

Voluntary Pre-Kindergarten (VPK) Application for 2019-20 School Year Program Narrative

General Information

Background

In 1998, the state of Tennessee piloted 30 preschool classes serving 5,000 students. Due to the success of this pilot, the General Assembly established the statewide Voluntary Pre-K (VPK) program in 2005 in order to expand opportunities for quality early childhood education and pre-K experiences while meeting standards for kindergarten readiness. Pursuant to T.C.A. § 49-6-104, the department of education has established a system of competitive grants and technical assistance to VPK programs that comprehensively address the educational needs of children in at-risk categories identified in the law. In 2009, the program reached its maximum capacity of 935 classrooms serving 18,680 students.

In 2015, the state received preliminary results of an impact study seeking to demonstrate the effects of the VPK program. The study found a significant variance in the quality of the VPK classrooms statewide. With this knowledge, the state legislature passed the [Pre-K Quality Act](#). Aimed at increasing the overall quality of programs and decreasing the variability of these programs, the Pre-K Quality Act required that programs receiving funding must meet quality indicators as identified by the department.

Purpose

This grant application serves to provide local education agencies (referred to as “LEAs” or “districts”) with the opportunity to apply for one or more VPK classrooms as outlined in [T.C.A. § 49-6-105](#). Through this competitive application process, the department will consider the LEA’s demonstrated ability to meet the criteria outlined in T.C.A. § 49-6-101 through 108; the scope of services; and the department’s definition of “highly qualified pre-kindergarten program,” as aligned with [Quality Matters: Defining Quality in Early Education](#), as well as the LEA’s ability to serve areas of greatest need.

Subject to funds availability, the state intends to fund up to **935 classrooms for 2019-20** across the state through this application process. As outlined in T.C.A. § 49-6-105, LEAs may choose to enter into a collaborative agreement with any community-based agency that meets the criteria of a highly qualified pre-K provider. However, all funding from the state will be provided directly to LEAs.

This grant application will be used as the determining factor in all decisions regarding VPK funding.

Review Process

All complete application packages meeting the requirements and received by the department on or before the application deadline will be reviewed by grant analysts. The analysts will provide each application with a

technical merit score based upon the review criteria and rubric. A copy of the scoring rubric can be found in [Appendix B](#). Technical merit scores will serve as the foundation for grant award decisions.

All awards are subject to the availability of state funds and specific grant amounts may vary per award (see T.C.A. § 49-6-107 for more information). Grants are not final until all components of the grants and subsequent budgets are approved in ePlan.

Application Process

The application must be completed and submitted through ePlan by Feb. 8, 2019, at 5 p.m. CT. **Paper copies of this application will not be accepted.**

Steps to submitting an application:

1. Complete all sections of the application.
2. Submit the application for approval within your agency – grant director approval, fiscal director approval, and agency director approval.
3. Upload all required documentation to the related documents section within ePlan. **No other attachments will be considered for review.**

Scope of Services

The 2018-19 VPK Scope of Services can be found in [Appendix A](#). All LEAs selected to enter into a VPK grant funding agreement must agree to comply with all parts of the VPK Scope of Services before administering the program. The scope of services is expected to be substantially similar as this year's but is subject to finalization for the 2019-20 school year.

Background Information

Complete the following chart by entering the number of preschool classrooms and children served in your geographic region (including district and community-based classrooms) in the 2018-19 school year. Do not count a single classroom more than once. All classrooms should fall into one category below for the purposes of this application. This chart will not be scored as part of your application.

| Type of classroom | Number of classrooms | Total # of four-year-olds | Total # of three-year-olds |
|-------------------|----------------------|---------------------------|----------------------------|
| VPK | | | |
| 619 preschool | | | |
| Title I funded | | | |
| PDG | | | |
| Head Start | | | |
| Locally funded | | | |

Utilization

I. Three-Year Data Trend

Data from the previous three years will be auto-populated into ePlan. Districts will not be responsible for completing this chart. All data will be pulled from the education information system (EIS) on Dec. 1, 2018.

For the purposes of this grant application, the following definitions remain true:

Utilization – This reflects the number of low-income four-year-old students enrolled in VPK seats.

Percent of Capacity – This reflects the total number of enrolled students versus available VPK seats (regardless of age or income eligibility).

| District enrollment | Number of pre-K students enrolled in VPK (Q) | % low income (L) | % with IEP | Number of students enrolled in kindergarten |
|---------------------|--|------------------|------------|---|
| 2018-19 School Year | | | | |
| 2017-18 School Year | | | | |
| 2016-17 School Year | | | | |

Program Management

All districts must respond to sections: II.a. Identification of Need, II.b. Statement of Service Considerations, and II.f. Attendance.

Districts that do not meet or exceed 90 percent utilization must also respond in full to sections: II.c. Recruitment, II.d. Eligibility Determination and Applicant Prioritization, and II.e. Enrollment and Eligibility Challenges.

Districts that meet or exceed 90 percent utilization are exempt from providing written responses to sections II.c., II.d., and II.e.; additionally, these districts must attach a copy of their student application.

II. Access and Attendance

II.a. Identification of Need

Provide information regarding your district's need for quality pre-K programs. Please consider the following:

- Demographic and/or geographic shifts
- Poverty trends
- Information regarding the unmet need for quality child care programs (public or private)
- Whether your sites are situated in locations that serve the most eligible children
- Any other factor(s) that may impact enrollment

II.b. Statement of Service Considerations

In accordance with T.C.A. § 49-6-105, all districts receiving VPK funds must include a statement that the district has given consideration to how to serve all children four years of age within the geographical area served by the LEA. Please include that statement here.

II.c. Recruitment

Describe your district's pre-K registration process. Please include responses to the following questions:

- How is registration publicized to the community?
- How does your district recruit and enroll eligible students?
- How does your district ensure students are properly coded in the student information system?
- How does your choice of site locations help you recruit eligible children?
- How do you know that your current processes are effective?

II.d. Eligibility Determination and Applicant Prioritization

Describe your district's process for determining which children will attend VPK. Please include the responses to the following questions:

- How does your district prioritize applicants to ensure that 90 percent of children who enroll are income eligible?
- How is student eligibility determined, and what documentation is collected?
- How are students selected for participation?
- How and when are families notified of their status?
- What is your district's process for maintaining a waiting list and tracking enrollment?

Please attach a copy of your student application.

II.e. Enrollment and Eligibility Challenges

Please explain any challenges you have had in meeting eligibility requirements and how you have worked to overcome those challenges. *(Please note: 90 percent of children served should be income-eligible four-year-olds.)*

II.f. Attendance

Please describe how your district monitors VPK attendance and what strategies are in place to monitor daily attendance. Include the following:

- Average daily attendance for VPK students
- Chronic absenteeism rates for VPK students
- District VPK attendance policy
- Evidence that current practices and strategies are effective

III. Community Partnerships and Services

III.a. Family Resources

Describe your approach to engage and develop partnerships with pre-K families to promote student success. Include the following:

- Specific activities, workshops, or events for parents
- Participation rates for parent-teacher conferences
- How students and families are supported through transitions (pre-K and kindergarten)
- How the district educates parents/families on how to support student learning at home/outside of school

III.b. Community Pre-K Advisory Council (CPAC)

Provide a summary of collaborative efforts and ongoing activities of the CPAC.

- Use CPAC attachment to list current members and their title or role. Include a copy of your district's CPAC agenda.
- Include a statement of CPAC goals and plans to increase CPAC engagement to improve the quality of VPK programs.

IV. Structural Quality

IV. a. Teacher qualifications

Please describe your practices for ensuring VPK classrooms are staffed with highly effective and appropriately licensed teachers and assistants.

IV. b. Program Monitoring Including Safety and Health

Please describe how your district monitors programs for the following:

- Early Childhood Environmental Rating Scale (ECERS)
- Early Language and Literacy Classroom Observation (ELLCO)
- Compliance with Rules and Regulations
- Compliance with Scope of Services

Include the ways in which feedback is provided and the procedure for following up when a plan is created and when corrective action is needed.

Teaching and Learning

V. Classroom Organization

V.a. Child-centered environment

Explain what is considered in the development of a classroom environment and how students interact with environment to facilitate learning. Please respond to the following:

- How do curriculum resources in the environment facilitate learning?
- How are curriculum resources chosen and changed throughout the year?
- How do students access those curriculum resources within the classroom?

V.b. Developmentally Appropriate Schedule

Please describe your daily schedule, including how much time is spent on each activity. Include any efforts you have made to either decrease transitions or include instruction in your transitions.

V.c. Effective use of Time

Based on daily schedule, please explain the purpose of each activity in the schedule and how instruction is delivered during those times (if applicable).

VI. Integrated Systems

VI.a. Standards Alignment

Please indicate which state-approved curriculum you are using to ensure classroom instruction is aligned to the developmental domains found in the [Tennessee Early Learning and Developmental Standards \(TN ELDS\)](#).

VI.b. Curriculum

Please describe how your district ensures that *teachers and teacher assistants* have ongoing quality and professional development supports necessary for effective curriculum implementation.

VI.c. Child Assessment and Observation

List and describe how pre-K data is collected, reviewed, and used to inform practice.

VI.d. Special Populations

Provide specific information, plans, or strategies that you have used and/or plan to use to effectively serve children with exceptional learning needs. This includes children who require special education services and English learners.

VII. Interactions and Instruction

VII.a. Responsive-nurturing student teacher interactions

Describe your district's policies and practices to encourage healthy social and personal competencies for your pre-K students. Include the following:

- Training for teachers and educational assistants on how to create responsive and nurturing learning environments for young children. Include specifics on any particular training received (i.e., Pyramid Model or Restorative Practices training)
- Example(s) of best practice(s) your programs have used to promote positive school culture and strengthen positive connections among students and between students and adults
- Descriptions of your district's practices regarding students with persistent or extreme behavior issues

Please include your pre-K discipline policy in the space below.

VII.b. Academically Rigorous, Developmentally appropriate practice

Please discuss how classroom instruction is meeting the expectation of academically rigorous, developmentally appropriate practice.

Continuous Quality Improvement

VIII. Culture of improvement

VIII.a. Teacher Evaluation

Describe how the district uses the evaluation system for professional growth.

VIII.b. Portfolio Implementation

Describe your district's comprehensive plan for ongoing training and support of pre-K teachers in best practices to support successful portfolio implementation. What are your identified district needs going forward?

IX. Professional learning

IX.a. Professional Learning Opportunities

The Pre-K Quality Act of 2016 requires districts to design a plan for delivering relevant and meaningful professional development to VPK teachers, specific to ensuring a high-quality pre-kindergarten experience. Please describe your district's plan, considering the following:

- How will your leadership team redeliver Early Learning 2.0 (EL 2.0) training?
- How do you ensure all teachers receive training inclusive of the selected state-approved pre-K curriculum?
- How will professional learning opportunities be anchored in district needs identified from CLASS assessments conducted?
- How is ongoing professional learning embedded into the daily practice of your district leaders, school leaders, teachers, and teacher assistants?
- What recent or ongoing trainings were delivered that encouraged quality improvements?
- In what way are school leaders involved in early childhood trainings?
- In what way do your professional learning strategies improve and/or increase collaboration with other teachers and grades?
- What other needs does your district have in ensuring quality professional learning for teachers and assistants?

