

Scope of Services

Voluntary Pre-K 2020-21

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 children 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) Subject to availability of space and resources after exhausting all efforts to enroll at risk four (4) year-olds (as defined by A.1. Student Eligibility), 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 and in accordance with guidelines set by the TDOE:
 - a) Children who are four (4) years of age on or before August 15 for the current school year with disabilities, students identified as English Learners (EL), in state custody, or who are screened and identified as educationally at-risk, determined pursuant to 20 U.S.C. § 1400 et sec.;
 - b) Children who are four (4) years of age on or before August 15 for the current school year who have been in the Tennessee Early Intervention Program (TEIS) or Even Start program;
 - c) Children who are four (4) years of age on or before August 15 for the current school year and meet the requirements set forth by the Community Pre-K Advisory Council (C-PAC) 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) Children who are three (3) years of age on or before August 15 for the current school year and who are screened and identified as educationally at-risk, determined pursuant to 20 U.S.C. § 1400 et sec.²;
 - e) Children who are three (3) years of age on or before August 15 for the current school year who have been in the Tennessee Early Intervention Program (TEIS) or Even Start program²; and
 - f) Children who are three (3) years of age on or before August 15 for the current school year 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) status².
- 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) During the COVID-19 Pandemic, or other serious outbreak of illness impacting children or staff, requiring the school district to implement a K-12 Continuous Learning Plan (CLP), approved pursuant to the State Board of Education rule, instruction must be aligned to the district's CLP;
- 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 highest rating on the STAR quality scale in order to be eligible to receive a classroom;
- 6) Ensure that all collaborative agreements for operating programs with non-school system entities (including, but not limited to, nonprofit and for-profit childcare providers and Head Start programs) are not only licensed by the Tennessee Department of Human Services (DHS), but also have attained the highest designation under the rated licensing system administered by DHS pursuant to T.C.A. 49-6-105.
- 7) Ensure all contracts with third parties to operate VPK programs contain the same requirements listed in this VPK Scope of Services;

- 8) 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; and
- 9) 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 early childhood education division, aka 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 and during pandemics and other emergency situations which may necessitate reduced class sizes or other operational adjustments to accommodate safe social distancing;
- 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.³;
- 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, or State Board of Education approved alternative portfolio pilot models, for all Pre-k and kindergarten teachers, including VPK teachers in community

- 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); and
- 10) Ensure salaries for personnel in community-based agencies are 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) Ensure that at least 90 percent of children enrolled in the VPK program qualify as economically disadvantaged;
- 3) Support 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) Adhere to the district's submitted VPK Attendance Policy, inclusive of the district's attendance policy implemented with the district's approved K-12 Continuous Learning Plan during a period of school closure caused by a pandemic, 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 district's 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 of enrolled students and those students on the waitlist to be enrolled in pre-K to the TDOE at the mid-year and end of year reviews;
- 9) 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) Implement and document a restorative practice plan, such as consulting with district family engagement specialists, to address attendance concerns in collaboration with the family;

- 11) Document a parent-initiated withdrawal with code 10 and a school-initiated withdrawal with code 13. Use of code 13 requires submission of documentation for reason of dismissal to the TDOE early learning grant manager before a child is withdrawn, to include the attendance restorative practice plan; and
- 12) Assign a classification code of (Q) to all VPK-funded students and a classification code of (L) to all economically disadvantaged students in the student management system (note: students can be coded with both Q and L).

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 will have hearing and vision screenings which may or may not be a part of the required health examination; and
- 2) Ensure all children are taught about personal safety through an approved personal safety curriculum.
- 3) Follow guidance provided by the Center for Disease Control and local health department guidance to inform strategies on how to ensure health, nutrition, and safety through new and evolving context of school closures and re-opening

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) Implement and document a restorative practice discipline plan, including, but not limited to consulting with district special education supervisors, to address behavioral concerns in collaboration with the family; and
- 4) Submit a written request to TDOE early childhood education grant manager, aka VPK Grant Manager for the permanent dismissal of a child, including, but not limited to documentation of the restorative practice plan and efforts.

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; and

- 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, supported by an evidence-based foundational early literacy skills curriculum supplement, approved by the TDOE's early childhood education division, aka 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

In addition to the requirements of the State Board of Education's Standards for School Administered Child Care Programs Rule 0520-12-01, 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; and
- 8) Administer the family survey distributed by the TDOE's early childhood education division, aka office of early learning, in the spring of each school year.

J. Collaboration

In addition to the requirements of the State Board of Education's Standards for School Administered Child Care Programs Rule 0520-12-01, the Grantee Shall:

- 1) Ensure that the Community Pre-K Advisory Council (C-PAC) meets a minimum of two times each school year, and maintain for public review all documentation of the C-PAC's proceedings (including, but not limited to attendee roster, meeting minutes, and agenda). All C-PAC members shall receive a copy of each meeting agenda and minutes;
- 2) Implement the C-PAC plan;
- 3) Ensure C-PAC includes, but is not limited to, members representing the local school board, parents, teachers, nonprofit providers, for profit providers, Head Start, the business community, and local government funding bodies pursuant to T.C.A. § 49-6-106; and
- 4) Consult with C-PAC members to inform program decisions.

