



**RIDE** Rhode Island  
Department  
of Education



# **Rhode Island Pre-Kindergarten Expansion Grant Application**

**2024-2025**

# RI Pre-K Application Cover Page

## 2024-2025

### CONTACT INFORMATION

Program Name: \_\_\_\_\_

Type of Organization: ☐ Community Based ☐ Head Start ☐ LEA/Non-Public Approved

Address \_\_\_\_\_ City \_\_\_\_\_

Primary Contact: \_\_\_\_\_ Title: \_\_\_\_\_

Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

Is this a Multi-site Application? ☐ Yes ☐ No

*\*If you selected "Yes," please fill out the table below in addition to the the Initial Application Information, staff table, and budget forms for each site.*

| Site Name | Site Address |
|-----------|--------------|
|           |              |
|           |              |
|           |              |

### APPLICATION SIGNATURE

The 2024-2025 RI Pre-K Grant application will be conducted in phases. Upon submission, prior to awards, providers should anticipate that RIDE will initiate facility visits and a program interview.

I certify that I have read the RI Pre-K application in its entirety and that all parties are committed to the successful completion of this work within the allotted timeframe. I acknowledge the time and leadership commitment necessary to achieve the desired positive outcomes and agree to work with RIDE and their designees to evaluate data, monitor progress and strive for quality through the life of the grant. Assurances and commitment signatures are required at the time of Application. RI Pre-K educator signatures will be required prior to final awards.

Signature:

Date:

## INITIAL APPLICATION INFORMATION (SUBMIT 1 PER SITE)

Program Name: \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_

### BrightStars

Rating: ☐ Not Rated ☐ 1 Star ☐ 2 Stars ☐ 3 Stars ☐ 4 Stars ☐ 5 Stars

*\*Programs with a rating less than 3 stars should continue to work with DHS and the Center for Early Learning Professionals to move up the quality continuum prior to applying.*

Do you currently use a RIDE Endorsed Curriculum? ☐ Yes ☐ No

☐ Creative Curriculum ☐ Boston Public Schools (2015) ☐ HighScope

☐ The Investigator Club Prekindergarten Learning System ☐ Tools of the Mind

If you do not currently use an endorsed curriculum, which will you implement Fall 2024? \_\_\_\_\_

### Does your program:

Participate in CCAP? ☐ Yes ☐ No

• If so, what percentage of CCAP families are served? \_\_\_\_\_

Participate in CACFP? (Federal Food Program) ☐ Yes ☐ No

• If not, program must apply and complete training for the upcoming school year.

Utilize a formative assessment system? ☐ Yes ☐ No

• Please specify the system that you currently use or intend to use:

Offer on-site before and after school care? ☐ Yes ☐ No

• Please explain how you will support this family need:

Use this form to report information about the Classrooms/Groups of children in your whole program.

| GROUP/<br>CLASSROOM<br>NAME | TYPE OF GROUP | AGE RANGE | CLASSROOM<br>OPERATING<br>HOURS | MAXIMUM<br>LICENSED<br>GROUP SIZE |
|-----------------------------|---------------|-----------|---------------------------------|-----------------------------------|
|                             |               |           |                                 |                                   |
|                             |               |           |                                 |                                   |
|                             |               |           |                                 |                                   |
|                             |               |           |                                 |                                   |
|                             |               |           |                                 |                                   |
|                             |               |           |                                 |                                   |
|                             |               |           |                                 |                                   |
|                             |               |           |                                 |                                   |
|                             |               |           |                                 |                                   |
|                             |               |           |                                 |                                   |
|                             |               |           |                                 |                                   |
|                             |               |           |                                 |                                   |

## PROPOSED FUNDING MODELS

| Check all that apply     | Funding Model                            | Total # of proposed RI Pre-K Classrooms | Total # of proposed RI Pre-K seats |
|--------------------------|--|---|------------------------------------|
| <input type="checkbox"/> | Model 1: Traditional RI Pre-K            |   |                                    |
| <input type="checkbox"/> | Model 2: Head Start Extended Time        |   |                                    |
| <input type="checkbox"/> | Model 3: Head Start Braided Funds        |   |                                    |
| <input type="checkbox"/> | Model 4: CCAP Supplemental               |   |                                    |
| <input type="checkbox"/> | Model 5: LEA General Education Expansion |   |                                    |

