TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 11 - REGULATIONS FOR EARLY CHILDHOOD EDUCATION PROGRAMS

NUMERICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
General Provisions	79-1101 to 1104	001
Definitions	79-1101 to 1104	002
Early Childhood Education Program Approval Process	79-1101 to 1104	003
Requirementsfor Early Childhood Education Programs Established by School Boards or Educational Service Units	79-1101 to 1104	004
Early Childhood Education Grants	79-1101 to 1104	005
Appeals and Provisions for Notice and Hearing	84-901 et seq.	006

Appendix A
Early Childhood Program Report

Appendix B
Application for New or Expansion Grants

Appendix C
Required Information for Continuation Grants

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 11 - REGULATIONS FOR EARLY CHILDHOOD EDUCATION PROGRAMS

ALPHABETICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Appeals and Provisions for Notice and Hearing	84-901 et seq.	006
Definitions	79-1101 to 1104	002
Early Childhood Education Grants	79-1101 to 1104	005
Early Childhood Education	79-1101 to 1104	003
Program Approval Process General Provisions	79-1101 to 1104	001
Requirementsfor Early Childhood Education Programs Established by School Boards or Educational Service Units	79-1101 to 1104	004

Appendix A
Early Childhood Program Report

Appendix B
Application for New or Expansion Grants

Appendix C
Required Information for Continuation Grants

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 11 - REGULATIONS FOR EARLY CHILDHOOD EDUCATION PROGRAMS

001 General Provisions

001.01 Statutory Authority. This Chapter is adopted pursuant to Sections 79-1101 to 1104 of the Revised Statutes of Nebraska (R.R.S.).

001.02 Scope and Application of this Rule. This Chapter governs the administration of the Early Childhood Education Programs under the provisions of Sections 79-1101 to 1104 R.R.S.

001.03 Intent. This Chapter provides for the approval of any early childhood education program that is established by a school board or educational service unit. This Chapter also provides for the distribution of grant funds to early childhood education programs.

001.04 Related Regulations. In addition to the requirements of this Chapter, public school districts are also governed by regulations contained in Title 92 Nebraska Administrative Code (NAC), Chapter 10, dealing with the accreditation of schools; 92 NAC Chapters 21 and 24 dealing with teacher certification and endorsement; and 92 NAC Chapter 51 dealing with special education programs.

002 Definitions

002.01 Board means the State Board of Education.

002.02 Commissioner means the State Commissioner of Education.

002.03 Comprehensive services means the services available in addition to the educational component of the early childhood education program including, but not limited to, family development, involvement and support and access to nutritional, medical, dental, social, and mental health services.

002.04 Department means the State Department of Education, which is comprised of the Board and the Commissioner.

002.05 Developmentally appropriate means that the learning environment and teaching strategies are based on widely accepted theories and research about the typical and atypical growth, development, and learning of children.

002.06 Early childhood education program means any prekindergarten part-day or full-day program or in-home family support program with a stated purpose of promoting social, emotional, intellectual, language, physical,and aesthetic development and learning for children from birth to kindergarten entrance age and family development and support.

002.07 Family development and support means those components of an early childhood education program which recognize the central role of parents in their children's development, with the goal of helping to create productive members of society. Family development and support components enhance parenting skills and the family's ability to gain access to and benefit from community resources.

002.08 Family literacy means education and related activities, such as the federal Even Start Family Literacy program, which involve parents and children in interactive literacy activities; training for parents regarding how to be the primary teacher for their children; parent literacy; and an age-appropriate education to prepare children for success in school and life experiences.

002. 09 Paraeducator means an individual who serves in a non-teaching role under the supervision of a teacher certificated to teach pursuant to 92 NAC 21.

002.10 Parent means parent or legal guardian.

002.11 Prekindergarten programs means all early childhood programs provided for children who have not reached the age of five by October 15 of the current school year.

002.12 Teach means and includes, but is not limited to, the following responsibilities: (a) the organization and management of the classroom or the physical area in which the learning experience of prekindergarten age children takes place; (b) the assessment and diagnosis of the individual educational needs of the children; (c) the planning, selecting, organizing, prescribing, and directing of the learning experiences of the children; (d) the planning of teaching strategies and the selection of available materials and equipment to be used; and (e) the evaluation and reporting of children's progress.

002.13 Teacher means a person who is certificated pursuant to 92 NAC 21 to teach.

003 Early Childhood Education Program Approval Process

003.01 Approval Requirements. Early childhood education programs established by school boards or educational service units shall be approved by the Board pursuant to this Chapter upon the recommendation of the Commissioner. Approval requires compliance with the program requirements identified in Section 004 of this Chapter.

003.02 Duration and Continuation of Program Approval. Program approval is granted for one year from each July 1 through the following June 30. Renewal is based on the program's compliance with this Chapter during the prior school year.

003.03 General Reports. The head administrator of each school district or educational service unit establishing an early childhood education program shall include information about such programs on the Fall Personnel Report due September 15, the Curriculum Report due annually in February, the Fall Membership Report due October 15, and the Annual Statistical Summary due June 30.

003.04 Early Childhood Program Report. An Early Childhood Program Report Form shall be submitted annually by October 15, and on the form provided by the Department. The report form is contained in Appendix A of this Chapter. When the report reflects failure to comply with the requirements of this Chapter, it shall be accompanied by a written plan for correcting the violation(s) before the beginning of the following school year.

003.05 Loss of Approval. An early childhood education program not in compliance with the requirements of this Chapter may be subject to loss of program approval and/or loss of grant funding. The Commissioner may, at his or her discretion, make recommendations to the State Board to end or deny program approval and/or grant funding.

004 Requirements For Early Childhood Education Programs Established By School Boards or Educational Service Units

004.01 Planning. Each program shall have a planning period. The planning period shall include activities associated with:

004.01A Determining the community's unmet needs for early childhood education for prekindergarten children in terms of the number of such children in the community, an estimate of the number of children at risk according to the categories specified in Sections 005.01B1 through 005.01B4, kinds of programs available, numbers of children, birth to kindergarten entrance age who are not currently receiving services, and barriers to the provision of services.

004.01B Developing cooperative relationships with public and nonpublic providers of early childhood programs, including the development of cooperative agreements and contracts, as needed to carry out the proposed program.