K. Classroom Assessment and Evaluation

In addition to the requirements of the State Board of Education's Standards for School Administered Child Care Programs Rule 0520-12-01, the Grantee Shall:

- 1) Collaborate with TDOE's early childhood education division, aka office of early learning, on the development of program improvement efforts, which include measures of programmatic and instructional quality indicators;
- 2) Administer the pre-school Early Childhood Environment Rating Scale (ECERS-3) to all first year teachers in VPK

classrooms (new class, new teacher, or recently changed grade levels) by a designated, reliably-trained district staff member. Designated district staff members reliability training must be renewed every three years. Conduct the assessments by October 30, write a Continuous Quality Improvement Plan to address the areas of need identified by these tools, and submit the Continuous Quality Improvement Plan with updates on progress made on improvement goals set to the TDOE early childhood education grant manager, aka VPK grant manager, by December 30 of the current school year;

- 3) Annually administer the Classroom Assessment Scoring System (CLASS) on all district VPK classrooms to be used as a coaching model to support pre-K instructional excellence. Conduct the pre-CLASS coaching observations by a designated, reliably-trained district staff member before December 22 and submit data to the TDOE early childhood education grant manager by January 29 of the current school year. Conduct the post-CLASS coaching observations by a designated, reliably-trained district staff member before May 15 and submit data to the TDOE early learning grant manager by June 15 of the current school year; and
- 4) Collaborate as needed with the TDOE early childhood education grant manager, aka VPK grant manager, to follow up on any ECERS-3 and/or CLASS Continuous Quality Improvement Plan written in the previous school year to be completed in the current school year.

L. Monitoring

In addition to complying with the requirements of Chapter 0520-12-01, the Grantee shall maintain documentation on file in the classroom and easily accessible for monitoring:

- 1) 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) 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);
- 4) Educational curriculum and assessment used in the program;
- 5) Names of all pre-K teachers with verification of a valid Tennessee teaching license and applicable degree information such as pre-K endorsement;
- 6) ECERS-3 and CLASS observation data with documentation of dates and times when observations were conducted;
- 7) Results of the ECERS-3 and CLASS coaching observations with the Continuous Quality Improvement Plans which address the needs identified by the quality measurement tools;
- 8) Daily number of hours of the program's operation and the number of days the program served children;

- 9) Names of program director, teacher(s), assistants and other direct services staff;
- 10) Type of training provided for staff, including the number of hours of each type of training offered;
- 11) Transportation arrangements developed for each child;
- 12) Comprehensive list of the parent involvement activities implemented/planned for the remainder of the year;
- 13) Comprehensive list of collaborative/partnership activities with any other state/federal agencies or departments; and
- 14) Comprehensive list of any major equipment purchased or planned to be purchased with grant funds during the current school year.

M. Reports

In addition to the requirements of the State Board of Education's Standards for School Administered Child Care Programs Rule 0520-12-01, the Grantee shall electronically file mid-year and end of year monitoring reports using the Continuous Quality Improvement Report template(s) provided by the TDOE early childhood education grant manager, aka VPK grant manager.

N. Performance Measures

In addition to the requirements of the State Board of Education's Standards for School Administered Child Care Programs Rule 0520-12-01, the Grantee shall be evaluated based on performance measures developed by the TDOE's early childhood education division, aka 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) Results of the required family survey administered by the program each spring;
- 3) Economically disadvantaged students enrolled in the program of 90 percent or above;
- 4) Daily attendance rates of 90 percent or above;
- 5) Capacity rate of 95 percent or higher for 160 of 180 days with flexibility of attendance granted to align with district's attendance policy and the district's approved K-12 Continuous Learning Plan for providing continuation of instruction during pandemic school closures;
- 6) Classrooms served by qualified staff at 100 percent;
- 7) Inclusionary practices for economically disadvantaged students with disabilities;

- 8) 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) Annual VPK monitoring report; and
- 10) Performance and documentation of appropriate staff evaluations.

O. Compliance

The Grantee shall comply with the requirements of the State Board of Education's Standards for School Administered Child Care Programs Rule 0520-12-01 and the VPK Scope of Services.

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.

¹ Prior to the child's enrollment in the VPK program, documentation for enrollment of students that meet this priority, including, but not limited to C-PAC policies and processes, must be submitted to the TDOE early childhood education grant manager, aka VPK grant manager. Approval by the TDOE early childhood education grant manager, aka VPK grant manager, is not required.

² Prior to enrollment of five-year-old children in the VPK program, documentation that all efforts have been exhausted to enroll income eligible four and three-year-old children with and without IEPs must be maintained, and a written request for enrollment must be submitted to the TDOE early childhood education grant manager, aka VPK grant manager, for approval.

³ TDOE early childhood education grant manager, aka VPK grant manager, shall be notified of any utilization of a long-term substitute.

General Assurances

Assurance is hereby provided that:

- 1) This program will be administered in accordance with all applicable statutes, regulations, program plans and applications:
 - a) The laws of the State of Tennessee;
 - b) Title VI of the federal Civil Rights Act of 1964;
 - c) The Equal Employment Opportunity Act and the regulations issued there under by the federal government;
 - d) The Americans with Disabilities Act of 1990 and the regulations issued there under by the federal government;
 - e) Health Insurance Portability and Accountability Act of 1996 (HIPAA);
 - f) The condition that the submitted proposal was independently arrived at, without collusion, under penalty of perjury; and
 - g) The condition that no amount shall be paid directly or indirectly to an employee or official of the State of Tennessee as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to the Agency in connection with the procurement under this RFP.
- 2) Each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant state and local funds that, in the absence of such funds would otherwise be spent for activities under this section.
- 3) The grantee will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Tennessee Department of Education.
- 4) The grantee will ensure continuous quality improvement of the pre-K program by implementing quality measure tools and at the frequencies as defined in the Scope of Services, K. Classroom Assessment and Evaluation, to measure progress toward achieving goals and objectives. The grantee will use the classroom observation 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