X. Data-driven improvements

X.a. Developing Goals

Please describe how your 2018-19 goals were developed, considering the following:

- How are your goals aligned to the department's definition of quality?
- How are you currently measuring progress toward meeting your goals?
- How is data used to inform decisions regarding goals and practices?

X.b. Identify SMART Goals

Please identify your current (2018-19) goals below. All goals should be written in SMART goal format (i.e., Specific, Measurable, Attainable, Relevant, and Time-based).

| | |
|--|--|
| <p>Identify your student outcome goal related to <u>Language and Literacy</u>.</p> | |
| <p>Identify your student outcome goal related to <u>Math</u>.</p> | |
| <p>Identify your student outcome goals related to <u>Social and Personal Competencies & Approaches to Learning</u>.</p> | |
| <p>Identify your VPK program goal related to quality improvements.</p> | |

Scope of Services

Voluntary Pre-K 2018-2019

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 to comprehensively address the educational needs, including cognitive, physical, social, and emotional, of eligible four-year-old children. The early childhood education program will provide high quality early childhood education services in accordance with Title 49, Chapter 6, Part 1 and the policies, rules and regulations of the state board of education and the department of education.

The requirements for all Voluntary Pre-K (VPK) classrooms are detailed in this scope of services.

A. Student Eligibility

1. The Grantee shall enroll students residing in the geographic area served by the LEA who are four (4) years of age on or before August 15 for the current school year and who are at risk. For purposes of this program, at risk shall be defined as follows:
 - (a) Children who qualify as economically disadvantaged per the Income Eligibility application and income guidelines set by the U.S. Department of Health and Human Services, regardless of the student’s Individualized Education Program (IEP) status; or
 - (b) Are dependent children, as defined by T.C.A. § 49-6-101(f)(1)(A) whose parent was killed, died as a direct result of injuries received as a result of war, or is or has been officially reported as a prisoner of war or missing in action.
2. If space is available, the Grantee may enroll additional students who don’t meet the income eligibility requirements but are residing in the geographic area served by the LEA in accordance with the following priorities:
 - (a) Students with disabilities, students identified as English Learners (EL), in state custody, or those identified as educationally at-risk pursuant to 20 U.S.C. § 1400 et sec. and who are four (4) years of age on or before August 15 for the current school year;
 - (b) Students who have been in the Tennessee Early Intervention Program (TEIS) or Even Start program and who are four (4) years of age on or before August 15 for the current school year;
 - (c) Students who meet the requirements set forth by the Community Pre-K Advisory Council (C-PAC) and approved by the Tennessee Department of Education (TDOE) and who are four (4) years of age on or



before August 15 for the current school year by the process established by the C-PAC¹. These students are considered unserved or underserved and may be enrolled by the process established by the C-PAC;

- (d) Students who qualify as economically disadvantaged per the Income Eligibility application and income guidelines set by the U.S. Department of Health and Human Services and are three (3) years of age on or before August 15 of the current school year²;
- (e) Students who have been in the Tennessee Early Intervention Program (TEIS) or Even Start program and who are three (3) years of age on or before August 15 for the current school year³;
- (f) Students with IEPs who are five (5) years of age on or before August 15 of current school year upon recommendation of an IEP team and in accordance with guidelines set by the TDOE.⁴;

3. Enrollment in the VPK program shall be voluntary.

B. Organization

In addition to complying with the requirements of the State Board of Education Rules, Chapter 0520-12-01 Standards for School Administered Child Care Programs (“Chapter 0520-12-01”), the Grantee shall:

- 1. Comply with all applicable state and federal laws, rules and regulations. Grantee is ultimately responsible for ensuring compliance with all state, federal laws, rules and regulations, and requirements stated here-in, whether operating program directly or through a third party.
- 2. Provide appropriate educational activities for a minimum of five and one half (5 ½) hours of instruction per day (exclusive of nap/rest time).
- 3. Ensure VPK calendars and personnel contracts align with the requirements for general public schools pursuant with T.C.A. § 49-6-3004(a).
- 4. Collaborate and coordinate with the IDEA Part B 619 school district staff to participate in meetings to identify children with special needs whose needs may best be served in the VPK program.
- 5. Provide a program that meets the guidelines of Child Care Standards of Tennessee, as regulated by the TDOE. Non- school based programs licensed by Department of Human Services (DHS) must meet the

¹ Request for enrollment of students that meet this priority must be submitted to the TDOE’s VPK director for written approval, prior to the child’s enrollment in the VPK program.

² Prior to enrollment of three-year-old children in the VPK program, a request for enrollment must be submitted to the TDOE VPK director for approval.

³ Prior to enrollment of three-year-old children in the VPK program, a request for enrollment must be submitted to the TDOE VPK director for approval.

⁴ Prior to the placement of a child in the VPK program, a request for enrollment under this exception must be submitted to the TDOE VPK director for approval.



highest rating on the STAR quality scale in order to be eligible to receive a classroom.

6. To receive VPK funding, programs that are required to be licensed by DHS pursuant to T.C.A. 49-6-105 (a) shall:
 - (a) maintain licensure with DHS; and
 - (b) maintain the highest designation under the rated licensing system administered by DHS
9. Ensure all contracts with third parties to operate VPK programs contain the same requirements listed in this VPK Scope of Services.
10. Monitor all VPK classrooms for compliance with VPK scope of services, including those located in community agencies, schools, early learning centers, and other community locations.
11. Ensure all teachers, educational assistants, administrators, substitutes, and all other direct services providers receive training on the VPK scope of services, and all other mandatory trainings as listed in Chapter 0520-12-01. All trainings shall be aligned to the TDOE's office of early learning instructional quality standards.

C. Staffing

In addition to complying with the requirements of Chapter 0520-12-01, the Grantee shall:

1. Maintain classes at a maximum class size of 20 and a minimum adult: child ratio of 1:10 for four year olds at all times, except for scheduled nap times.
2. Ensure all VPK classrooms are staffed with a teacher who is state licensed and endorsed for Early Childhood Education pursuant to T.C.A. § 49-6-104(b)(2). Permits will not be accepted for teachers hired to work in the VPK classroom. Teachers requesting a waiver or transitional license must submit appropriate application to either the Tennessee 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.
3. Employ at least one educational assistant per classroom who holds at least a child development associate credential (CDA), early childhood technical certificate, or associate degree in early childhood or be actively working toward those credentials pursuant to T.C.A. § 49-6-104(b)(3). 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.
4. Ensure all general education and special education teachers have training and support to meet the needs of economically disadvantaged children, children with special needs, and children who are



identified as EL or children whose primary home language is not English.

5. Employ appropriately licensed and endorsed long-term substitute when the teacher of record is expected to be absent for a period of 20 or more consecutive days due to illness, maternity leave, etc.⁵
6. Ensure all staff (teachers, teacher assistants, and direct supervisor of the early childhood education program) have a professional development plan identifying specific trainings and job-embedded professional learning opportunities to meet teachers' needs for improving classroom practices. At minimum, professional development plans must meet the required orientation and training as specified by Chapter 0520-12-01.
7. Implement the Pre-K and Kindergarten student growth portfolio models for all Pre-k and kindergarten teachers, including VPK teachers in community based agencies.
8. Ensure all teachers are evaluated by personnel trained in the use of any approved TDOE teacher evaluation pursuant to the rules and regulations of the State Board of Education.
9. Ensure that VPK teachers employed by the LEA and community based agencies are provided the same employment rights and benefits available to K-12 teachers. (*Planning time and duty free lunch may occur outside the scheduled 5.5 hour instructional day.*)
10. Salaries for personnel in community-based agencies shall be reasonably comparable to those currently in effect in the LEA where the respective VPK program is located. Reasonably comparable is defined as a range of compensation that would ordinarily be paid for like services within the school system. Final salaries within the range may be commensurate with qualifications and experience.

D. Enrollment/Attendance/ Education Information System (EIS) Data Collection

In addition to complying with the requirements of Chapter 0520-12-01, the Grantee shall:

1. Follow the enrollment selection process outlined in section A.
2. Because the VPK program is designed to serve students who are economically disadvantaged, ensure that at least 90 percent of children enrolled in the VPK program qualify as economically disadvantaged.
3. Utilize inclusionary practices through enrollment of students with disabilities.
4. Continue enrollment of new students, subject to available seats, up to the last 20 days of school and ensure maximum group size operates at 95 percent capacity.

⁵ TDOE's VPK director shall be notified of any utilization of a long-term substitute.



5. Adhere to the attached VPK Attendance Policy to ensure regular student attendance with the goal of maintaining average daily attendance at a minimum of 90 percent.
6. Document a child's withdrawal from the VPK program in accordance with the attendance policy.
7. Enter information for all VPK children enrolled in school-based and community partner classrooms into the state student information system (EIS) in accordance with guidelines set by the TDOE.
8. Maintain and report daily attendance to the TDOE at the mid-year and end of year reviews.
9. The Grantee shall input all student, staff and class information on all VPK children enrolled in school based and community partner classrooms into the state student information system within first six weeks of school.
10. A parent initiated withdrawal shall be documented with code 10 and a school initiated withdrawal shall be documented with code 13. Use of code 13 requires submission of documentation for reason of dismissal to the TDOE's VPK director before a child is withdrawn.
11. All VPK funded students must be assigned a classification code of (Q). Economically disadvantaged students must be coded (L) in student management system.

E. Health, Nutrition and Safety

In addition to complying with the requirements of Chapter 0520-12-01, the Grantee shall:

1. 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 required health examination.
2. Ensure all children are taught about personal safety through an approved personal safety curriculum.

F. Behavior Management and Guidance

In addition to complying with the requirements of Chapter 0520-12-01, the Grantee shall:

1. Develop a behavior management policy that aligns to positive behavior supports and interventions. This can include, but is not limited to, strategies like those found in the “Pyramid Model Routine Based Support Guide”.
2. Prohibit spanking or any other type of corporal punishment.
3. Submit a written request to TDOE VPK director for the permanent dismissal of a child. No child shall be permanently dismissed without implementation of a restorative practice plan between the Grantee and the parent and without consultation between, and agreement of, the Grantee and the TDOE.

G. Transportation

In addition to complying with the requirements of Chapter 0520-12-01, the Grantee shall:

1. Provide documentation of training on transportation procedures for all staff and faculty responsible for transporting and signing children on and off school buses.
2. Provide for adult to adult transfer of students at all times.

H. Curriculum

In addition to complying with the requirements of Chapter 0520-12-01, the Grantee shall:

1. Provide for the use of a comprehensive, research-based educational curriculum, approved by the TDOE’s office of early learning that is aligned with the Tennessee Early Learning Developmental Standards;
2. Provide an educational program that ensures all developmental areas – language, cognitive, social-personal competencies and physical—are addressed, with a balance between direct instruction, individualized instruction, group activities, and choice of center-based activities;
3. Provide materials and equipment that support the curriculum and offer concrete and relevant experiences;



4. Structure a daily schedule that adheres to developmentally sound practices;
5. Provide an educational program to meet the wide range of developmental interests, abilities, and cultural diversities reflective of the children and families served by the program; and
6. 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. Family Engagement

The Grantee shall:

1. Implement a plan to introduce each child and family to the VPK program prior to the first day of school;
2. Implement a transition plan to enhance promotion and smooth transition for each child and family into the kindergarten setting
3. Implement a family engagement policy that may include, but is not limited to, family consultation, parenting skills training, home visits, and opportunities for parents/family members to volunteer. These services may be provided through a collaborative effort with other local agencies serving children and families.
4. Document quarterly family engagement opportunities and attendees.
5. Conduct parent/teacher or family/teacher conferences regarding each child at least two (2) times each school year.
6. Offer families an opportunity to learn about the personal safety curriculum taught in the school.
7. Assist families of children in the VPK program needing extended-day/extended-year services outside the five and one half hour/180 day school year to obtain quality care. The Grantee 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 in obtaining 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.
8. Administer the family survey distributed by the TDOE's office of early learning, in the spring of each school year.