004.01C Recruiting and training staff.

004.01D Identifying and listing existing school-community resources available to provide comprehensive services for the program, including nutritional, medical, dental, social services, mental health services and their respective eligibility requirements.

004.02 Coordination with Existing Programs and Funding Sources. Each program shall develop, and keep on file, a written budget plan to show that the program will be coordinated or contracted with existing programs and funding sources. The budget plan shall include a locally-developed sliding scale formula for parent fees in order to maximize the participation of economically and categorically diverse groups of children and to ensure that participating children and families have access to comprehensive services. Existing programs and funding sources include, but are not limited to:

004.02A Grants provided through the Early Childhood Education Grant Program under Neb. Rev. Stat. 79-1103.

004.02B Funds provided for children with disabilities below five years of age through the Special Education Act, the Early Intervention Act, and funds available through the flexible funding provisions under the Special Education Act.

004.02C The federal Head Start program.

004.02D The federal Even Start Family Literacy Program.

004.02E Title I of the federal funds provided through the Elementary and Secondary Education Act and subsequent reauthorizations or other appropriate federal legislation.

004.02F Child care assistance through the Health and Human Services System.

004.02G Local district funds.

004.02H Funds obtained through contracts with other school districts, such as contracts to provide services to children below age five with disabilities pursuant to 92 NAC 51.

004.02I Private grants and gifts.

004.02J Parent fees from the program's locally-developed sliding scale.

004.02K Nonpublic early childhood education programs which meet the requirements of Neb. Rev. Stat. 79-1104(2).

004.03 Participation and Inclusion. Participation of children and parents in any program under this Chapter shall be voluntary. Programs shall include children verified as having disabilities pursuant to 92 NAC 51. Programs shall integrate children of diverse social and economic characteristics.

004.04 Hours. The program shall operate a minimum of twelve (12) instructional hours per week during the school year. Programs receiving grant funds pursuant to Section 005 of this Chapter or receiving Tax Equity and Educational Opportunities Support Act (TEEOSA) funds shall operate a minimum of four hundred and fifty (450) instructional hours per school year.

004.04A Instructional hour means a period of time, at least sixty (60) minutes, which is used for teaching in the following areas of children's growth and learning: social-emotional development; cognitive learning in the areas of language and literacy, mathematics, science, and problem solving; creative arts; health and nutrition; and, physical and motor development. Meal or snack time is part of the program curriculum and provides opportunities for learning and social development, as well as nutrition, and therefore is included as part of the instructional time.

004.05 Advisory Committee. A local Early Childhood Advisory Committee shall be established with membership representing families and community members.

004.05A An existing advisory committee such as that required for services to children below age five (5) with disabilities in Title 92 NAC Chapter 51, a Head Start Policy Council, or a Title I Advisory Committee, may serve this purpose if the representation conforms with this section and the mission is expanded to encompass the purpose of this chapter.

004.06 Family Development and Support. Each program shall provide a strong family development and support component which recognizes the central role of parents in their children's development and establishes a working partnership with each parent. The family development and support component shall include, as a minimum:

004.06A Written information for parents about the program's philosophy, policies, and procedures.

004.06B An orientation to the program for children and parents.

004.06C At least two home visits per year between the parent(s) and the teacher to discuss the child's development and learning. These visits may occur in locations other than the home as determined by the parent(s) and teacher.

004.06D Specified opportunities for program staff to dialogue with parents through such activities as parent conferences, participation on advisory committees, needs assessments, participation as classroom volunteers, and flexible scheduling of meetings and events.

004.06E Family development, support, and services based on the family's needs and interests, including but not limited to their economic and logistical needs.

004.07 Meals and/or Snacks. Each program shall provide at least one meal and/or snack that meets USDA Child Nutrition Program guidelines during each program session each day.

004.08 Program Staff. The program shall hire, utilize, and provide staff development for qualified staff as set forth below.

004.08A Teacher. Any teacher in an early childhood education program shall hold a valid Nebraska Teaching Certificate with an endorsement in Early Childhood Education, Early Childhood Special Education, Preschool Disabilities, or Early Childhood Education Unified. A program may employ a teacher without such an endorsement if the teacher files a plan to complete the endorsement with the Department as part of the annual Early Childhood Program Report. The plan will require the teacher to receive at least three (3) semester hours of credit annually toward completion of the endorsement. When fifty percent (50%) of the required courses have been completed, the teacher is eligible for a provisional endorsement pursuant to 92 NAC 24 which is valid for three (3) years and can be renewed upon completion of at least fifteen (15) credit hours.

004.08B Paraeducator. A paraeducator assigned to work as a member of a classroom team shall have received at least twelve (12) semester hours of undergraduate or graduate credit in child development/early childhood education, or the equivalent in prior training or experience as determined by the Commissioner or his or her designee. Equivalencies include, but are not limited to the following:

004.08B1 Holding a current Child Development Associate Credential issued by the Council for Early Childhood Professional Recognition in Washington, D.C. shall be an equivalent for the twelve (12) semester hour requirement.

004.08B2 Holding a current Nebraska teaching certificate with a K-6 elementary endorsement shall be an equivalent for the twelve (12) semester hour requirement.

004.08B3 Each two (2) years of employment in a program serving children birth through second grade shall be an equivalency for three (3) credit hours of the twelve (12) semester hour requirement. This experience may count for a maximum of six (6) of the twelve (12) semester hour requirement.

004.08B4 Early childhood training hours (including web-based training) provided by or sponsored by the Nebraska Department of Education Office of Early Childhood shall count toward the twelve (12) semester hour requirement. Fifteen (15) clock hours constitute one (1) semester hour.

004.08B5 The program may employ a paraeducator who does not meet the twelve (12) semester hour requirement as long as the paraeducator completes a minimum of six (6) semester hours or the equivalent in training or experience within the first year of employment and meets the full twelve (12) semester hour requirement before the end of the second year of employment.

004.08C Language Resource. If the majority of children enrolled in the program use a common language other than spoken English, at least one staff member who uses such language shall be available as an active participant to communicate with such children in classroom or group experiences. Where less than a majority of the children enrolled in the program speak a language different from the rest, one staff member or a community resource person or parent shall be identified to serve as a resource to the program.

004.08D Staff Development Plan. There shall be a written plan detailing staff development opportunities for all staff working in the program who have regular contact with children and their families.

