive on youth ages 11-26.

| The Strengthening Families Protective Factors | The Youth Thrive Protective and Promotive Factors |
|---|--|
| Parental Resilience | Youth Resilience |
| Social Connections | Social Connections |
| Knowledge of Parenting and Child Development | Knowledge of Adolescent Development |
| Concrete Support in Times of Need | Concrete Support in Times of Need |
| Social-Emotional Competence of Children | Cognitive and Social-Emotional Competence in Youth |

Parents, system administrators, program developers, service providers and policymakers can each benefit from learning about and using the Strengthening Families and Youth Thrive frameworks in their efforts to ensure that children, youth and families are on a path that leads to healthy development and well-being.

CORE FUNCTIONS AND ROLES AT EACH LEVEL OF STRENGTHENING FAMILIES™ IMPLEMENTATION

| National | State/Jurisdiction | Implementing Agency/ System | Implementing Program |
|--|--|---|--|
| Build an Infrastructure to Advance and Sustain the Work | | | |
| <ul style="list-style-type: none"> • Build and maintain national partnerships and relationships • Maintain a national network to support implementers at all levels • Coordinate work across all implementing partners • Hold the national vision for the initiative • Create and support a national level action plan • Identify funding to support national level work | <ul style="list-style-type: none"> • Create and hold a vision for the initiative within the state/jurisdiction • Maintain a multi-sector implementation partnership • Coordinate work across all implementing partners • Create and support a state/jurisdiction level action plan • Identify funding to support work in state/jurisdiction • Build and sustain relationships with key agencies and individuals to expand leadership and support for the initiative • Represent the state/ jurisdiction and engage in learning activities through the Strengthening Families National Network | <ul style="list-style-type: none"> • Coordinate with other implementing partners • Identify staff to lead the work within the agency/system • Hold the vision for the initiative within the agency or system • Create and support an agency/system level action plan • Identify funding to support work within the agency/system | <ul style="list-style-type: none"> • Create an implementation team that includes program leadership, frontline staff and family representatives • Identify staff to lead the work within the program • Hold the vision for the initiative within the program • Create and support an agency/system level action plan • Identify funding to support program level work |
| Build Parent Partnerships | | | |
| <ul style="list-style-type: none"> • Set and communicate expectations for parent partnerships at all levels of implementation • Highlight innovative approaches and positive outcomes of parent partnership • Seek input from parent leaders, including the Alliance National Parent Partnership Council, on key materials and decisions • Build parent partnerships into initiative materials and tools • Engage parents at national summits | <ul style="list-style-type: none"> • Engage parents in shaping systems and policies at the state level, including parent partnership in Strengthening Families leadership • Encourage and promote parent partnerships among implementing programs and agencies • Support parent leadership development (trainings, opportunities to network, communicate, participation in state summits, etc.) • Develop parent engagement tools and strategies and put them to use in multiple ways | <ul style="list-style-type: none"> • Recruit parents served by agency or system for SF leadership roles and support them in those roles • Encourage parent participation within the Strengthening Families implementation team at the agency or system level • Develop parent engagement tools and strategies for parents served by agency or system • Include parent representatives on boards and advisory groups and actively seek their input | <ul style="list-style-type: none"> • Work with parents and caregivers to support them in shaping their children's future(s) • Include parents and caregivers in Strengthening Families implementation teams and other decision-making groups • Connect and support parent leaders with opportunities for increased engagement at the local and state level |