J. Collaboration

1. Ensure that the Community Pre-K Advisory Council (C-PAC) meets a minimum of two times each school year, and maintains for public review all minutes of the C-PAC's proceedings. All C-PAC members shall receive a copy of each meeting agenda and minutes.
2. Implement the Community Pre-K Advisory Council's (C-PAC) plan.

K. Classroom Assessment and Evaluation

The Grantee Shall:

1. Collaborate with TDOE's office of early learning on the development of program improvement efforts, which may include an assessment of quality indicators, such as CLASS.
2. Work with all first year teachers in VPK classrooms (new class, new teacher or recently changed grade levels) to administer the pre-school Environment Rating Scale (ERS) 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 VPK director by December 20 of the current school year.
3. Work with all first year teachers in VPK 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 submitted to the VPK director by December 20 of the current school year.
4. Work with the VPK director to follow up on any ERS or ELLCO Plan of Action written in the previous school year to be completed in the current school year.

L. Reports

The Grantee shall report on outcomes and performance measures for each section of the 2018-19 VPK application for continued VPK funding.

In addition, the Grantee shall file mid-year and end of year monitoring reports that includes the following:

1. The number of children served, number of children who are economically disadvantaged, number of children with current IEPs through Part B, Section 619, of Individuals with Disabilities Education Act (IDEA), and other risk factors identified by the TDOE;
2. Roster of children with date of birth listed;

3. The process used to validate eligibility, such as: proof of income, screening tool results, or documentation of other educational risk factors. Documentation must be maintained at the local level;
 3. The educational curriculum and assessment used in the program;
 4. The names of all teachers with verification of a valid Tennessee teaching license and applicable degree information;
 5. ERS, ELLCO and CLASS evaluation data (where applicable);
 6. The daily number of hours of the program's operation and the number of days the program served children;
7. The names of program director, teacher(s), assistants and other direct services staff;
8. The type of training provided for staff, including the number of hours of each type of training offered;
 9. The transportation arrangements developed for each child;
 10. A list of the parent involvement activities implemented/planned for the remainder of the year;
 10. A list of collaborative/partnership activities with any other state/federal agencies or departments.
 11. The results of the ERS, and ELLCO assessments; and the Plan of Action which addresses the needs identified by the assessment tools; and
 12. A comprehensive list of any major equipment purchased or planned to be purchased with grant funds during the current school year.

All monitoring documents listed above should be kept on file in a central location and easily accessible for monitoring.

M. Performance Measures

The Grantee shall be evaluated based on performance measures developed by the TDOE's office of early learning. The performance measures shall include:

1. Documentation of compliance with the requirements of the VPK program listed in T.C.A. § 49-6-104.
2. The results of the family survey required to be administered by the program each spring;
3. Verification that 90 percent of students enrolled in the program are economically disadvantaged
4. Daily attendance rates of 90 percent or above.
5. Capacity rate of 95 percent or higher for 160 of 180 days.



6. 100 percent of classrooms served by qualified staff.
7. Utilizes inclusionary practices for economically disadvantaged students with disabilities.
8. Maintains documentation of efforts made to enroll economically disadvantaged students first and the process followed to enroll other at risk students per Title 49, Chapter 6, Part 1 and this Scope of Services.
9. Submits the annual VPK monitoring report.
10. Performance and documentation of appropriate staff evaluations.

O. Compliance

If a Grantee is out of compliance with any part of the Scope of Services, VPK funding may be withheld until requirements are met, and remaining funds may be pro-rated for the number of days the classroom is out of compliance. Terms of this Scope of Services shall remain in effect for the duration of the VPK program's funding.

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
 - 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 program requirements, including those in 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

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims, or otherwise.

Name of Local Education Agency

Date

Printed Name of Director of Schools

Signature of Director of Schools

| Utilization – 25% | | | | Section Score | |
|---|---|--|--|--|--|
| I.a. Three-year data trend | | | | | |
| <p>Data from the previous three years will be auto-populated into ePlan. Districts will not be responsible for completing this chart. All data will be pulled from the education information system (EIS) on Dec. 1, 2018.</p> <p>For the purposes of this grant application the following definitions remain true: Utilization – This reflects the number of low-income four-year-old students enrolled in VPK seats. Percent of Capacity – This reflects the total number of enrolled students versus available VPK seats (regardless of age or income eligibility).</p> <p>Enrollment data from the previous three years will be scored.</p> | | | | | |
| 4 | 3 | 2 | 1 | 0 | |
| <ul style="list-style-type: none"> ○ Average utilization over three years exceeds 90% -OR- Current year utilization is at 95% or higher with a pattern of increase over the previous three years -AND- ○ Average percent of capacity over three years exceeds 95% | <ul style="list-style-type: none"> ○ Average utilization over three years exceeds 85% -OR- Current year utilization is at 90% or higher with a pattern of increase over the previous three years -AND- ○ Average percent of capacity over three years is at or above 90% | <ul style="list-style-type: none"> ○ Average utilization over three years exceeds 75%, - OR – Current year utilization is at 85% or higher with a pattern of increase over the previous three years -AND- ○ Average percent of capacity over three years is at or above 85%, and data shows little movement or increased need | <ul style="list-style-type: none"> ○ Average utilization from the previous three years is below 75%, and data shows little movement or increased need -OR - ○ Average percent of capacity over three years is at or above 80%, and data shows little movement or increased need | <ul style="list-style-type: none"> ○ Average utilization over three years falls below 75% with no trends toward improvement -OR - ○ Average percent of capacity over three years is below 80% with no trends toward improvement | |
| Comments: | | | | Score: | |

| Program Management – 20% | | | | Section Score: | |
|---|---|--|--|--|--|
| II. Access and Attendance | | | | | |
| II.a. Identification of Need | | | | | |
| Provide information regarding your district’s need for quality pre-K programs. Consider the following: <ul style="list-style-type: none"> • Demographic and/or geographic shifts • Poverty trends • Information regarding the unmet need for quality child care programs (public or private) • Whether district sites are situated in locations that serve the most eligible children • Any other factor(s) that may impact enrollment | | | | | |
| 4 | 3 | 2 | 1 | 0 | |
| Response provides a detailed description about the district’s need for quality pre-K services including data and information about the following areas: <ul style="list-style-type: none"> ○ Evidence of demographic and/or geographic shifts ○ Evidence of poverty trends ○ Evidence of the unmet need for quality child care programs (public or private) ○ Evidence that district sites are situated in locations that serve the most eligible children or access to sites is provided by the district ○ Evidence of other factor(s) that may impact enrollment | Response provides adequate detail about the district’s need for quality pre-K services including some data and/or information about a few of the following areas: <ul style="list-style-type: none"> ○ Evidence of demographic and/or geographic shifts ○ Evidence of poverty trends ○ Evidence of the unmet need for quality child care programs (public or private) ○ Evidence that district sites are situated in locations that serve the most eligible children or access to sites is provided by the district ○ Evidence of other factor(s) that may impact enrollment | Response describes general information about the district’s need for quality pre-K services including: <ul style="list-style-type: none"> ○ Indication of demographic and/or geographic shifts ○ Indication of poverty trends ○ Indication of the unmet need for quality child care programs (public or private) ○ Indication of whether district sites are situated in locations that serve the most eligible children or access to sites is provided by the district ○ Indication of other factor(s) that may impact enrollment | Response is vague or limited about the district’s need for quality pre-K services including: <ul style="list-style-type: none"> ○ Indication of demographic and/or geographic shifts ○ Indication of poverty trends ○ Indication of the unmet need for quality child care programs (public or private)Indication of whether district sites are situated in locations that serve the most eligible children or access to sites is provided by the district ○ Indication of other factor(s) that may impact enrollment | Response does not describe in detail information about the need for quality pre-K programs in the district | |
| Comments: | | | | Score: | |

II.b. Statement of Service Considerations

In accordance with T.C.A. § 49-6-105, all districts receiving VPK funds must include a statement that the district has given consideration to how to serve all children four (4) years of age within the geographical area served by the LEA. Please include that statement here.

| 4 | 3 | 2 | 1 | 0 |
|---|--|---|---|--|
| Response provides a detailed plan demonstrating the consideration to serve all four-year-olds, and CPAC members were involved in the plan | Response provides adequate information about the consideration to serve all four-year-olds, and CPAC members were informed of the plan | Response provides general information about the consideration to serve all four-year-olds, but there is no indication that CPAC members were involved in the plan | Response provides limited information about the consideration to serve all four-year-olds, but there is no indication that CPAC members are aware of the plan | Response does not include a statement regarding how to serve all four year old children within the geographical area |
| Comments: | | | | Score |

II.c. Recruitment

Describe your district's pre-K registration process. Please include responses to the following questions:

- How is registration publicized to the community?
- How does your district recruit and enroll eligible students?
- How does your district ensure students are properly coded in the student information system (SIS)?
- How does your district's choice of site locations help you recruit eligible children?
- How do you know that your district's current processes are effective?

| 4 | 3 | 2 | 1 | 0 |
|--|--|--|--|---|
| <p>Response provides a detailed description about the registration and recruitment process for VPK, including the following:</p> <ul style="list-style-type: none"> ○ Evidence that the district continues to publicize to the community in a variety of methods, regardless of utilization ○ Evidence that the district utilizes a multi-media approach and/or innovative ideas to recruit students ○ Evidence that there is a clearly defined protocol for enrolling students in SIS within two weeks of the start of school ○ Evidence that the registration process is effective as measured by more than enrollment/utilization rates (parent participation, surveys, community feedback, etc.) ○ Evidence is provided that site locations are reviewed and considered yearly to ensure access for eligible students <p>-OR -</p> <p>Districts who meet or exceed 90% utilization are exempt from this question.</p> | <p>Response provides adequate detail about the registration and recruitment process for VPK, including the following:</p> <ul style="list-style-type: none"> ○ Evidence that the district utilizes a multi-media approach to recruit students ○ Evidence that there is a clearly defined protocol for enrolling all students in SIS within the first month of school ○ Evidence that effectiveness is based on utilization and enrollment rates ○ Evidence that site locations are reviewed and considered yearly to ensure access for eligible students, or there is a plan to consider site locations that are not located in an area that serves the most eligible children | <p>Response provides general information about the registration and recruitment process for VPK, including the following:</p> <ul style="list-style-type: none"> ○ Indication that the district discontinues recruitment when programs are full and/or where no program is located ○ Indication that there is a clearly defined protocol for enrolling students in SIS, with a documented system of checks and balances ○ Indication that effective recruitment is based on anecdotal observations only ○ Indication that site locations are fixed but are located in places that serve the most eligible students | <p>Response is vague or limited about the registration and recruitment process for VPK, including the following:</p> <ul style="list-style-type: none"> ○ Indication that district recruitment is open during the registration process only ○ Indication that recruitment occurs, but only one or two communication methods are utilized ○ Indication that there is a protocol for enrolling students in SIS, but there are no documented checks and balances and/or no expected date of completion ○ Indication that site locations may not be in an area that serves the most eligible students, and no considerations for moving are made | <p>Response does not describe the process for recruitment and registration</p> <p>-OR -</p> <p>There is no protocol for ensuring proper coding in the SIS</p> <p>-OR -</p> <p>Site location identification process is not described</p> |
| <p>Comments:</p> | | | | <p>Score</p> |

II.d. Eligibility Determination and Applicant Prioritization

Describe your district's process for determining which children will attend VPK. Please include the responses to the following questions:

- How does your district prioritize applicants to ensure that 90 percent of children who enroll are income eligible?
- How is student eligibility determined, and what documentation is collected?
- How are students selected for participation?
- How and when are families notified of their status?
- What is your district's process for maintaining a waiting list and tracking enrollment?