004.08E Staff Development Hours. Teachers and paraeducators who have regular contact with children in early childhood programs shall participate in at least twelve (12) clock hours annually of staff development related to early childhood education or child development.

004.08F Background checks. Program staff who are not required to hold a Nebraska Teaching Certificate and who have contact with children shall be checked by program administration against the Nebraska Central Registry of Child Abuse and Neglect, and the Nebraska Adult Protective Services Registry before being hired.

004.09 Child/Staff Ratio and Group Size. Child/staff ratios and group sizes shall be maintained as indicated below with staff assigned who meet the qualifications described in Section 004.08. When age groups are mixed, the lower ratio shall prevail.

004.09A If the program serves children, age six (6) weeks to eighteen (18) months, one (1) staff member in the classroom shall hold a valid Nebraska Teaching Certificate. A paraeducator or an additional teacher shall be assigned to assure a ratio of at least one (1) adult for each four (4) children with a maximum group size of eight (8).

004.09B If the program serves children, age eighteen (18) months to three (3) years, one (1) staff member in the classroom shall hold a valid Nebraska Teaching Certificate. A paraeducator or an additional teacher shall be assigned to assure a ratio of at least one (1) adult for each six (6) children with a maximum group size of twelve (12).

004.09C If the program serves children, age three (3) years to kindergarten entrance age, one (1) staff member in the classroom shall hold a valid Nebraska Teaching Certificate for each group of twenty (20) children. A paraeducator or additional teacher shall be assigned to assure a ratio of at least one (1) adult for each ten (10) children with a maximum group size of twenty (20).

004.10 Developmentally and Culturally Appropriate Curriculum, Practices, and Assessment. The early childhood education program shall provide a play-oriented learning environment, which facilitates the optimal growth and development of children, with opportunities for age-appropriate learning experiences through active involvement with people and materials.

004.10A A written plan shall be developed to explain the program. The written program plan shall include a description of how the program curriculum, practices and assessment provide a variety of developmentally appropriate, experiential activities which:

004.10A1 Promote a positive self-concept in each child.

004.10A2 Develop social skills in each child.

004.10A3 Encourage each child to think, reason, question, and experiment.

004.10A4 Foster both receptive and expressive language development and provide early literacy experiences.

004.10A5 Incorporate family literacy experiences.

004.10A6 Develop an understanding of quantities of things, of time, and of space.

004.10A7 Enhance each child's physical development and skills.

004.10A8 Encourage sound safety, health, and nutritional practices, including avoidance of controlled substances.

004.10A9 Stimulate each child in creative expression and appreciation of the arts.

004.10A10 Include exploratory play in a language and literacy-rich environment during a majority of the daily schedule.

004.10A11 Reflect and respect the diversity of races, national origins, gender, and physical and mental abilities in the larger society and with particular emphasis on the cultural and ethnic backgrounds of the children enrolled through planned activities, use of materials, and use of equipment.

004.10A12 Use positive, age-appropriate techniques of child guidance including redirection, anticipation, and elimination of potential problems, and encouragement.

004.10A13 Use child assessment (evaluation) practices based on documentation gathered through an established system of ongoing observation and assessment to provide objective measures of each child's performance and progress in development and learning. The assessment data is used to plan activities to meet the individual needs of children. Any formal assessment tools used must meet accepted standards of reliability and validity.

004.10A14 Link the Early Childhood Education Program to the district's kindergarten/primary program through a written transition plan insuring continuity, identification, and implementation of processes necessary to facilitate the transition of children. The early childhood program shall be included in the district school improvement plan.

004.10A15 Include a well-defined language development and early literacy emphasis, including the involvement of parents in family literacy activities.

004.11 Facilities, Equipment, Health, and Safety

004.11A Classrooms shall provide at least thirty-five (35) square feet per child of space usable by the children.

004.11B An outdoor play area that is protected by fences or physical barriers shall be available which provides at least seventy-five (75) square feet per child of play space.

004.11C Each classroom and outdoor play area shall be equipped with safe, durable, age-appropriate equipment and materials for indoor and outdoor activities.

004.11D If needed, modifications of the equipment, materials, and activities shall be made to assure maximum participation in the ongoing activities of the program for children with disabilities attending the program.

004.11E Equipment and materials shall be organized into clearly defined areas of interest which are arranged to encourage independent choice; cooperative activity; and alteration between quiet and active exploration and teacher-and child-initiated activities.

004.11F Each early childhood education program shall maintain safe, healthful, and sanitary conditions within the facilities used for the program and on the outdoor playground and meet applicable fire, safety, and health codes.

004.11G At least one (1) staff member per classroom who has received first aid and CPR training specifically designed for children shall be on duty at all times. Written verification of current training shall be available.

004.12 Evaluation and Quality Assurance. The program shall participate in periodic program evaluations to assure program quality and positive child outcomes. The evaluation process will be designed by the Department and will include, but not be limited to the following:

004.12A An assessment of program quality.

004.12B A report of child outcomes including at least one objective measure of child performance and progress.

004.12C A plan for dissemination of the results of the evaluation.

004.13 Approval for the Purpose of Grants or the Tax Equity and Educational Opportunities Support Act. In order for early childhood education programs to receive funds under the Tax Equity and Educational Opportunities Support Act (TEEOSA) or expansion grants and continuation grants under this Chapter, the program shall submit annually:

004.13A A continuation plan demonstrating that the program will continue to meet the requirements of Section 004 of this Chapter, and

004.13B A proposed operating budget demonstrating the program will continue to receive resources from other funding sources equal to or greater than the sum of any grant received pursuant to Neb. Rev. Stat. § 79-1103 plus any calculated state aid for the prior school year. Calculated state aid shall be calculated by multiplying the cost grouping cost per student for the school district's local system cost grouping by the adjusted formula students attributed to the approved early childhood education program.

005 Early Childhood Education Grants. School districts, individually or in cooperation with other school districts or educational service units, working in cooperation with existing nonpublic programs that operate early childhood education programs meeting the requirements found in Section 004 may submit an application for an Early Childhood Education Grant. Administrative authority for grant programs for children from birth to age three (3) resides with the Early Childhood Education Endowment Board of Trustees. The grant requirements contained throughout Section 005 of this Chapter do not apply to programs for children from birth to age three (3).