| National | State/Jurisdiction | Implementing Agency/ System | Implementing Program |
|--|--|--|---|
| Deepen Knowledge and Understanding of a Protective Factors Approach | | | |
| <ul style="list-style-type: none"> • Synthesize existing research to inform the initiative • Create outreach tools and messaging to engage new partners • Develop core trainings and materials to educate about the Strengthening Families approach and the protective factors | <ul style="list-style-type: none"> • Develop/adapt tools and messaging to build broad awareness of Strengthening Families and the protective factors • Create a Strengthening Families professional development agenda for the state/jurisdiction • Establish and support learning communities among implementers • Identify opportunities to integrate protective factors into existing professional development systems or curricula • Share knowledge and information with Strengthening Families partners and the broader Strengthening Families network both in the state and nationally | <ul style="list-style-type: none"> • Share knowledge and information about the initiative within the home agency/constituency • Create a Strengthening Families professional development agenda for the agency/system • Identify opportunities to integrate the protective factors approach within existing professional development systems or curricula and learning tools being used within the home agency/constituency • Share implementation experience, new tools and knowledge with the Strengthening Families National Network | <ul style="list-style-type: none"> • Ensure all staff have an understanding of the Strengthening Families approach and PF framework • Use Cafes or other strategies to build parent knowledge about PFs |
| Shift Practice, Policies and Systems toward a Protective Factors Approach | | | |
| <ul style="list-style-type: none"> • Create tools and materials to support implementers at all levels • Synthesize key learning from across implementers to inform the larger network • Facilitate the sharing of trainings, practice tools and resources between implementers • Identify points of alignment with priorities of existing systems • Support the network in responding to new policy opportunities • Work with federal and national partners to infuse core aspects of the Strengthening Families approach into emerging policy | <ul style="list-style-type: none"> • Identify incentives or leverage to promote implementation by service providers, programs and agencies • Create shared technical assistance resources to support implementation across sectors • Work collaboratively to align Strengthening Families practice tools across disciplines • Identify points of alignment with priorities of existing systems in the state/jurisdiction • Work to integrate Strengthening Families into cross-system planning and thinking • Infuse Strengthening Families into responses to new policy opportunities | <ul style="list-style-type: none"> • Identify incentives or leverage for programs that build protective factors and/or use the self-assessment tool • Weave Strengthening Families capacity into technical assistance, program monitoring and accountability infrastructure • Integrate protective factors into practice tools for the constituency • Infuse Strengthening Families and the Protective Factors Framework into policies and infrastructure within the home agency • Engage in policy advocacy around Strengthening Families as appropriate • Infuse Strengthening Families into responses to new policy opportunities | <ul style="list-style-type: none"> • Use tools such as the Strengthening Families self-assessment to inform Strengthening Families action planning • Integrate protective factors into ongoing practice with families (e.g., integrate PFs into assessment tools, staff supervision strategies, case planning tools, etc.) • Infuse Strengthening Families into program policy and systems |

| National | State/Jurisdiction | Implementing Agency/ System | Implementing Program |
|--|--|--|--|
| Ensure Accountability | | | |
| <ul style="list-style-type: none"> • Create a common framework for implementation fidelity • Monitor uptake and implementation • Encourage and support expansion of the research base for Strengthening Families and the Protective Factors Framework | <ul style="list-style-type: none"> • Establish outcomes and metrics to monitor implementation and its effects • Monitor the arc of the initiative's development and its impacts • Monitor programmatic implementation • Develop an evaluation plan for the initiative • Evaluate the impact of the initiative | <ul style="list-style-type: none"> • Establish programmatic outcomes and metrics that align with/contribute to those of the initiative • Monitor implementation among programs funded or managed by the home agency or the activities undertaken by the constituency • Evaluate the impact of a protective factors approach within the home agency and among programs funded • Design, fund and implement evaluation strategies for Strengthening Families implementation within the agency/system and at the program level as appropriate | <ul style="list-style-type: none"> • Evaluate impact of Strengthening Families activities on staff practice • Evaluate impact of Strengthening Families activities on parents and families |

PRELIMINARY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the Tennessee Department of Education ("TDOE" or "Lead Agency") and Metropolitan Nashville Public Schools ("MNPS" or "Subgrantee"). The purpose of this agreement is to establish a framework for future collaboration, should the State of Tennessee be awarded funds under the Preschool Development Grants- Expansion Grant program.

I. ASSURANCES

MNPS hereby certifies and represents that it:

- 1) Is committed to supporting High Quality Preschool Programs, particularly for low-income four-year-olds, as evidenced by its locally-funded expansion of High Quality preschool seats during the current school year (2014-2015);
- 2) Is familiar with the State's intentions to apply for the Preschool Development Grants-- Expansion Grant program and is supportive of and committed to working on all applicable portions of the State Plan, should the grant funds be awarded.