Please attach a copy of your district's student application.

| 4 | 3 | 2 | 1 | 0 | |
|--|---|---|--|--|--|
| <p>Response provides a detailed description about how the district determines eligibility and prioritizes applications including:</p> <ul style="list-style-type: none"> ○ Evidence of documentation regarding income is collected and verified and aligned with income eligibility forms ○ Evidence that student selection criteria and income eligibility are the primary factors ○ Evidence that other risk factors are considered as secondary factors informing student selection ○ Evidence that families are notified in a timely manner, and students who are on a waiting list or are over income are given a date for a decision ○ Evidence of a clear process for maintaining a waiting list and order of enrollment <p>The student application is attached and supports the selection process outlined in the response.</p> <p>-OR -</p> <p>Districts who meet or exceed 90% utilization are exempt from this question AND have attached a copy of their student application.</p> | <p>Response provides adequate detail about how the district determines eligibility and prioritizes applications including:</p> <ul style="list-style-type: none"> ○ Evidence of documentation regarding income is collected and is verified and aligned with income eligibility forms ○ Evidence that student selection criteria and income eligibility is the primary factor ○ Evidence that a few other risk factors are considered as secondary factors informing student selection ○ Evidence that families are notified in a timely manner, and students who are on a waiting list or who are over income are notified ○ Evidence that there is a process for maintaining a waiting list, and order of enrollment <p>The student application is attached and supports the selection process outlined in the response.</p> <p>-OR -</p> <p>Districts who meet or exceed 90% utilization are exempt from this question AND have not attached a copy of their student application.</p> | <p>Response provides general information about how district determines eligibility and prioritizes applications including:</p> <ul style="list-style-type: none"> ○ Indication that income eligibility forms are collected and verified, for each child who applies ○ Indication that income eligibility is adhered to, but is the only determining factor ○ Indication that families that are chosen for participation are notified in a timely manner ○ Indication that there is a process for maintaining a waiting list <p>The student application is attached and partially supports the selection process outlined in the response.</p> | <p>Response is vague or limited about how the district determines eligibility and prioritizes applications including:</p> <ul style="list-style-type: none"> ○ Indication that eligibility information is collected and utilized ○ Indication that income verification process is documented ○ Indication that income eligibility is adhered to in most circumstances, but other criteria may be elevated as priority in placing students ○ Indication that families are notified of enrollment and/or waitlist <p>An incomplete student application is attached that limitedly supports selection process response.</p> | <p>Process for enrollment is not described</p> <p>-OR-</p> <p>Income eligibility process is not described and/or is not prioritized</p> <p>-OR-</p> <p>Notification process and/or waitlist process is not described</p> <p>-OR-</p> <p>No student application is attached</p> | |
| Comments: | | | | Score | |

II.e. Enrollment and Eligibility Challenges

Please explain any challenges you have had in meeting eligibility requirements and how you have worked to overcome those challenges. *(Please note: 90 percent of children served should be income-eligible four-year-olds.)*

| 4 | 3 | 2 | 1 | 0 | |
|---|---|---|--|--|--|
| <p>Response provides a detailed description about how the district addresses challenges of eligibility requirements or plans to maintain eligibility requirements, including:</p> <ul style="list-style-type: none"> ○ Evidence that there is a comprehensive understanding of internal and external issues and roadblocks that interfere with enrollment ○ Evidence of a plan for overcoming those challenges ○ Evidence of a few ways additional seats could be used to meet the need if available and/or wanted (if program is fully utilized) -OR- Evidence that describes how the district plans to maintain/continue to place eligible children in seats <p>-OR -</p> <p>Districts who meet or exceed 90% utilization are exempt from this question.</p> | <p>Response provides adequate detail about how the district addresses challenges of eligibility requirements or plans to maintain eligibility requirements, including:</p> <ul style="list-style-type: none"> ○ Evidence that there is an understanding of issues that interfere with enrollment ○ Evidence that there is an outline of a plan for overcoming the challenges ○ Evidence that if program is fully utilized, there is a beginning plan on how additional seats could be used to meet the need if available and/or wanted -OR- Response describes how district plans to maintain/continue to place eligible children in seats | <p>Response provides general information about how the district addresses challenges of eligibility requirements or plans to maintain eligibility requirements, including:</p> <ul style="list-style-type: none"> ○ Indication that there is an understanding of some issues and roadblocks that may interfere with enrollment ○ Indication of some ideas of how to overcome the challenges ○ Indication that if program is fully utilized, there are some ideas of how additional seats could be used to meet the need if available and/or wanted -OR- Response describes general ideas on how to maintain/continue to place eligible children in seats | <p>Response is vague or limited about how the district addresses challenges of eligibility requirements or maintain eligibility requirements, including:</p> <ul style="list-style-type: none"> ○ Indication that there is little consideration of issues or roadblocks, or issues are noted but vague ○ Limited indication of ideas to overcome challenges ○ Limited indication on how to maintain seats or add seats if the program is fully utilized | <p>Response does not address challenges of meeting eligibility requirements</p> <p>-OR-</p> <p>Response does not indicate a plan for overcoming the eligibility requirement challenges</p> <p>-OR-</p> <p>Response gives no indication for how the district plans to maintain/continue to place eligible children in seats</p> | |
| Comments: | | | | Score | |

II.f. Attendance

Please describe how your district monitors VPK attendance and what strategies are in place to monitor daily attendance. Include the following:

- Average daily attendance for VPK students
- Chronic absenteeism rates for VPK students
- District VPK attendance policy
- Evidence that current practices and strategies are effective

| 4 | 3 | 2 | 1 | 0 | |
|---|--|---|---|--|--|
| <p>Response provides a detailed description about how the district monitors VPK attendance, including:</p> <ul style="list-style-type: none"> ○ Evidence of a thorough plan for tracking student attendance, which includes community-based VPK classrooms (if applicable) ○ Average daily attendance is provided ○ Chronic absenteeism rates are provided ○ Evidence of an attendance policy that includes restorative practices and encourages good attendance practices ○ Evidence of clear data to support that policies are improving attendance (if applicable) ○ Evidence that if chronic absenteeism rates are high, there is a clear, reasonable plan for improving attendance rates ○ Evidence of the effectiveness of the attendance policy and plans to revise the plan to increase attendance if needed <p>The attendance policy is attached.</p> | <p>Response provides adequate detail about how the district monitors VPK attendance, including:</p> <ul style="list-style-type: none"> ○ Evidence of a plan for tracking student attendance (includes community-based VPK classrooms, if applicable) ○ Average daily attendance is provided ○ Evidence that the district monitors chronic absenteeism ○ Evidence of a district attendance policy that encourages good attendance practices ○ Evidence of data to support that policies are improving attendance (if applicable) ○ Evidence that if chronic absenteeism rates are high, there is a plan for improving attendance rates ○ Evidence of the effectiveness of the attendance policy and/or plans to revise the plan to increase attendance if needed <p>The attendance policy is attached.</p> | <p>Response provides general information about how the district monitors VPK attendance, including:</p> <ul style="list-style-type: none"> ○ Indication that there is a plan for tracking student attendance ○ Statement that average daily attendance is collected ○ Indication that a district attendance policy exists ○ Indication of some limited data to support that the policy is improving attendance (if applicable) ○ Indication of limited plan for improving attendance rates and chronic absenteeism <p>The attendance policy is attached.</p> | <p>Response is vague or limited about how the district monitors VPK attendance, including:</p> <ul style="list-style-type: none"> ○ Indication of a plan to track student attendance in the future ○ Indication of incomplete or limited attendance data ○ Indication that there is an attendance policy in draft form or in the planning stage ○ Indication of limited plan for improving absenteeism, attendance rates, and chronic absenteeism | <p>VPK attendance monitoring is not described</p> <p>-OR-</p> <p>Response does not describe VPK attendance monitoring</p> <p>-OR-</p> <p>Attendance policy is not included</p> <p>-OR-</p> <p>Description of effectiveness of plan is not included</p> | |
| Comments: | | | | Score | |

III. Community Partnerships and Services

III.a. Family Resources

Describe your district's approach to engage and develop partnerships with pre-K families to promote student success. Include the following:

- Specific activities, workshops, or events for parents
- Participation rates for parent-teacher conferences
- How students and families are supported through transitions (pre-K and kindergarten)
- How the district educates parents/families on how to support student learning at home/outside of school

| 4 | 3 | 2 | 1 | 0 | |
|---|--|--|---|--|--|
| <p>Response provides a detailed description about how the district engages and develops partnerships with pre-K families, including:</p> <ul style="list-style-type: none"> ○ Evidence of at least two pre-K-specific parent engagement/education events ○ Evidence of school- or district-wide events that families can attend ○ Evidence of plan for transitioning children and families to kindergarten that supports best practices ○ Evidence of resources and training provided for families to help students learn and develop ○ Evidence that families are provided resources to prepare students for kindergarten and/or a summer program exists ○ Evidence that families are represented on the CPAC ○ Evidence regarding participation rates for parent-teacher conferences | <p>Response provides adequate detail about how the district engages and develops partnerships with pre-K families, including:</p> <ul style="list-style-type: none"> ○ Evidence of at least one pre-K-specific parent engagement/education event ○ Evidence of school- or district-wide events that families can attend ○ Evidence of plans for transitioning children and families to kindergarten ○ Evidence of resources provided for families to help students learn and develop ○ Evidence that families are provided summer resources to prepare students for kindergarten ○ Evidence regarding participation rates for parent-teacher conferences | <p>Response provides general information about how the district engages and develops partnerships with pre-K families, including:</p> <ul style="list-style-type: none"> ○ Indication of two parent engagement/education events that correspond with school- or district-wide events but are not pre-K-specific ○ Indication of a minimally detailed plan for transitioning children from pre-K to kindergarten ○ Indication that families are provided summer resources to prepare students for kindergarten ○ Indication that parent-teacher conferences occur but no rates are included | <p>Response is vague or limited about how the district engages and develops partnerships with pre-K families, including:</p> <ul style="list-style-type: none"> ○ Indication of one parent engagement/education event that corresponds with other school/district events but is not pre-K-specific ○ Indication that some activities for parents occur but are not for specific learning activities or transitions ○ indication that parent-teacher conferences occur, but no rates are included | <p>Response does not address an approach to engaging and developing partnerships with pre-K families</p> <p style="text-align: center;">-OR-</p> <p>No specific family events, workshops, supports, or trainings are described</p> <p style="text-align: center;">-OR-</p> <p>Parent conferences are not described</p> <p style="text-align: center;">-OR-</p> <p>No transition supports are described</p> | |
| Comments: | | | | Score | |

III.b. Community Pre-K Advisory Council (CPAC)

Provide a summary of collaborative efforts and ongoing activities of the CPAC.