005.01 Children Who May Be Served With Grant Funds.

005.01A All prekindergarten-age children, regardless of their abilities, disabilities, or the social, linguistic, or economic diversity of the children's families are eligible to be served with grant funds.

005.01B Grant funds shall be targeted toward serving the following prekindergarten-age children:

005.01B1 Children whose family income qualifies them for participation in the federal free or reduced lunch program.

005.01B2 Children who reside in a home where a language other than spoken English is used as the primary means of communication.

005.01B3 Children whose parents are younger than eighteen or who have not completed high school.

005.01B4 Children who were born prematurely or at low birth weight as verified by a physician.

005.01C Up to thirty percent of the funds granted to each early childhood education program under this Chapter may be used to offset program costs for children who are not identified in Sections 005.01B1 through 005.01B4 or who are not supported through any of the funding sources listed in Section 004.02b through 004.02k, in order to maximize the participation of children from diverse groups.

005.01D Early Childhood Education Program Grant funds shall not be used to support the participation of children who are eligible by age to enroll in kindergarten (those who reach age five by October 15 of the current year).

005.02 Grant Application Process.

005.02A Request For Proposals. For years in which grant funds are available, the Department shall issue a Request for Proposals (RFP) for early childhood education grants.

005.02B Forms. Each district, cooperative or educational service unit applying for grant funding under this Chapter shall submit applications on forms supplied by the Department. The application form for new or expansion grants is contained in Appendix B of this Chapter for use by applicants until the process is established online by the Department of Education on January 31, 2008. The continuation grant application process is established online and requires electronic submission of information identified in Appendix C of this Chapter.

005.02C Applications. Applications shall be rated on the basis of conformance with the requirements of this Chapter.

005.02D Panel. The Commissioner or his or her designee shall appoint a panel of persons knowledgeable in early childhood education to evaluate the applications and to recommend proposals for funding to the Commissioner.

005.02E Commissioner's Recommendation. Application funding recommendations by the Commissioner shall be made at a meeting of the State Board of Education. Upon action by the Board, all applicants shall be notified of the outcome.

005.02F Funding Distribution. The Department shall make an effort to fund programs across the state in both rural and urban areas.

005.03 Grant Funding.

005.03A Each early childhood education program approved under the provisions of Section 005.02 shall be eligible for grant funding of up to fifty percent of the total approved budget of the program, subject to the following:

005.03A1 Appropriation of the funds by the Legislature.

005.03A2 An annual review of compliance with this Chapter.

006 Appeals and Provisions for Notice and Hearing

006.01 Recommendations from the Commissioner to the Board to either end or deny program approval pursuant to Section 004 or to end grant funding pursuant to Section 005 may be appealed under 92 NAC 61. All hearings arising under this Chapter shall be conducted in accordance with the hearing procedures of 92 NAC 61, including provisions of that Chapter relating to evidence.

006.02 When the Commissioner makes a recommendation to the Board to end or deny program approval or end grant funding, notice of the recommendation and of the right to request a hearing shall be given by certified mail sent at least thirty (30) calendar days prior to the date of the Board meeting at which the recommendation is to be considered. Copies will be sent to the head administrator of the school district, or educational service unit, and to the presiding officer of the governing body, if known. The notice shall specify the basis for the recommendation.

006.03 Upon review of the Commissioner's recommendation and following any hearing, the Board shall make a determination regarding the program's approval or grant funding and shall inform the head administrator of the school district or educational service unit, and the presiding officer of the governing body, if known, of the Board's decision. Notice shall be given in writing by certified mail.

EARLY CHILDHOOD PROGRAM REPORT
For _____ School Year

District Name/ESU Number:		County District Number:
Address:	City:	Zip Code:
Program Contact:	Title:	
Telephone Number:	FAX Number:	E-mail Address:

PROGRAM OPERATION

☐ **Yes**, this public school district/ESU **does** operate an early childhood program in the _____ school year.

*If you checked **yes**, please complete the following pages, sign the last page and return to the NDE Office of Early Childhood at the address below.*

☐ **No**, this public school district/ESU **does not** operate an early childhood program in the _____ school year.

*If you checked **no**, please sign and return this page to the NDE Office of Early Childhood at the address below.*

Signature of District Superintendent/ESU Administrator:	Date:

Return to:
Nebraska Department of Education
Office of Early Childhood
PO Box 94987
Lincoln, NE 68509

REQUIREMENTS for EARLY CHILDHOOD EDUCATION PROGRAMS

Yes	No		
☐	☐	**004.01**	Each program has a planning period prior to the initiation of the program. The planning period includes activities associated with:
☐	☐		**A** Determining the community's unmet needs for early childhood education for prekindergarten children.
☐	☐		**B** Developing cooperative relationships with public and nonpublic providers of early childhood programs, including the development of cooperative agreements and contracts.
☐	☐		**C** Recruiting and training staff.
☐	☐		**D** Identifying and listing existing school-community resources available to provide comprehensive services, including nutritional, medical, dental, social services, mental health services.
☐	☐	**004.02**	Each program has a written budget on file which shows that the program is coordinated or contracted with existing programs and funding sources, and includes a sliding scale formula for parent fees that maximizes the participation of economically and categorically diverse groups of children and ensures that participating children and families have access to comprehensive services. Existing programs and funding sources include (check all that apply A – L below):
☐	☐		**A** Grants provided through the Early Childhood Education Grant Program
☐	☐		**B** Funds provided for children with disabilities below five years of age through the Special Education Act, the Early Intervention Act, and funds available through the flexible funding provisions under the Special Education Act.
☐	☐		**C** The federal Head Start program.
☐	☐		**D** The federal Even Start Family Literacy Program.
☐	☐		**E** Title I of the federal funds provided through the Elementary and Secondary Education Act and subsequent reauthorizations or other appropriate federal legislation.
☐	☐		**F** Child care assistance through the Health and Human Services System.
☐	☐		**G** Local district funds.
☐	☐		**H** Funds obtained through contracts with other districts, such as contracts to provide services to children below age five with disabilities pursuant to 92 NAC 51.
☐	☐		**I** Private grants and gifts.
☐	☐		**J** Parent fees from the program's sliding scale formula
☐	☐		**K** Nonpublic early childhood education programs which meet the requirements of the Neb. Rev. Stat. 79-1104(2).
☐	☐		**L** Other
☐	☐	**004.03**	Participation of children and parents in the program is voluntary and includes children verified as having disabilities pursuant to 92 NAC 51 and children of diverse social and economic characteristics.
☐	☐	**004.04**	The program operates a minimum of 12 instructional hours per week during the school year. Programs receiving grant funds or TEEOSA funds operate a minimum of 450 instructional hours per school year.