II. JOINT RESPONSIBILITY

TDOE and MNPS agree to develop and negotiate in good faith a further MOU superseding this one if TDOE is awarded this grant. This future MOU would address topics such as:

- Key roles and responsibilities of TDOE and MNPS in implementing the plans described in the grant application
- Decision-making methods and processes
- Mechanism(s) for data exchange (abiding by all applicable federal, state, and local laws concerning privacy and other relevant matters)
- Monitoring, evaluation, and reporting
- Participation in training, meetings, and events
- Recourse for non-performance
- Sustainability
- Partnerships with other LEAs and other Early Learning Providers
- State-local coordination across topics including assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development
- Contact person(s) and communications norms

The MOU also would include detailed work plans and budgets consistent with the State's grant application, including TDOE's and MNPS's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures for the portions of the State's proposed plans that MNPS is agreeing to implement.

III. MODIFICATIONS

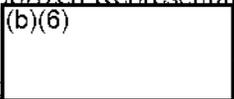
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending 90 days after the announcement of the winners of the Preschool Development Grants--Expansion Grant program, or when a final MOU supersedes it, whichever comes first.

V. SIGNATURES

Authorized Representative of ^{Subgrantee} ~~Lead Agency~~:
 _____ 10/14/14
Signature _____ Date
Jesse B. Register _____ Director of Schools
Print Name _____ Title

Authorized Representative of ^{Lead Agency} ~~Subgrantee~~:
 _____ 10/14/14.
Signature _____ Date
Kevin Huffman _____ Commissioner
Print Name _____ Title

PRELIMINARY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the Tennessee Department of Education ("TDOE" or "Lead Agency") and the LEAs collectively comprising the Shelby County Pre-K Consortium ("the Consortium" or "Subgrantee"). The purpose of this agreement is to establish a framework for future collaboration, should the State of Tennessee be awarded funds under the Preschool Development Grants Expansion Grant program.

I. ASSURANCES

Each LEA in the Shelby County Pre-K Consortium hereby certifies and represents that it:

- 1) Is committed to supporting High Quality Preschool Programs, particularly for low-income four-year-olds, as evidenced by its locally-funded expansion of High Quality preschool seats during the current school year (2014-2015);
- 2) Is familiar with the State's intentions to apply for the Preschool Development Grants--Expansion Grant program and is supportive of and committed to working on all applicable portions of the State Plan, should the grant funds be awarded;
- 3) Has agreed to be a part of the Consortium, a group of four LEAs (Shelby County Schools, Bartlett City Schools, Millington Municipal Schools, Achievement School District) who are collectively a Subgrantee in the State's application;
- 4) Supports the organization of a Governing Council to oversee the allocation of funds among the members of the Consortium. This Council would be composed of representatives from each of the LEAs in the Consortium and others as delineated in the grant application. This Council would have among its responsibilities determining and overseeing a process for allocating funds sub-granted by TDOE across the LEAs in the Consortium

II. JOINT RESPONSIBILITY

TDOE and the LEAs comprising the Consortium agree to develop and negotiate in good faith a further MOU superseding this one if TDOE is awarded this grant. This future MOU would address topics such as:

- Key roles and responsibilities of TDOE and the Consortium in implementing the plans described in the grant application
- Decision-making methods and processes
- Mechanism(s) for data exchange (abiding by all applicable federal, state, and local laws concerning privacy and other relevant matters)
- Monitoring, evaluation, and reporting
- Participation in training, meetings, and events
- Recourse for non-performance
- Sustainability
- Partnerships with other LEAs and other Early Learning Providers

- State-local coordination across topics including assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development
- Contact person(s) and communications norms

The MOU also would include detailed work plans and budgets consistent with the State's grant application, including TDOE's and the Consortium's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures for the portions of the State's proposed plans that the Consortium is agreeing to implement.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending 90 days after the announcement of the winners of the Preschool Development Grants--Expansion Grant program, or when a final MOU supersedes it, whichever comes first.