- Use the CPAC attachment to list current members and their title or role. Include a copy of your district’s CPAC agenda.
- Include a statement of CPAC goals and plans to increase CPAC engagement to improve the quality of VPK programs.

| 4 | 3 | 2 | 1 | 0 |
|--|--|---|---|---|
| <p>Response provides a detailed description about collaborative efforts and ongoing activities of the CPAC, including:</p> <ul style="list-style-type: none"> ○ Evidence of CPAC goals written as SMART goals (specific, measurable, attainable, relevant and time-based) ○ Evidence of CPAC goals aligned to program goals ○ Evidence that CPAC is active and members have been involved in program decisions ○ Evidence that if CPAC has not been involved in program decisions, there is a clearly defined plan to increase engagement ○ CPAC list of current members is attached ○ Two CPAC agendas from the last year, including a recent agenda (after July 1, 2018) are attached ○ Evidence that CPAC members are actively involved in the application process | <p>Response provides adequate detail about collaborative efforts and ongoing activities of the CPAC, including:</p> <ul style="list-style-type: none"> ○ Evidence of CPAC goals written as SMART goals ○ Evidence that CPAC is active and members have been involved in program decisions ○ Evidence that If CPAC has not been involved in program decisions, there is a plan to increase engagement ○ CPAC list of current members is attached ○ A recent (after July 1, 2018) CPAC agenda is attached ○ Evidence that CPAC members have contributed to the application process | <p>Response provides general information about collaborative efforts and ongoing activities of the CPAC, including:</p> <ul style="list-style-type: none"> ○ Indication of CPAC goals ○ Indication that CPAC is active and some members have been involved in program decisions ○ CPAC list of current members is attached ○ A CPAC agenda from the past year is attached ○ Indication that CPAC members are limitedly involved in the application process | <p>Response is vague or limited about collaborative efforts and ongoing activities of the CPAC, including:</p> <ul style="list-style-type: none"> ○ Indication of only one or two CPAC goals ○ Indication of a limited plan to involve CPAC members in program decisions ○ An incomplete list of CPAC members is attached ○ A CPAC agenda is attached, but time and meeting content are unclear ○ Indication that CPAC members are informed of application process | <p>CPAC collaborative efforts are not described</p> <p>-OR-</p> <p>No CPAC goals are provided</p> <p>-OR-</p> <p>No list of CPAC members is provided</p> <p>-OR-</p> <p>CPAC agenda is not provided</p> <p>-OR-</p> <p>Statement does not describe the extent to which CPAC was involved in application process</p> |
| Comments: | | | | Score: |

IV. Structural Quality

IV.a. Teacher Qualifications

Please describe your district's practices for ensuring VPK classrooms are staffed with highly effective and appropriately licensed teachers and assistants.

| 4 | 3 | 2 | 1 | 0 |
|---|---|---|--|--|
| <p>Response provides a detailed description about staffing VPK classrooms with highly effective and appropriately licensed teachers and assistants, including:</p> <ul style="list-style-type: none"> ○ Evidence that 100% of classrooms are staffed with highly effective teachers holding a Tennessee license with a pre-K endorsement ○ Evidence that core competencies are outlined and utilized when hiring/placing effective teachers ○ Evidence that the hiring and placement process for pre-K teachers prioritizes placing highly effective teachers in VPK classrooms, with reference to effectiveness scores and relationship between high scores and teacher selection ○ Evidence that instructional assistants are qualified with a CDA or higher -OR- indication that assistants are seeking further training ○ Evidence of a plan for recruitment when a vacancy occurs ○ Evidence of a plan for placing quality substitutes into classrooms | <p>Response provides adequate detail about staffing VPK classrooms with highly effective and appropriately licensed teachers and assistants, including:</p> <ul style="list-style-type: none"> ○ Evidence that 100% of classrooms are staffed with highly effective and licensed pre-K-endorsed teachers ○ Evidence that the hiring and placement process for pre-K teachers prioritizes placing highly effective teachers in VPK ○ Evidence that instructional assistants are qualified with a CDA or higher -OR- indication that assistants are seeking further training ○ Evidence of a clear plan for recruitment when a vacancy occurs ○ Evidence of a plan for placing quality substitutes into classrooms | <p>Response provides general information about staffing VPK classrooms with highly effective and appropriately licensed teachers and assistants, including:</p> <ul style="list-style-type: none"> ○ Evidence that 100% of classrooms are staffed with highly effective and licensed pre-K-endorsed teachers ○ Indication that most instructional assistants are qualified with a CDA or higher -OR- indication that assistants are seeking further training ○ Indication of a plan for recruitment when a vacancy occurs ○ Indication of a plan to place substitutes into classrooms | <p>Response is vague or limited about staffing VPK classrooms with highly effective and appropriately licensed teachers and assistants, including:</p> <ul style="list-style-type: none"> ○ Indication that 100% of classrooms are staffed with highly effective and licensed pre-K-endorsed teachers. ○ Indication that instructional assistants meet minimal requirements to work in a VPK classroom ○ Indication of a limited plan for substitutes and/or vacancy procedures | <p>Response does not describe practices for ensuring VPK classrooms are staffed with highly effective and appropriately licensed teachers and assistants</p> <p>-OR-</p> <p>Classrooms are not currently staffed with highly effective and licensed pre-K-endorsed teachers</p> <p>-OR-</p> <p>There is no mention of qualifications of teacher assistants</p> |
| <p>Comments:</p> | | | | <p>Score:</p> |

IV.b. Program Monitoring Including Safety and Health

Please describe how your district monitors programs for the following:

- Early Childhood Environmental Rating Scale (ECERS)
- Early Language and Literacy Classroom Observation (ELLCO)
- Compliance with Rules and Regulations
- Compliance with Scope of Services

Include the ways in which feedback is provided and the procedure for following up when a plan is created and when corrective action is needed.

| 4 | 3 | 2 | 1 | 0 |
|--|---|--|---|---|
| <p>Response provides a detailed description about district program monitoring, including:</p> <ul style="list-style-type: none"> ○ Evidence that ECERS and ELLCO are administered by a reliably trained evaluator ○ Evidence that ECERS and ELLCO administration occurs with any new teacher or new classroom/setting and at least once every five years thereafter ○ Evidence that there is a plan for providing feedback and creating an action plan for observations; additional follow-up for the action plan across the year is described ○ Evidence that the Scope of Services is monitored in all VPK classes, including community-based classes, and monitoring is documented at the district level ○ Evidence that Rules and Regulations for Child Care are monitored in all VPK classes, including community-based classes, and monitoring is documented at the district level ○ Evidence that a plan is in place to address any corrective actions discovered in district-level program monitoring or state program evaluation monitoring | <p>Response provides adequate detail about district program monitoring, including:</p> <ul style="list-style-type: none"> ○ Evidence that ECERS and ELLCO are administered by a trained evaluator ○ Evidence that administration occurs with any new teacher or new environment ○ Evidence that there is a plan for providing feedback and creating an action plan for observations ○ Evidence that the Scope of Services is monitored in all VPK classes, including community-based classes, and monitoring is documented at the district level ○ Evidence that Rules and Regulations for Child Care are monitored in all VPK classes, including community-based classes, and monitoring is documented at the district level ○ Evidence that a plan is in place to address any corrective actions discovered in district-level program monitoring or state program evaluation monitoring | <p>Response provides general information about district program monitoring, including:</p> <ul style="list-style-type: none"> ○ Indication that ECERS and/or ELLCO are administered ○ Indication that administration occurs with any new teacher ○ Indication that there is a plan for developing action plans ○ Indication that the Scope of Services is monitored in VPK classes, including community-based classes, and monitoring is somewhat documented at the district level ○ Indication that Rules and Regulations for Child Care are monitored in VPK classes, including community-based classes, and monitoring is somewhat documented at the district level ○ Indication that a plan is in place to address any corrective actions discovered in district-level program monitoring or state program evaluation monitoring | <p>Response is vague or limited about district program monitoring, including:</p> <ul style="list-style-type: none"> ○ Indication that ECERS and/or ELLCO are administered, but there is no clear description of procedure for follow-up plans ○ Indication that the Scope of Services is monitored in VPK classes, but monitoring documentation at the district level is not described ○ Indication that Rules and Regulations for Child Care are monitored in some VPK classes, including community-based classes, but monitoring documentation at the district level is not described | <p>Response does not describe monitoring program</p> <p style="text-align: center;">-OR-</p> <p>ECERS and/or ELLCO monitoring plan is not described</p> <p style="text-align: center;">-OR-</p> <p>Monitoring of compliance with Rules and Regulations is not described</p> <p style="text-align: center;">-OR-</p> <p>Monitoring of compliance with Scope of Services is not described</p> |
| <p>Comments:</p> | | | | <p style="text-align: right;">Score:</p> |

| Teaching and Learning – 35% | | | | Section Score: | |
|---|--|---|---|--|--|
| V. Classroom Organization | | | | | |
| V. a. Child Centered Environment | | | | | |
| <p>Explain what is considered in the development of a classroom environment and how students interact with environment to facilitate learning. Please respond to the following:</p> <ul style="list-style-type: none"> • How do curriculum resources in the environment facilitate learning? • How are curriculum resources chosen and changed throughout the year? • How do students access those curriculum resources within the classroom? | | | | | |
| 4 | 3 | 2 | 1 | 0 | |
| <p>Response provides a detailed description about how classroom environments are developed and how students interact with the environment to facilitate learning, including:</p> <ul style="list-style-type: none"> ○ Examples of how the materials in the classrooms are thoughtfully chosen to meet both academic and developmental needs of children ○ Examples of how the materials and environment are flexible and changed to meet the needs of children ○ Examples of how the materials and environment are designed and arranged to provide interactive experiences for children ○ Examples of how the materials and environment change across the year to meet the needs of children | <p>Response provides adequate detail about how classroom environments are developed and how students interact with the environment to facilitate learning, including:</p> <ul style="list-style-type: none"> ○ Examples of how the materials in the classrooms are chosen to meet both academic and developmental needs of children ○ Examples of how the materials and environment are changed to meet the needs of children ○ Examples of how the materials and environment are designed and arranged to provide interactive experiences for children ○ Examples of how the materials and environment change across the year to meet the needs of children | <p>Response provides general information about how classroom environments are developed and how students interact with the environment to facilitate learning, including:</p> <ul style="list-style-type: none"> ○ An example of how the materials in the classrooms are chosen to address some academic and/or developmental needs of children ○ An example of how some of the materials and environment are changed to meet the needs of children ○ An example of how some materials and/or the environment are arranged to provide interactive experiences for children ○ An example of how some of the materials and environment change across the year to meet the needs of children | <p>Response is vague or limited about how classroom environments are developed and how students interact with the environment to facilitate learning, including:</p> <ul style="list-style-type: none"> ○ Brief description of how resources in the environment facilitate learning ○ Limited examples of how materials and environmental resources are used to facilitate learning | <p>Response does not describe development of classroom environment and how students interact with environment to facilitate learning</p> <p>-OR-</p> <p>No examples of materials or how the environment is used to facilitate learning are described</p> | |
| Comments: | | | | Score: | |