Indicate the total number of hours per week and per year for each classroom group of children. A classroom is defined as a distinct group of children; it is not the physical classroom space.

	004.04	Total number of instructional hours per **week** for each part-day (less than 6 hours) classroom group of children
	004.04	Total number of instructional hours per **week** for each full-day (6 hours or more) classroom group of children
	004.04	Total number of instructional hours per **year** for each part-day (less than 6 hours) classroom group of children
	004.04	Total number of instructional hours per **year** for each full-day (6 hours or more) classroom group of children

Yes	No		
☐	☐	**004.05**	A local Early Childhood Advisory Committee is established with membership representing families and community members.
☐	☐	**004.06**	Each program provides a strong family development and support component which recognizes the central role of parents in their children's development and establishes a working partnership with each parent. The family development and support component includes, as a minimum:

☐	☐		**A** Written information for parents about the program's philosophy, policies, and procedures.
☐	☐		**B** An orientation to the program for children and parents.
☐	☐		**C** At least two home visits per year between the parents and the teacher to discuss the child's development and learning.
☐	☐		**D** Specified opportunities for program staff to dialogue with parents through such activities as parent conferences, participation on advisory committees, needs assessments, participation as classroom volunteers, and flexible scheduling of meetings and events.
☐	☐		**E** Family development, support and services based on the family's needs and interests, including but not limited to their economic and logistical needs.
☐	☐	**004.07**	The program provides at least one meal and/or snack that meets USDA guidelines.
☐	☐	**004.08A**	All teachers in the program hold a valid Nebraska Teaching Certificate with an endorsement in Early Childhood Education, Early Childhood Special Education, Preschool Disabilities, or Early Childhood Education Unified. A program employing a teacher without such endorsement must submit a plan for the teacher to complete the endorsement.

Indicate the name and teaching endorsement of each teacher in the program. Check all that apply. Attach additional pages as needed. ***For any program employing a teacher not having an early childhood education endorsement, the teacher's plan for and progress toward completion of the endorsement must be attached.***

Name (as listed on teaching certificate)	**Early Childhood Education**	**Preschool Disabilities/Early Childhood Special Education**	**Early Childhood Education Unified**	**Does not hold an Early Childhood endorsement. Plan is attached.**
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Yes	No		
☐	☐	**004.08B**	All paraeducators assigned to work as a member of a classroom team have received at least 12 semester hours of undergraduate or graduate credit in child development/early childhood education, or the equivalent in prior training and experience as determined by the Commissioner or his or her designee. Written verification of credit hours or the equivalent is available.

Indicate the total number of paraeducators in the program and indicate how many meet the specified Rule 11 requirement.

	Total **Number** of paraeducators in the early childhood program	
	004.08B5	**Number** that have completed 12 semester credit hours in child development/early childhood education or the equivalent
	004.08B5	**Number** that are in year 1 of employment completing 6 semester credit hours in child development/early childhood education or the equivalent
	004.08B5	**Number** that are in year 2 of employment completing 12 semester credit hours in child development/early childhood education or the equivalent

Yes	No		
☐	☐	**004.08C**	If the majority of children enrolled in the program use a common language other than spoken English, at least one staff member who uses such language is available as an active participant to communicate with such children in classroom or group experiences. Where less than a majority of the children enrolled in the program speak a language different from the rest, one staff member or a community resource person or parent is identified to serve as a resource to the program.
☐	☐	**004.08D**	There is a written plan detailing staff development opportunities for all staff working in the program who have regular contact with children and their families.
☐	☐	**004.08E**	Teachers and paraeducators who have regular contact with children in the program participate in at least 12 clock hours annually of staff development related to early childhood education or child development.
☐	☐	**004.08F**	Program staff who are not required to hold a Nebraska Teaching Certificate and who have contact with children are checked by the program administration against the Nebraska Central Registry of Child Abuse and Neglect and the Nebraska Adult Protective Services Registry before being hired.
☐	☐	**004.09A**	If the program serves children, age 6 weeks to 18 months, one staff member shall hold a valid Nebraska Teaching Certificate. A paraeducator or an additional teacher is assigned to assure a ratio of at least one adult for each four children with a maximum group size of eight.
☐	☐	**004.09B**	If the program serves children, age 18 months to 3 years – one staff member shall hold a valid Nebraska Teaching Certificate. A paraeducator or an additional teacher is assigned to assure a ratio of at least one adult for each six children with a maximum group size of twelve.
☐	☐	**004.09C**	If the program serves children, age 3 years to kindergarten entrance age, one staff member shall hold a valid Nebraska Teaching Certificate for each group of 20 children. A paraeducator or an additional teacher is assigned to assure a ratio of at least one adult for each ten children with a maximum group size of twenty.
☐	☐	**004.010**	The program provides developmentally and culturally appropriate curriculum, practices, and assessment in a play-oriented learning environment, which facilitates the optimal growth and development of children, with opportunities for age-appropriate learning experiences through active involvement with people and materials.
☐	☐	**004.010A**	A written plan explains the program. The written program plan includes a description of how the program curriculum, practices and assessment provide a variety of developmentally appropriate, experiential activities which:
☐	☐	**A1**	Promote a positive self-concept in each child.
☐	☐	**A2**	Develop social skills in each child.
☐	☐	**A3**	Encourage each child to think, reason, question, and experiment.
☐	☐	**A4**	Foster both receptive and expressive language development and provide early literacy experiences.
☐	☐	**A5**	Incorporate family literacy experiences.
☐	☐	**A6**	Develop an understanding of quantities of things, of time, and of space.
☐	☐	**A7**	Enhance each child's physical development and skills.
☐	☐	**A8**	Encourage sound safety, health, and nutritional practices, including avoidance of controlled substances.