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

10/14/14

Signature

Date

Kern Hoffman

TDOE

Print Name

Title/District

Authorized Representative of Subgrantee:

October 13, 2014

Signature

Date

Dorsey E. Hopson, II

Superintendent/ Shelby County Schools

Print Name

Title/District

Authorized Representative of Subgrantee:

(b)(6)

10-13-14

Signature

Date

David M. Roper

Millington

Print Name

Title/District

Authorized Representative of Subgrantee:

10/13/14

Signature

Date

David M. Roper

Superintendent, Millington

Print Name

Title/District

Authorized Representative of Subgrantee:

(b)(6)

October 13, 2014

Signature

Date

Chris Barbic

Achievement School District

Print Name

Title/District

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

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

Contents

Budget Narrative..... 1

Personnel and Benefits..... 1

Travel..... 2

Equipment..... 3

Supplies 3

Contractual: Program Evaluation..... 3

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Funds to be distributed to Subgrantees 4

Technical Assistance 5

Budget Narrative

Personnel and Benefits

The Preschool Development Expansion Grant would allow the Tennessee Department of Education (TDOE) to enhance its support of the high-need communities served through the grant. TDOE would add the following staff classifications to support these efforts; their titles, roles, and other pertinent information are provided below.

- Two *Child Care Program Evaluators (CCPE) 2*, one based in Nashville and the other in Memphis. An employee in this class examines child day care facilities for adherence with licensure and certification regulations, investigates complaints against licensed and unlicensed child care facilities, and makes recommendations for issuance, denial, or approval of licensure or certification. This class differs from that of Child Care Program Evaluator 1 in that the latter functions in an entry level capacity under immediate supervision. The budget allocates \$(b)(4) per year for each CCPE including benefits. TDOE expects the CCPEs hired through this grant to devote 100 percent of their work time to the high-need communities in which they are based.
- Two *Education Consultants 2*, one located in Nashville and one in the regional state office in Memphis. These staff positions will support the implementation of the grant through classroom observations focused on technical assistance, development of new training, gathering classroom and teacher data as required and working with PRI to

coordinate and collect data as outlined in this grant. Again, both employees would spend 100 percent of their time on grant-related activities. The salary for each position is \$(b)(4) including benefits, the total for two positions comes to \$(b)(4)

- The final addition to TDOE staff would be an *Administrative Services Manager* based in Nashville to oversee data management, assessment, and provide information to program evaluators and researchers from PRI. The administrative services manager would focus 100 percent of his or her time on data support for the two high-need communities named in the grant.

The department values these positions for several reasons. The CCPEs would ensure high-quality programs through monitoring classrooms for compliance with school administered child care rules and regulations from Chapter 0520-12-01. The Education Consultants would provide training and technical assistance to the Subgrantees, support the evaluation work of Peabody Research Institute, and ensure fidelity of implementation and professional growth for teachers and leaders involved in preschools that are grant recipients. The Administrative Services Manager will increase school- and classroom-level capacity for data analysis, track student and classroom outcomes, and work in concert with external program evaluators to ensure timely access to accurate data.

Travel

The high-need communities named in the grant, Memphis and Nashville, are approximately two hundred miles apart. Vicinity mileage will add up quickly when traveling within the city due to site visits on a weekly if not daily basis. The CCPE and Education Consultants, therefore, require travel budgets to allow them to work closely with both communities and TDOE, located in Nashville. The department attempts to ensure low costs for travel through strategies such as booking hotel rooms at the state government rate, following federal mileage and per diem guidelines, and utilizing low-cost options like videoconference whenever possible. This travel is essential to ensure coordination between MNPS, Shelby County, and TDOE and is estimated to cost \$(b)(4) per staff member (two CCPEs and two Education Consultants) for a total of \$(b)(4)

Equipment

Technology costs to support all added positions will include five computers, five phones, two iPads, two projectors, and two sets of speakers with an estimated cost of \$(b)(4)

Supplies

None in Year 1. Funding allocated in Year 1 for equipment (\$(b)(4)) will be allocated to purchasing materials and supplies necessary to continue the training and evaluation outlined in this budget narrative in all subsequent years of the grant.

Contractual: Program Evaluation

The state and Subgrantees will partner with The Peabody Research Institute of Vanderbilt University to conduct an evaluation of the grant-funded preschool expansion to focus on: quality of preschool classroom and assessment of student learning (including Kindergarten readiness and preschool growth). The evaluation will have three major components:

- Pre- and post-assessments for the students in the pilot to measure quality of preschool programs and show growth in each developmental domain of children we are planning to serve.
- Sampling of classrooms for observations using the narrative record, in site-based and centers – for continuous program improvement efforts.
- Use Kindergarten-readiness assessment to compare performance of students in pilot pre-K programs to students not in program.