V. b. Developmentally Appropriate Schedule

Please describe your district's daily schedule, including how much time is spent on each activity. Include any efforts you have made to either decrease transitions or include instruction in transitions.

| 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|--|
| <p>Response provides a detailed description about typical daily schedule that is representative of the district's program, including:</p> <ul style="list-style-type: none"> ○ In narrative, a description of how much time is spent in each learning structure ○ Evidence of schedule that is consistent, but flexible ○ Evidence of a schedule that demonstrates a balance of teacher-directed and student-directed learning opportunities ○ Evidence of a schedule that demonstrates practices that are based on developmental science ○ Evidence of a schedule that provides students ample opportunity to be engaged in experiential, hands-on learning ○ Evidence of a schedule that provides indoor/outdoor gross motor play for at least 30 minutes daily ○ Evidence of strategies to minimize time spent in transitions and/or specific changes that have been made to schedules to address need to decrease transitions ○ Examples of how learning is maximized through instructional transitions | <p>Response provides adequate detail about typical daily schedule that is representative of the district's program, including:</p> <ul style="list-style-type: none"> ○ In narrative, a description of how much time is spent in each learning structure ○ Evidence of a schedule that demonstrates a balance of teacher-directed and student-directed learning opportunities ○ Evidence of a schedule that demonstrates practices that are based on developmental science ○ Evidence of a schedule that provides students many opportunities to be engaged in experiential, hands-on learning ○ Evidence of a schedule that provides indoor/outdoor gross motor play for at least 30 minutes daily ○ Evidence of strategies to minimize time spent in transitions ○ Examples of how learning is maximized through instructional transitions | <p>Response provides general information about typical daily schedule that is representative of the district's program, including:</p> <ul style="list-style-type: none"> ○ Indication of approximate time spent in each learning structure ○ Indication of a schedule that demonstrates somewhat of a balance between teacher-directed and student-directed learning opportunities ○ Indication of a schedule that demonstrates some practices that are based on developmental science ○ Indication of a schedule that provides students some opportunity to be engaged in experiential, hands-on learning ○ Indication of a schedule that provides indoor/outdoor gross motor play for at least 15 minutes daily ○ Indication of strategies to minimize some time spent in transitions ○ An example of how instruction during transitions has been attempted | <p>Response is vague or limited about typical daily schedule, which might include:</p> <ul style="list-style-type: none"> ○ Indication of a basic outline of a schedule with or without time spent ○ Indication of student-directed learning ○ Indication of limited awareness of developmental science ○ Indication of limited evidence of opportunities for children to be engaged in experiential, hands-on learning ○ Indication of a schedule that provides indoor/outdoor gross motor play, but not daily ○ Indication that transitions minimally addressed | <p>Response does not describe daily schedule</p> <p>-OR-</p> <p>An incomplete schedule is provided</p> <p>-OR-</p> <p>No indication of efforts to decrease transitions are provided</p> <p>-OR-</p> <p>The schedule provides no time for indoor/outdoor gross motor play</p> |
| Comments: | | | | Score: <input type="text"/> |

V. c. Effective Use of Time

Based on daily schedule, please explain the purpose of each activity in the schedule and how instruction is delivered during those times (if applicable).

| 4 | 3 | 2 | 1 | 0 |
|---|--|--|---|--|
| <p>Response provides a detailed description about the purpose of each schedule activity and delivery method of instruction, including:</p> <ul style="list-style-type: none"> ○ Evidence that all instructional delivery models are grounded in developmental science ○ Evidence that instructional delivery is varied across the day ○ Evidence that instructional delivery is an appropriate balance of teacher-directed and student-directed learning opportunities ○ Evidence that instruction is prioritized and intentional, even during times of transition and outdoor play ○ Evidence that small group and one-on-one instruction occur during student-directed times | <p>Response provides adequate detail about the purpose of each schedule activity and delivery method of instruction, including:</p> <ul style="list-style-type: none"> ○ Evidence that most of the instructional delivery models are grounded in developmental science ○ Evidence that instructional delivery is mostly varied across the day ○ Evidence that instructional delivery is an appropriate balance of teacher-directed and student-directed learning opportunities ○ Evidence that instruction is prioritized and intentional, even during times of transition ○ Evidence that the majority of small group and one-on-one instruction occur during student-directed times | <p>Response provides general information about the purpose of each schedule activity and delivery method of instruction, including:</p> <ul style="list-style-type: none"> ○ Indication that some of the instructional delivery models are grounded in developmental science ○ Indication that some of the Instructional delivery is varied ○ Indication that instruction delivery is close to an appropriate balance of teacher-directed and student-directed learning opportunities ○ Indication that instruction is prioritized and intentional, but not during transitions or outdoor play ○ Indication that at least one of small group and one-on-one instruction periods occur during student-directed times | <p>Response is vague or limited about the purpose of each schedule activity and delivery method of instruction, including:</p> <ul style="list-style-type: none"> ○ Indication that few of the instructional delivery models are grounded in developmental science ○ Indication that instructional delivery is varied only in one portion of the day ○ Indication that instruction is limited to mainly teacher-directed learning opportunities ○ Indication that instruction is prioritized and intentional only during some portions of the day ○ Indication that small group and one-on-one instruction periods occur but during teacher-directed times | <p>Response does not describe the purpose of the daily schedule activities and/or the delivery of instruction</p> <p>-OR-</p> <p>Intentionality of instructional delivery is not addressed</p> |
| Comments: | | | | Score: <input type="text"/> |

VI. Integrated Systems

VI.a. Standards Alignment

Please indicate which state-approved curriculum you selected to ensure classroom instruction is aligned to the developmental domains found in the [Tennessee Early Learning and Developmental Standards \(TN ELDS\)](#).

| 4 | 3 | 2 | 1 | 0 |
|---|-----|-----|-----|---|
| Response indicates the district's selected State-approved curriculum. | N/A | N/A | N/A | Response indicates the district is not implementing a selected state-approved curriculum. |
| Comments: | | | | Score: <input type="text"/> |

VI.b. Curriculum

Please describe how your district ensures that **teachers and teacher assistants** have ongoing quality professional development and supports necessary for effective curriculum implementation.

| 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|--|
| <p>Response provides a detailed description about how the district ensures that teachers and teaching assistants have ongoing support necessary for effective curriculum implementation, including:</p> <ul style="list-style-type: none"> ○ Evidence that teachers receive training on curriculum design and function ○ Evidence that teacher assistants receive training on curriculum design and function ○ Evidence that teachers use curriculum components when delivering instruction ○ Evidence that teacher assistants use curriculum components when delivering instruction ○ Evidence that job-embedded professional learning opportunities related to curriculum use are provided to teachers and teacher assistants ○ Evidence that teachers and teacher assistants receive training collaboratively ○ Specifies curriculum used and evidence that the same curricula are used consistently throughout the district | <p>Response provides adequate detail about how the district ensures that teachers and teaching assistants have support necessary for effective curriculum implementation, including:</p> <ul style="list-style-type: none"> ○ Evidence that teachers receive training on curriculum ○ Evidence that teacher assistants receive training on curriculum ○ Evidence that teachers use curriculum components when delivering instruction most of the time ○ Evidence that teacher assistants use curriculum components when delivering instruction most of the time ○ Evidence that job-embedded professional learning opportunities related to curriculum use are provided to teachers ○ Evidence that teachers and teacher assistants receive training but no indication whether or not they receive it collaboratively ○ Specifies curriculum used and evidence that the same curricula are used mostly throughout the district | <p>Response provides general information about how the district ensures that teachers and teaching assistants have support necessary for effective curriculum implementation, including:</p> <ul style="list-style-type: none"> ○ Indication that teachers receive training on curriculum ○ Indication that teachers use curriculum components when delivering instruction most of the time ○ Indication that job-embedded professional learning opportunities related to curriculum use are occasionally provided to teachers ○ Specifies curriculum used and indication that the same curricula are used in 50% of the classrooms throughout the district | <p>Response is vague or limited about how the district ensures that teachers and teaching assistants have support necessary for effective curriculum implementation, including:</p> <ul style="list-style-type: none"> ○ Some indication that teachers receive training on curriculum ○ Some indication that teachers use the curriculum for instruction ○ Indication of limited job-embedded professional learning opportunities related to curriculum ○ Indication that multiple curricula are used across the district | <p>Response does not describe how the district ensures that teachers and teaching assistants have support necessary for effective curriculum implementation</p> <p style="text-align: center;">-OR-</p> <p>There is no evidence regarding how curriculum training is provided</p> <p style="text-align: center;">-OR-</p> <p>There is no evidence that a curriculum is used to provide instruction</p> |
| Comments: | | | | Score |

VI.c. Child Assessment and Observation

List and describe how pre-K data is collected, reviewed, and used to inform practice.

| 4 | 3 | 2 | 1 | 0 |
|---|---|--|--|---|
| <p>Response provides a detailed description about what pre-K data is collected and how it is reviewed and used to inform practice, including:</p> <ul style="list-style-type: none"> ○ A complete list of pre-K data collected to inform practice ○ Evidence of how student outcome data is gathered using tools and methods grounded in developmental science ○ Purpose for all tools/methods used to inform practice ○ Evidence of how data is reviewed at the classroom, school, and district levels ○ Evidence of how collected data is used to inform and improve programs ○ Evidence of how collected data is used to inform teaching decisions ○ Evidence that the tools/methods used allow children to be assessed authentically and only when necessary | <p>Response provides adequate detail about what pre-K data is collected and how it is reviewed and used to inform practice, including:</p> <ul style="list-style-type: none"> ○ A list of pre-K data collected to inform practice ○ Evidence of how student outcome data is collected using tools and methods grounded in developmental science ○ Purpose for some tools/methods used to inform practice ○ Evidence of how data is reviewed at the classroom and school levels ○ Evidence of how collected data is used to inform program changes ○ Evidence that program and teaching decisions are clearly based on data ○ Evidence that the tools/methods used mostly allow children to be assessed authentically and only when necessary | <p>Response provides general information about what pre-K data is collected and how it is reviewed and used to inform practice, including:</p> <ul style="list-style-type: none"> ○ A partial list of pre-K data collected to inform practice ○ Indication that student outcome data is collected using tools and methods that refers to developmental science ○ Purpose for only one or two tools/methods ○ Indication that data is reviewed at the classroom level or at the district level ○ Indication that program or teaching decisions are based on data ○ Indication that the tools/methods used sometimes allow children to be assessed authentically | <p>Response is vague or limited about what pre-K data is collected and how it is reviewed and used to inform practice, including:</p> <ul style="list-style-type: none"> ○ Mention of some pre-K data collected to inform practice ○ Indication that student outcome data is collected ○ Limited indication of the purpose for data collection ○ Limited indication of what is done with the data and/or how it is collected ○ Limited indication that program or teaching decisions are based on data ○ Indication that the tools/methods used rarely allow children to be assessed authentically | <p>Response does not describe pre-K data collection, data review, and/or how data is used to inform practice</p> <p style="text-align: center;">-OR-</p> <p style="text-align: center;">No tools/methods are listed</p> <p style="text-align: center;">-OR-</p> <p style="text-align: center;">Data collection tools/methods do not allow for children to be assessed authentically and only when necessary</p> |
| <p>Comments:</p> | | | | <p>Score</p> |

VI.d. Special Populations

List and provide specific information, plans, or strategies that you have used and/or plan to use to effectively serve children with exceptional learning needs. This includes children who require special education services and English learners (ELs).