☐	☐		**A9** Stimulate each child in creative expression and appreciation of the arts.
☐	☐		**A10** Include exploratory play in a language and literacy- rich environment during a majority of the daily schedule.
☐	☐		**A11** Reflect and respect the diversity of races, national origins, gender, and physical and mental abilities in the larger society and with particular emphasis on the cultural and ethnic backgrounds of the children enrolled through planned activities, use of materials, and use of equipment.
☐	☐		**A12** Use positive, age-appropriate techniques of child guidance including redirection, anticipation, and elimination of potential problems, and encouragement.
☐	☐		**A13** Use child assessment (evaluation) practices based on documentation gathered through an established system of ongoing observation and assessment to provide objective measures of each child's performance and progress in development and learning. The assessment data is used to plan activities to meet the individual needs of children. Any formal assessment tools used meet accepted standards of reliability and validity.
☐	☐		**A14** Link to the district's kindergarten/primary program through a written transition plan insuring continuity, identification, and implementation of processes necessary to facilitate the transition of children. The early childhood program shall be included in the district school improvement plan.
☐	☐		**A15** Include a well-defined language development and early literacy emphasis, including the involvement of parents in family literacy activities.
☐	☐	**004.11A**	Classrooms provide at least 35 square feet per child of space usable by the children.
☐	☐	**004.11B**	An outdoor play area that is protected by fences or physical barriers is available which provides at least 75 square feet per child of play space.
☐	☐	**004.11C**	Each classroom and outdoor play area is equipped with safe, durable, age-appropriate equipment and materials for indoor and outdoor activities.
☐	☐	**004.11D**	If needed, modifications of the equipment, materials, and activities are made to assure maximum participation in the ongoing activities of the program for children with disabilities attending the program.
☐	☐	**004.11E**	Equipment and materials are organized into clearly defined areas of interest which are arranged to encourage independent choice; cooperative activity; and alteration between quiet and active exploration and teacher-and child-initiated activities.
☐	☐	**004.11F**	Each program maintains safe, healthful, and sanitary conditions within the facilities used for the program and on the outdoor playground and meet applicable fire, safety, and health codes.
☐	☐	**004.11G**	At least one staff member per classroom who has received first aid and CPR training specifically designed for children is on duty at all times. Written verification of current training is available.
☐	☐	**004.12**	The program participates in periodic program evaluations to assure program quality and positive child outcomes. The evaluation process includes:
☐	☐		**A** An assessment of program quality.
☐	☐		**B** A report of child outcomes including at least one objective measure of child performance and progress.
☐	☐		**C** A plan for dissemination of the results of the evaluation.

For any regulation checked no, describe the plan for correcting the Rule 11 violations and making the necessary changes to be in compliance with Rule 11 requirements before the beginning of the next school year.

Regulation Number	Areas of noncompliance and plan for making corrections in progress

Enrollment Information

The following data is used for state aid calculations.

	Under Age 1	Age 1	Age 2	Age 3	Age 4	Total Enrolled
Total Number of Children Enrolled (unduplicated count)						
Total Number of 4-year-old Children Enrolled (as of last Friday in September)						
Number of Children in Each Age Group (age as of October 15)						
Number of Children in the Following Categories (may be a duplicated count)						
Eligible for Free Lunch						
Eligible for Reduced Lunch						
With a Primary Home Language other than English (ELL)						
With an IEP						
Total Number of Children Enrolled by Ethnicity (for statistical purposes only)						
White, not Hispanic						
Hispanic						
American Indian/Alaskan Native						
Black, not Hispanic						
Asian/Pacific Islanders						
Other						

Yes	No	
☐	☐	All children enrolled in the program are below the age of kindergarten entrance eligibility.

Signature of District Superintendent/ESU Administrator:	**Date:**

NEBRASKA DEPARTMENT OF EDUCATION
OFFICE OF EARLY CHILDHOOD
APPLICATION for NEW or EXPANSION GRANTS

District Name/ESU Number:			U.S. Congressional District (check one) ☐ 1 ☐ 2 ☐ 3
Address:	City:		Zip Code:
Grant Application Category: ☐ Option 1(11-20 children per classroom) ☐ Option 2 (7-10 children pre classroom)	Amount of Grant Funds Requested for Operating Budget:	Amount of Grant Funds Requested for Start-up Budget:	Amount of Local Share to be Provided:

Authorized Representative (NDE considers the Superintendent/ESU Administrator to be the Authorized Representative):		
Telephone Number:	FAX Number:	E-mail Address:

Program Contact/Coordinator:		Title:
Telephone Number:	FAX Number:	E-mail Address:

Fiscal Contact:		Title:
Telephone Number:	FAX Number:	E-mail Address:

Return to:
Nebraska Department of Education
Office of Early Childhood
PO Box 94987
Lincoln, NE 68509

PARTNERSHIP STATEMENT of COMMITMENT

Directions: This form should be completed by each local partner (agency, organization, etc.), including the applicant district/ESU. Please make copies of this form for each partner to complete and submit with the application.

Partner Name:		
Address:	**City:**	**Zip Code:**
Contact Person:	**Title:**	
Telephone Number:	**E-mail Address:**	

As a partner in the program, this agency will commit the following resources, time, ongoing representation, etc. to assure that the program provides a high quality early childhood experience:

The partner's signature on this form verifies participation in the development of the grant application, a full awareness of the content of the grant application, and agreement to participate in the development of a written partnership agreement.

Signature of Partner:	**Date:**

Return to:
Nebraska Department of Education
Office of Early Childhood
PO Box 94987
Lincoln, NE 68509

Application

(PLEASE NOTE: Text boxes within the application template may be expanded to include all necessary information.)

Grant Applications will be scored on a 100 point scale.

Program Planning (Maximum 10 points)

1) Current Status: Provide information regarding the current status of preschool age children in the proposed service area.