Based on detailed conversations with PRI (a budget is attached in Section C of the Appendices to the application), the estimated annual cost of this evaluation is \$(b)(4)

Other

The state plans to use a portion of its set-aside funds for ongoing professional development opportunities for collaboration between providers, teachers and leaders, and other stakeholders.

- Education Consultants along with TDOE will develop a year-long series of training modules focused on implementing a high quality preschool classroom. Funding in year one will be allocated to developing ongoing training modules to use over the course of the year for ensuring implementation of high quality classrooms. The training will

incorporate the use of technology. An estimated cost is \$(b)(4) This cost will be an annual expense as funds will be used to purchase training materials or to support additional training opportunities to strengthen identified areas of need.

- A similar training series will be developed for administrators of the preschool classrooms focused on the role of an early childhood administrator. Training for principals and directors would cost \$(b)(4) This cost will be an annual expense as funds will be used to purchase training materials or to support additional training opportunities to strengthen identified areas of need.
- Annual meeting for all stakeholders in this project to discuss the progress of this project to take place in Memphis and Nashville at an estimated cost of \$(b)(4)

The state will also set aside \$(b)(4) for membership in the Pyramid Model Consortium. Tennessee has engaged in Pyramid Model work, through the Center on the Social and Emotional Foundations for Early Learning, for several years. This Partnership allows the state to continue to work alongside these same national experts who focus on strategies to enhance young children's social emotional development and support children with challenging behaviors.

As a Pyramid Model Consortium Partner State, Tennessee will have guaranteed access to the National Training Institute on Challenging Behavior, including the ability to participate in the state systems-building session. In addition, the state will have direct input into the content and process of this session. The Partnership also gives the state access to several networks of trainers, coaches, and community- and state-level systems builders who are engaged in finding similar solutions to common challenges related to the what is consistently one of the top training needs articulated by preschool staff supporting children's social emotional development and preventing challenging behavior.

The estimated annual cost for memberships, curriculum development, and execution of the trainings and annual meetings is \$(b)(4)

Funds to be distributed to Subgrantees

As detailed in the narrative accompanying this application for funding, approximately \$(b)(4) per year will go directly to the Subgrantees named in the application: The Shelby County Consortium and Metro Nashville Public Schools, for expansion and improvement of preschool seats in their communities. These investments are expected to, by the end of the grant

period, reach more than 5,000 Eligible Children in Tennessee. The total cost over four years of these subgrants totals \$(b)(4)

Technical Assistance

In accordance with grant requirements, TDOE will set aside \$(b)(4) to participate in grantee technical assistance activities that the federal government will facilitate via ED or HHS to share effective program practices and solutions and collaborate to solve problems.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Tennessee Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-----------|
| 1. Personnel | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2. Fringe Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3. Travel | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4. Equipment | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5. Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6. Contractual | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7. Construction | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 8. Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 9. Total Direct Costs (lines 1-8) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 10. Indirect Costs* | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 11. Training Stipends | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 12. Total Costs (lines 9-11) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

| | | |
|---|---|--|
| Name of Institution/Organization Tennessee Department of Education | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|---|---|--|

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2. Fringe Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3. Travel | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4. Equipment | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5. Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6. Contractual | 0.00 | 0.00 | | 0.00 | 0.00 | 0.00 |
| 7. Construction | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 8. Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 9. Total Direct Costs (lines 1-8) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 10. Indirect Costs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 11. Training Stipends | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 12. Total Costs (lines 9-11) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

| | | | | |
|----------------|---------------------|--------------|-----------------------|---------|
| Prefix: Mr. | First Name: Joey | Middle Name: | Last Name: Hassell | Suffix: |
|----------------|---------------------|--------------|-----------------------|---------|

Address:

| | |
|-----------|-----------------------------|
| Street1: | 710 James Robertson Parkway |
| Street2: | |
| City: | Nashville |
| County: | Davidson |
| State: | TN: Tennessee |
| Zip Code: | 37243-1219 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 615 253 2112 | |

Email Address:
Joey.Hassell@tn.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

- Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

- Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

- No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| | | | |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|