| 4 | 3 | 2 | 1 | 0 |
|--|---|--|--|--|
| <p>Response provides a detailed description about specific plans and strategies to effectively serve children who require special education services and ELs, including:</p> <ul style="list-style-type: none"> ○ Data that demonstrates that inclusion is an intentional practice within the district ○ District data that indicates 10% of children served are children who require special education services -OR- there is a detailed plan included to increase number of children served who require special education services ○ Evidence of intentional inclusionary practices for all special populations in VPK classrooms, including but not limited to, children who require special education services and ELs ○ If applicable, evidence of strategies used to effectively serve ELs and their families ○ Evidence of a plan for how the district will serve children who have not been formally identified with an exceptional learning need but begin to show signs of needing extra assistance | <p>Response provides adequate detail about specific plans and strategies to effectively serve children who require special education services and ELs, including:</p> <ul style="list-style-type: none"> ○ Data that demonstrates that inclusion is a practice within the district ○ District data that indicates 10% of children served are children who require special education services -OR- there is a plan included to increase number of children served who require special education services ○ Evidence of inclusionary practices for most special populations in VPK classrooms, including but not limited to, children who require special education services and/or ELs ○ If applicable, evidence of strategies used to effectively serve ELs and their families ○ Evidence of a plan for how the district will serve children who have not been formally identified with an exceptional learning need but begin to show signs of needing extra assistance | <p>Response provides general information about specific plans and strategies to effectively serve children who require special education services and ELs, including:</p> <ul style="list-style-type: none"> ○ Some data that demonstrates that inclusion is a practice within the district ○ District data that indicates a limited percentage of children who require special education services are served – AND- there is an initial plan included to increase number of children served who require special education services ○ Indication of inclusionary practices for special populations in VPK classrooms, including but not limited to, children who require special education services and/or ELs ○ If applicable, indication of strategies used to serve ELs and their families ○ A plan for how the district will serve children who have not been formally identified with an exceptional learning need but begin to show signs of needing extra assistance | <p>Response is vague or limited about specific plans and strategies to effectively serve children who require special education services and ELs, including:</p> <ul style="list-style-type: none"> ○ Very little data that demonstrates that inclusion is a practice within the district ○ Indication of one or two practices to include children from all special populations in VPK classrooms -AND- a brief description of how the district plans to increase serving children with special needs ○ If applicable, limited indication of strategies used to serve ELs and their families ○ A limited plan for how the district will serve children who have not been formally identified with an exceptional learning need but begin to show signs of needing extra assistance | <p>Response does not describe specific plans and strategies to effectively serve children who require special education services and ELs, including:</p> <p style="text-align: center;">-OR-</p> <p>No data is provided indicating that the district is serving children with special needs</p> <p style="text-align: center;">-OR-</p> <p>No inclusionary practices are described</p> <p style="text-align: center;">-OR-</p> <p>If applicable, no plans are described to increase the percentage of children served who require special education services</p> |
| <p>Comments:</p> | | | | <p style="text-align: right;">Score: </p> |

VII. Interactions and Instruction

VII.a. Responsive-Nurturing Student/Teacher Interactions

Describe your district’s policies and practices to encourage healthy social and personal competencies for your district’s pre-K students. Include the following:

- Training for teachers and educational assistants on how to create responsive and nurturing learning environments for young children. Include specifics on any particular training received (i.e., Pyramid Model or Restorative Practices training).
- Example(s) of best practice(s) your district’s programs have used to promote positive school culture and strengthen positive connections among students and between students and adults.
- Descriptions of your district’s practices regarding students with persistent or extreme behavior issues.

Please include your district’s pre-K discipline policy in the space below.

| 4 | 3 | 2 | 1 | 0 |
|--|--|---|--|--|
| <p>Response provides a detailed description about the district’s policies and practices to encourage healthy social and personal competencies, including:</p> <ul style="list-style-type: none"> ○ Evidence of training teachers and teacher assistants have received on developing positive student/teacher interactions ○ Evidence of multiple practices that demonstrate and promote a safe, engaging, and nurturing environment ○ Evidence of multiple strategies used to promote positive school climate ○ Evidence of multiple strategies used to strengthen connections between students and students and adults ○ Evidence of behavior practices/policies that are clear and centered on restorative practices based in developmental science ○ Evidence that behavior policies practices/policies are shared with and clearly articulated to families | <p>Response provides adequate detail about the district’s policies and practices to encourage healthy social and personal competencies, including:</p> <ul style="list-style-type: none"> ○ Evidence of training teachers and teacher assistants have received on developing positive student/teacher interactions ○ Evidence of several practices that demonstrates and promotes a safe, engaging, and nurturing environment. ○ Evidence of several strategies that district uses to promote positive school climate ○ Evidence of several strategies that district uses to strengthen connections between students and students and adults ○ Evidence of behavior practices/policies that are clear and practices address persistent and/or extreme behaviors ○ Evidence that behavior practices/policies are shared with families | <p>Response provides general information about the district’s policies and practices to encourage healthy social and personal competencies, including:</p> <ul style="list-style-type: none"> ○ Indication of training teachers have received on developing positive student/teacher interactions ○ Indication of one or two practices that demonstrate and promote a safe, engaging and nurturing environment ○ Indication of one or two strategies that the district uses to promote positive school climate ○ Indication of one or two strategies that district uses to strengthen connections between students and students and adults ○ Behavior practices/policy is summarized ○ Indication that behavior practices/policies are provided to parents when persistent and/or extreme behavior occurs | <p>Response is vague or limited about the district’s policies and practices to encourage healthy social and personal competencies and might include:</p> <ul style="list-style-type: none"> ○ A limited indication of training some teachers have received on developing positive student/teacher interactions ○ Indication of a plan to improve practices that will promote a safe, engaging, and nurturing environment ○ Indication of a plan to improve practices that will promote positive school climate ○ Indication of a plan to improve practices that will strengthen connections between students and students and adults ○ Behavior practices/policy is said to exist | <p>Response does not describe the district’s policies and practices to encourage healthy social and personal competencies</p> <p style="text-align: center;">-OR-</p> <p>No behavior practice/policy is described</p> <p style="text-align: center;">-OR-</p> <p>No indication of strategies for positive school culture and/or strengthening positive student connections</p> |
| <p>Comments:</p> | | | | <p>Score:</p> |

VII.b. Academically Rigorous, Developmentally Appropriate Practices

Please discuss how classroom instruction is meeting the expectation of academically rigorous, developmentally appropriate practice.

| 4 | 3 | 2 | 1 | 0 |
|---|--|---|---|--|
| <p>Response provides a detailed description about the district’s academically rigorous, developmentally appropriate practice in classroom instruction, including:</p> <ul style="list-style-type: none"> ○ A detailed, clear definition of what academically rigorous, developmentally appropriate practice means to the district ○ Evidence of strategies that the district uses to implement these academically rigorous, developmentally appropriate practices ○ Examples of how classroom strategies/activities support integration of TN ELDS in a developmentally appropriate way ○ Evidence that approaches to teaching instructional standards are differentiated based on developmental needs of individual children | <p>Response provides adequate detail about the district’s academically rigorous, developmentally appropriate practice in classroom instruction, including:</p> <ul style="list-style-type: none"> ○ A definition of what academically rigorous, developmentally appropriate practice means to the district ○ Evidence of strategies that the district uses to implement these academically rigorous, developmentally appropriate practices ○ Examples of how classroom strategies/activities support integration of TN ELDS in a developmentally appropriate way ○ Evidence that approaches to teaching instructional standards are differentiated based on developmental needs of individual children | <p>Response provides general information about the district’s academically rigorous, developmentally appropriate practice in classroom instruction, including:</p> <ul style="list-style-type: none"> ○ A brief definition of what academically rigorous, developmentally appropriate practice means to the district ○ Indication of one or two strategies that the district uses to implement these academically rigorous, developmentally appropriate practices ○ Indication of how classroom strategies/activities support integration of TN ELDS in a developmentally appropriate way ○ Indication that approaches to teaching instructional standards are differentiated based on developmental needs of individual children | <p>Response is vague or limited about the district’s academically rigorous, developmentally appropriate practice in classroom instruction, including:</p> <ul style="list-style-type: none"> ○ An incomplete definition of what academically rigorous, developmentally appropriate practice means to the district ○ Indication of how the district plans to implement these academically rigorous, developmentally appropriate practices ○ Indication of how TN ELDS are incorporated in VPK classrooms ○ Indication of how instruction is differentiated based on developmental needs of individual children | <p>Response does not address the definition of academically rigorous, developmentally appropriate practice</p> <p>-OR-</p> <p>No indication of district implementation of academically rigorous, developmentally appropriate practice is provided</p> <p>-OR-</p> <p>No connection between actual practice and the TN ELDS is provided</p> |
| Comments: | | | | Score: |

Continuous Quality Improvement – 20%

Section Score

VIII. Culture of Improvement

VIII.a. Teacher Evaluation

Describe how the district uses the evaluation system for professional growth.

| 4 | 3 | 2 | 1 | 0 |
|--|---|--|--|--|
| <p>Response provides a detailed description of the district’s teacher evaluation system, how teachers are evaluated, how evaluation results are used for teacher’s professional growth, and for improving instructional practices, including:</p> <ul style="list-style-type: none"> ○ Evidence of protocol for how the teacher evaluation tool is used to provide feedback to teachers to improve practice ○ Examples that support a plan to build teacher capacity based on evaluation scores ○ Examples of strategies for addressing low-performing teachers and for growing those at or above expectations ○ Evidence that teacher evaluation results inform a differentiated system of professional learning opportunities and teacher evaluation trends are considered when professional training decisions are made ○ Evidence that teacher assistants are evaluated and are provided opportunities for training aligned to evaluation results ○ Evidence of how guidance documents provided by the state are used to evaluate pre-K teachers | <p>Response provides adequate detail about the district’s teacher evaluation system, how teachers are evaluated, how evaluation results are used for teacher’s professional growth, and for improving instructional practices, including:</p> <ul style="list-style-type: none"> ○ Evidence of protocol for how the teacher evaluation tool is used to provide feedback to teachers to improve practice ○ Examples that support a plan to build teacher capacity based on evaluation scores ○ Examples of strategies for addressing low-performing teachers and for growing those at or above expectations ○ Evidence that teacher evaluation trends are considered when professional training decisions are made ○ Evidence that teacher assistants are evaluated and provided opportunities for training to build capacity ○ Evidence of how guidance documents provided by the state are used to evaluate pre-K teachers | <p>Response provides general information about the district’s teacher evaluation system, how teachers are evaluated, how evaluation results are used for teacher’s professional growth, and for improving instructional practices, including:</p> <ul style="list-style-type: none"> ○ Indication of how the teacher evaluation tool is used to provide feedback to the teacher ○ Indication that professional learning opportunities are sometimes aligned to teacher evaluation trends ○ Indication of a plan to build teacher capacity based on evaluation scores ○ indication of strategies for addressing low-performing teachers and for growing those at or above expectations ○ Indication that teacher assistants are evaluated and provided feedback throughout the year ○ Indication of how guidance documents provided by the state are used to evaluate some pre-K teachers | <p>Response is vague or limited about the district’s teacher evaluation system, how teachers are evaluated, how evaluation results are used for teacher’s professional growth, and for improving instructional practices, including:</p> <ul style="list-style-type: none"> ○ Indication that the evaluation system is used as a tool to rate effectiveness only ○ Indication that feedback is provided to the teacher ○ Indication that professional learning opportunities are not aligned to teacher evaluation trends ○ Indication that teacher assistants are evaluated ○ Indication that the guidance documents provided by the state are unknown to the district, but there is an articulated plan to utilize them in the future | <p>Response does not describe use of a teacher evaluation system</p> <p align="center">-OR-</p> <p align="center">There is no clear tool used to evaluate teacher assistants</p> <p align="center">-OR-</p> <p align="center">There is no use of state-provided guidance documents for pre-K evaluations or plan to use them</p> |