_____ Number of licensed child care centers
_____ Total licensed capacity
_____ Number of licensed preschools
_____ Total licensed capacity
_____ Number of licensed family child care homes
_____ Total licensed capacity
_____ Number of Head Start classrooms
_____ Total funded capacity
_____ Number of children, age 3 & 4, enrolled in Head Start
_____ Number of children, age 3 & 4, with a verified disability
_____ Number of children, age 3 & 4, enrolled in Title I, Part A services
_____ Number of children, age 3 & 4, enrolled in Title I, Part B (Even Start) services
_____ Number of children, age 3 & 4, enrolled in Title I, Part C (Migrant services)
_____ Number of children, age 3 & 4, enrolled in Title I, Homeless services
_____ District-wide percentage of free & reduced lunch eligibility
_____ District-wide percentage of English Language Learners
_____ Total number of 3 year-old children
_____ Total number of 4 year-old children
_____ Expected kindergarten enrollment for 2007-08
_____ Anticipated kindergarten enrollment for 2008-09

Kindergarten is offered:

☐ All-Day Every-Day
_____ Total number of hours per year
☐ Half-Day Every-Day
_____ Total number of hours per year

Define the proposed service area.

2) Need: Provide a justification of the need for an early childhood education program grant in the proposed service area. Describe the unmet needs for three- and four-year-old children. Describe the barriers to services.

3) Community Characteristics: Describe any significant characteristics of the community and/or changes in the community demographics (i.e., immigrant population, economic status).

Partnerships (Maximum 25 points)

1) Partners: Identify the partners with whom you have, or will have, a formal written partnership agreement. Check all that apply and include the name of the partner program as appropriate.

- ☐ Programs for Children with Disabilities below 5 years of age funded through the Special Education Act
- ☐ Early Intervention
- ☐ Head Start _____
- ☐ Title I, Part A
- ☐ Even Start Family Literacy (Title I, Part B)
- ☐ Migrant (Title I, Part C)
- ☐ Title I, Homeless
- ☐ Child Care Center _____
- ☐ Family Child Care Home _____
- ☐ Community Preschool _____
- ☐ Local School District _____
- ☐ Educational Service Unit _____
- ☐ Early Childhood Professional Development Partnership or Regional Training Coalition _____
- ☐ Health & Human Services
- ☐ Other _____

List the partners participating in the program planning process and each partner submitting an attached Partnership Statement of Commitment.

Describe how the partners are actively involved in the program planning process and in the operation and/or implementation of the early childhood education program.

Describe the plan for development of local written partnership agreements.

2) Advisory Committee: Describe the plan for establishing the local early childhood advisory committee.

Program Description (Maximum 50 points)

1) Start-up Plan: Identify the anticipated activities and timeline for implementing the early childhood program. Describe the role of the classroom teacher in the start-up activities. Include the projected date the program will begin serving children.

2) Program Design: Identify the elements of the early childhood education program. Check all that apply.

Length of the Day

- ☐ Part Day (less than 6 hours per session)
  _____ Number of hours per day
- ☐ Full Day (6 hours or more per session)
  _____ Number of hours per day

Days of programming

- ☐ Monday
- ☐ Tuesday

- ☐ Wednesday
- ☐ Thursday
- ☐ Friday

Length of program year

- ☐ School-Year (9 months)
  - _____ Total number of hours per year
- ☐ Full-Year (12 months)
  - _____ Total number of hours per year

Classroom Ratios

- _____ Number of groups of children
- _____ Number of children per classroom
- _____ Number of staff per classroom

Program Facility

- ☐ Existing site _____
- ☐ New site _____
- ☐ Type of facility _____

Describe how the program meets the applicable fire, safety and health codes.

Describe how the program will provide adequate space and appropriate equipment both indoors and outdoors.

Meals and/or Snacks Meeting USDA Guidelines

- ☐ Breakfast provided
- ☐ Morning snack provided
- ☐ Lunch provided
- ☐ Afternoon snack provided
- ☐ Participate in School Lunch Program
- ☐ Participate in Child and Adult Care Food Program

Transportation

- ☐ Provided for all enrolled children
- ☐ Provided for some enrolled children
- ☐ Not provided

Describe the family development and support activities, including family literacy activities. Describe how the program will meet the economic and logistical needs and circumstances of families.

Describe the plan for supporting children's transition to kindergarten. Describe how developmentally and culturally appropriate curriculum, practices, and assessment will support the transition and continuity between the program and the kindergarten and elementary grades. Include information about how staff will communicate and work together.

Describe how the early childhood education program will be part of the district NCLB and school improvement process.

3) Student Population: Identify the population of children who will be served in the early childhood education program. Check all that apply.

☐ Children whose family income qualifies them for participation in the federal free or reduced lunch program.
_____ Estimated number of four-year-olds who will be eligible to attend kindergarten in the following year.

☐ Children who reside in a home where a language other than spoken English is used as the primary means of communication.
_____ Estimated number of four-year-olds who will be eligible to attend kindergarten in the following year.

☐ Children who were born prematurely or at low birth weight as verified by a physician.
_____ Estimated number of four-year-olds who will be eligible to attend kindergarten in the following year.

☐ Children whose parents are younger than eighteen or who have not completed high school.
_____ Estimated number of four-year-olds who will be eligible to attend kindergarten in the following year.

☐ Children who have been verified with a disability.
☐ Children who qualify for or who are enrolled in the federal Head Start program.
☐ Children who qualify for or who are enrolled in Title I.

☐ Children who do not qualify for one of the above.

_____ Estimated number of children who will participate in year 1 of the early childhood education program grant.
_____ Estimated total number of four-year-olds to be served (age as of October 15).
_____ Estimated number of three-year-olds to be served (age as of October 15).

4) Staff: Describe how the program will recruit and assure that all teachers and paraeducators will meet the requirements of Rule 11.

If staff (teacher and/or paraeducator) for the early childhood education program has been identified, provide the name, position, and teaching endorsement or qualifications, as applicable.

Describe the governance structure. Specifically identify who is responsible for supervising and evaluating staff in the early childhood education program.

5) Curriculum Framework: Identify the curriculum framework selected for use in the early childhood education program.

☐ High/Scope
☐ Creative Curriculum
☐ Locally Designed (describe)

☐ Other (describe)

Describe how the selected curriculum provides a research-based and play-oriented learning environment which facilitates the optimal growth and development of children, with opportunities for age-appropriate learning experiences through active involvement with people and materials. Include a description of how language development and early literacy are supported.

Describe how the Nebraska Early Learning Guidelines for Ages 3 – 5 will be used to support the curriculum.

6) Child Assessment and Program Evaluation: Identify the evaluation measure(s) to be used to assess child outcomes. Check all that apply.