Comments:

Score:

VIII.b. Portfolio Implementation

Describe your district’s comprehensive plan for ongoing training and support of pre-K teachers in best practices to support successful portfolio implementation. What are your identified district needs going forward?

| 4 | 3 | 2 | 1 | 0 |
|--|--|---|--|---|
| <p>Response provides a detailed description about how the district provides or plans to provide supports to pre-K teachers in regard to best practices supporting successful portfolio implementation, including:</p> <ul style="list-style-type: none"> ○ Evidence that the district team who attended EL 2.0 has redelivered content to teachers in a timely manner (within three months) ○ Evidence that the district team is comprised of a balance of district and school-based leaders and pre-K teachers ○ Evidence that the district team is carefully chosen, and members are re-evaluated based on session content and opportunities to redeliver content ○ Evidence of successful portfolio implementation and/or clear articulation of needs | <p>Response provides adequate detail about how the district provides or plans to provide supports to pre-K teachers in regards to portfolio implementation, including:</p> <ul style="list-style-type: none"> ○ Evidence that the district team who attended EL 2.0 redelivered content to teachers within six months ○ Evidence that the district team is comprised members who serve in a variety of leadership roles, with at least one teacher ○ Evidence that members of the team are re-evaluated based on session content ○ Evidence of portfolio implementation and/or clear articulation of needs | <p>Response provides general information about how the district provides or plans to provide supports to pre-K teachers in regards to portfolio implementation, including:</p> <ul style="list-style-type: none"> ○ Indication that the district team who attended EL 2.0 has redelivered content to teachers ○ Indication that the district team is comprised of members who serve in a variety of leadership roles, but teachers are not represented ○ Indication that the district team remains constant regardless of session content ○ Indication of some success and some additional needs in regards to portfolio implementation | <p>Response is vague or limited about how the district provides or plans to provide supports to pre-K teachers in regards to portfolio implementation, including:</p> <ul style="list-style-type: none"> ○ Indication that the district personnel who attended EL 2.0 did not redeliver content to teachers, but trainings did occur ○ Indication that the district is not represented by a team, but at least one leader attends training ○ Indication that district personnel who attend trainings vary from session to session with no consistency evidenced ○ Indication of beginning stages of portfolio implementation with no regard to additional needs or successes | <p>Response does not describe the district plan for providing training and support in regards to portfolio implementation</p> |
| Comments: | | | | Score |

IX. Professional Learning

IX.a. Professional Learning Opportunities

The Pre-K Quality Act of 2016 requires districts to design a plan for delivering relevant and meaningful professional development to VPK teachers, specific to ensuring a high-quality pre-kindergarten experience. Please describe your district’s plan, considering the following:

- How will your district’s leadership team redeliver Early Learning 2.0 (EL 2.0) training?
- How do you ensure all teachers receive training inclusive of selected state-approved pre-K curriculum?
- How is ongoing professional learning embedded into the daily practice of your district leaders, school leaders, teachers, and teacher assistants?
- What recent or ongoing trainings were delivered that encouraged quality improvements?
- In what way are school leaders involved in early childhood trainings?
- In what way do your district’s professional learning strategies improve and/or increase collaboration with other teachers and grades?
- What other needs does your district have in ensuring quality professional learning for teachers and assistants?

| 4 | 3 | 2 | 1 | 0 | |
|---|--|--|--|---|--|
| <p>Response provides a detailed description about the district plan for delivering relevant and meaningful professional development to VPK teachers, specific to ensuring a high-quality pre-kindergarten experience, including:</p> <ul style="list-style-type: none"> ○ A list and description of the professional learning opportunities, related to the department’s indicators of quality practices, that are available to VPK teachers and assistants ○ Evidence that the district provides sufficient support and follow-up for teachers for continual learning ○ Evidence of collaborative professional learning opportunities to which VPK teachers, SPED teachers, and teacher assistants have equal access ○ Evidence that school leaders have participated in training around practices based on developmental science ○ Evidence of collaborative professional learning opportunities that school leaders have participated in with teachers ○ Evidence of documentation of professional development needs and/or evidence of successful curriculum implementation | <p>Response provides adequate detail about the district plan for delivering relevant and meaningful professional development to VPK teachers, specific to ensuring a high-quality pre-kindergarten experience, including:</p> <ul style="list-style-type: none"> ○ A list and description of the professional learning opportunities, related to the department’s indicators of quality practices, that are available to VPK teachers ○ Evidence that the district provides some support and follow-up for teachers for continual learning ○ Evidence of collaborative professional learning opportunities to which VPK teachers and SPED teachers ○ Evidence that school leaders have access to training around practices based on developmental science ○ Evidence of collaborative professional learning opportunities to which school leaders and teachers have access ○ Evidence of documentation of professional development needs and/or evidence of successful curriculum implementation and support | <p>Response provides general information about the district plan for delivering relevant and meaningful professional development to VPK teachers, specific to ensuring a high-quality pre-kindergarten experience, including:</p> <ul style="list-style-type: none"> ○ A list and description of the professional learning opportunities ○ Indication that trainings occur mostly in large group sessions ○ Indication that the district provides generic support and follow-up for teachers ○ Indication of collaborative professional learning opportunities provided for VPK teachers and SPED teachers ○ Indication that school leaders have limited access to training around practices based on developmental science ○ Indication of documentation of professional development needs and/or evidence of some successful curriculum implementation | <p>Response is vague or limited about district plan for delivering relevant and meaningful professional development to VPK teachers, specific to ensuring a high-quality pre-kindergarten experience, including:</p> <ul style="list-style-type: none"> ○ A list of the professional learning opportunities ○ Indication that trainings occur only in large group sessions ○ Indication that the district provides limited follow-up for teachers ○ Indication and description of a plan to provide at least one collaborative professional learning opportunity for VPK teachers and SPED teachers ○ Indication that school leaders have access to training around early childhood practices ○ Limited indication of documentation of professional development needs and/or evidence of some successful curriculum implementation | <p>Response does not describe relevant and/or meaningful professional development</p> <p style="text-align: center;">-OR-</p> <p>No indication of collaborative professional development opportunities between VPK teachers, teaching assistants, special education teacher and/or school leaders</p> | |
| Comments: | | | | Score | |

X. Data Driven Improvements

X.a. Developing Goals

Please describe how your district's 2018-19 goals were developed, considering the following:

- How are your district's goals aligned to the department's [definition of quality](#)?
- How are you currently measuring progress toward meeting your district's goals?
- How is data used to inform decisions regarding goals and practices?

| 4 | 3 | 2 | 1 | 0 |
|---|--|---|--|---|
| <p>Response provides a detailed description about how goals for 2018-19 were developed, including:</p> <ul style="list-style-type: none"> ○ Evidence of the process of how goals are determined collaboratively with teachers and leaders ○ Evidence of a plan to align goals to the department's definition of quality ○ Evidence of how goals are measured ○ Evidence of how data is used to make program decisions and inform practice ○ Evidence of a detailed monitoring plan that includes how goals are monitored throughout the year and how adjustments are made when necessary | <p>Response provides adequate detail about how goals for 2018-19 were developed, including:</p> <ul style="list-style-type: none"> ○ Evidence of the process of how goals are determined ○ Outline of a plan to align goals to the department's definition of quality ○ Evidence of how goals are measured ○ Evidence of how data is used to make program decisions ○ Evidence of a monitoring plan that includes how goals are monitored throughout the year and how adjustments are made when necessary | <p>Response provides general information about how goals for 2018-19 were developed, including:</p> <ul style="list-style-type: none"> ○ Indication of the process of how goals are determined ○ Indication of an intention to align goals to the department's definition of quality ○ Indication of how some goals are measured ○ Indication of how data is used to make program decisions ○ Indication of a goal-monitoring plan | <p>Response is vague or limited about how goals for 2018-19 were developed, including:</p> <ul style="list-style-type: none"> ○ Incomplete indication of the process of how goals are developed ○ Indication of a very limited plan to align goals to the department's definition of quality ○ Unclear indication of how goals are measured ○ Indication of a plan to use data from at least one goal to make program decisions ○ Indication of a very limited goal-monitoring plan | <p>Response does not describe 2018-19 goal development</p> <p>-OR-</p> <p>No evidence that goals will result in quality improvements</p> <p>-OR-</p> <p>Goals do not include any method for measurement</p> <p>-OR-</p> <p>No indication of data is used for continuous improvement</p> |
| Comments: | | | | Score: <input type="text"/> |

X.b. Identify SMART Goals

Please identify your district's current (2018-19) goals below. All goals should be written in SMART goal format (i.e., Specific, Measurable, Attainable, Relevant, and Time-based).

| 4 | 3 | 2 | 1 | 0 |
|---|--|--|---|--|
| <p>Response provides a detailed description about current 2018-19 goals, including:</p> <ul style="list-style-type: none"> ○ Goals written in SMART format: specific, measurable, attainable, relevant, and time-based ○ Evidence that goals aligned with the department's definition of quality ○ Evidence that goals are aligned with pre-K specific program standards and pre-K data trends ○ Evidence that goals developed using pre-K student data ○ Evidence of at least one SMART goal for all four specified areas: ELA, Math, Approaches/Social and Personal Competencies, and program goal | <p>Response provides adequate detail about current 2018-19 goals, including:</p> <ul style="list-style-type: none"> ○ Goals mostly written in SMART format: specific, measurable, attainable, relevant, and time-based but may be missing a SMART goal component ○ Evidence that most goals are aligned with the department's definition of quality ○ Evidence that most goals are aligned with pre-K specific program standards and pre-K data trends ○ Evidence that most goals are developed using pre-K student data ○ Evidence of at least one goal for all four specified areas: ELA, Math, Approaches/Social and Personal Competencies, and program goal | <p>Response provides general information about current 2018-19 goals, including:</p> <ul style="list-style-type: none"> ○ Goals written, but are missing many SMART goal components ○ Indication that program goals aligned to ECERS and ELLCO observations ○ Indication that most goals are aligned with pre-K specific program standards and pre-K data trends ○ Indication that most goals are developed using pre-K student anecdotal data ○ Indication that there is at least one goal for three specified areas: ELA, Math, Approaches/Social and Personal Competencies, and program goal | <p>Response is vague or limited about current 2018-19 goals, including:</p> <ul style="list-style-type: none"> ○ Goals not written in SMART format: specific, measurable, attainable, relevant, and time-based, but goals are provided ○ Indication that one or two goals are aligned with pre-K specific program standards but others may be aligned to kindergarten standards ○ Indication that data is limitedly used to develop goals ○ Indication of at least one goal for two specified areas: ELA, Math, Approaches/Social and Personal Competencies, and program goal | <p>Response does not provide goals</p> |
| <p>Comments:</p> | | | | <p>Score: _____</p> |