☐ High/Scope Child Observation Record – Preschool (COR)
☐ Creative Curriculum Developmental Continuum
☐ Assessment, Evaluation and Programming System (AEPS)

Check the box below to indicate applicant's agreement to participate in a program evaluation process:

☐ The program agrees to participate in periodic evaluations to assure program quality and positive child outcomes as part of the evaluation process designed by the Department of Education.

7) Professional Development: Describe how individual staff and program professional development needs will be determined.

Identify the training needed to implement the selected curriculum framework and child assessment. Identify the training resources available within the partnership and the timeline for providing the training.

Describe how the early childhood education program will coordinate with the area Early Childhood Professional Development Partnership or Regional Training Coalition to provide professional development opportunities.

Coordinate and Use a Combination of Local, State, and Federal Funding Sources (Maximum 15 points)

Identify the program's plan to use multiple funding sources to maximize participation of economically and categorically diverse groups and to ensure that participating children and families have access to comprehensive services. Check all funding sources that will be used in the program:

- ☐ Early Childhood Special Education
- ☐ Special Education Flexible Funding
- ☐ Federal Head Start
- ☐ Title I, Part A
- ☐ Federal Even Start Family Literacy (Title I, Part B)
- ☐ Migrant (Title I, Part C)
- ☐ Title I, Homeless
- ☐ Child Care Assistance through Health and Human Services
- ☐ Local School District
- ☐ Parent Fees Based on Sliding Fee Scales
- ☐ Other _____
- ☐ Other _____
- ☐ Other _____

Identify the program's plan related to use of sliding fee scales to maximize participation of economically and categorically diverse groups and to ensure that participating children and families have access to comprehensive services.

Operating Budget with Multiple Funding Sources

All state funds should be specified on a line item basis, as applicable. Cells with XXXX indicate categories which cannot be supported by a particular funding source. Any of the funding sources listed in 79-1103(2) R.R.S. can be used to support the Early Childhood Program.

FUNDING SOURCE / BUDGET CATEGORIES	State Early Childhood Grant	IDEA Part B Base	IDEA Part B Enrollment/ Poverty	Special Education Act Flex Funding (State)	Head Start	Title 1 Part A	Title 1 Part B (Even Start)	Title 1 Part C (Migrant)	Local District Funds	HHSS Child Care Assistance	Parent Fees (Sliding Fee Scale)	Other
SHARE (indicate % of TOTAL BUDGET)												
Personnel (100)												
Fringe Benefits (200)												
Facility/Operating Costs (300)				XXXXXX								
Child Transportation (300)				XXXXXX								
Contractual Services (300)												
Classroom Materials/Supplies (400)												
Child Food (400)		XXXXXX	XXXXXX	XXXXXX								
Classroom Equipment (500)												
Minor Facility Modifications (500)		XXXXXX		XXXXXX		XXXXXX						
Family Involvement (600)												
Evaluation (600)				XXXXXX								
Staff Development (600												
Staff Travel (600)												
Other (specify) (600)				XXXXXX								
Administrative/ Indirect Costs							XXXXXX					
TOTAL												

Budget Narrative

PLEASE NOTE: Text boxes within the budget template may be expanded to include all necessary information. *All anticipated costs necessary to operate the program must be explained. The budget must relate directly to the activities and staff identified in the application and should provide a rationale for the projected costs (e.g., how employee benefits are derived). The budget should clearly indicate the portions to be supported through grant funds as well as the matching funding or services provided by the applicant or partner agencies.*

Personnel:

Grant Funds
Match Funds

Fringe Benefits:

Grant Funds
Match Funds

Facility/Operating Costs:

Grant Funds
Match Funds

Child Transportation:

Grant Funds
Match Funds

Contractual Services:

Grant Funds

Match Funds

Classroom Materials/Supplies:

Grant Funds
Match Funds

Child Food:

Grant Funds
Match Funds

Classroom Equipment:

Grant Funds
Match Funds

Minor Facility Modifications:

Grant Funds
Match Funds

Family Involvement:

Grant Funds

Match Funds

Evaluation:

Grant Funds
Match Funds

Staff Development:

Grant Funds
Match Funds

Staff Travel:

Grant Funds
Match Funds

Other:

Grant Funds
Match Funds

Administrative/Indirect Costs:

Grant Funds

Match Funds

Start-up Budget

PLEASE NOTE: Text boxes with the budget template may be expanded to include all necessary information. *This form supplements the operating budget form and is intended to clarify the request for start-up funds separate from ongoing operating costs. Start-up funds may be requested in an amount up to 50% of the total state funds requested for the grant year. Complete all line items as applicable. A detailed budget narrative for the planning period must also be included on this form.*

BUDGET CATEGORIES	Start-up Request	Budget Narrative
Personnel (100)		
Fringe Benefits (200)		
Contractual Services (300)		
Classroom Materials/Supplies (400)		
Classroom Equipment (500)		
Minor Facility Modifications (500)		
Staff Development (600)		
Staff Travel (600)		
Other (specify) (600)		
Administrative/Indirect Costs		
TOTAL		

REQUIRED INFORMATION for CONTINUATION GRANTS

Contact Information
- Authorized representative
- Program contact
- Fiscal contact

Summary of previous year activities, including successes and challenges

Planning for next year

Program Design
- Hours, days and term of operation
- Classroom ratios and group size
- Indoor and outdoor space and equipment
- Health and safety standards
- Enrollment data on participating children
- Meals and snacks
- Transportation
- Family development and support activities
- Program integration with district school improvement process

Staff
- Identification of program coordinator/administrator (including endorsement qualifications)
- Identification of classroom teacher(s) (including endorsement qualifications)
- Identification of paraeducator(s) (including qualifications)

Partners
- Identification of local partners
- Date of partnership agreements
- Description of local advisory committee

Curriculum Framework
- Identification of curricula being used
- Description of challenges in implementing curriculum framework

Evaluation Measures
- Identification of child assessment measures being used
- Description of challenges in implementing assessment and evaluation measures
- Agreement to participate in evaluation process

Professional Development
- Plan for professional development for teachers and paraeducators
- Information regarding participation in Early Childhood Professional Development Partnership or Regional Training Coalition

Budget
- Identification of local, state and federal funding sources
- Operating budget detail with matching sources of funding equal to or greater than the grant plus any calculated state aid
- Operating budget summary
- Use of sliding fee scale