## REQUIRED ADDITIONAL DOCUMENTATION

Prepare and save the following required additional pieces of documentation which will be uploaded along with this completed RI Pre-K Grant Application to the Application Submission Form:

- **Program Document Submission**

- Completed RI Pre-K Grant Application
- Signed W-9 Form
- Program Family Handbook
- Program Policies and Procedures (if applicable)
- Additional budget/signature page bundles (if submitting a multi-classroom application)

- **Site and Classroom Photo Documentation**

- Front and back of the site building(s) - 2 images/site
- Classroom space(s) - 2 images/classroom
- Classroom bathroom(s) - 1 image/classroom
- Playground space(s) - 2 images/classroom

- **Staff Credential Documentation**

- Relevant credentials and supporting documents for each RI Pre-K staff member. This may include degrees, teaching certification, CDA/TA/Parapro certificates, RIELDS certificates, ERS/CLASS reports, resumés, transcripts (for proof of college coursework in ECE)

*In the sections to follow, provide detailed answers within the application as outlined in the sections below. The application must be completed in the electronic format and on RIDE issued forms. Any requested documents should be included as attachments.*

## **SECTION 1: EXPERIENCE IN AND CAPACITY TO PROVIDE HIGH-QUALITY ECE**

Within this section, describe your organization/school's experience in and capacity to provide high-quality early childhood education as an RI Pre-K. This answer should take into account a proposer's demonstrated ability to create a learning environment and climate that supports children's growth and development across multiple domains and include information regarding services provided to children with disabilities, children with high risk factors, children within the welfare and foster system, and children with limited English proficiency. **Responses are not to exceed 500 words.**

- 1. Describe why your program is applying for a classroom in the 2024-2025 RI Pre-K expansion. What data did you use to determine this decision? How will RI Pre-K impact your community?**

## **SECTION 1: EXPERIENCE IN AND CAPACITY**

**2. Describe how your organization's experience will enable you to provide high-quality early childhood instruction within the RI Pre-K classroom(s)?**

## **SECTION 1: EXPERIENCE IN AND CAPACITY**

**3. Describe your program's current structure of leadership and staff supervision, educational approach, and system for instructional cycle support. How will RI Pre-K fit within the current structure of the organization?**



## **SECTION 1: EXPERIENCE IN AND CAPACITY**

**4. Describe how your organization meets the needs of vulnerable students, including children who are differently abled, children who have experienced trauma, and young multilingual learners. Include community partners and external partnerships that support your program. What additional support might you need if awarded an RI Pre-K classroom?**

## SECTION 2: CLASSROOM SPACE AND EDUCATION PROGRAM STRUCTURE

It is expected that Pre-K classrooms and the educational program it is a part of comply with either DHS Child Care Licensing or, if the program is located in a public or private PK-12 school, with RIDE Basic Education Program Regulations, G-14-4 Ensuring a Safe and Healthy Physical Environment.

- 1. Briefly describe how the facility and proposed RI Pre-K classrooms meet the basic safety requirements, provide access to natural light, contain the required amount of usable floor space per child, have accessibility to child-sized bathrooms, and have the provision of a safe, fenced early childhood playground space.**

## SECTION 3: STAFF QUALIFICATIONS

High quality early childhood instruction begins with talented and skilled educators and a commitment to strong leadership.

- 1. Describe how current staff within the organization have the qualifications and experience to successfully take on the educational roles and responsibilities in the RI Pre-K classroom(s), including the Education Coordinator, Teacher, and Teacher Assistant.**

**2. Describe the hiring process that will result in highly qualified RI Pre-K staff.**

**3. Complete the table below for the proposed RI Pre-K staff. List the relevant documents supporting quality for each staff member that you intend to submit as a required document uploaded on the Google Application Submission Form.**

| <b>Position Title</b><br><i>(Admin, EdCo, Teacher, TA, Supplemental Staff)</i> | <b>FTE</b> | <b>Staff Name</b> | <b>Years Teaching in ECE</b> | <b>Relevant Credentials</b><br><i>(Bachelor's Degree; PK-2 Certification #; RIELDS, ECE credits)</i> | <b>Supporting Documents</b><br><i>(ERS/CLASS reports, transcripts, diplomas)</i> |
|--|------------|-------------------|------------------------------|--|--|
|  |            |                   |                              |  |  |
|  |            |                   |                              |  |  |
|  |            |                   |                              |  |  |
|  |            |                   |                              |  |  |
|  |            |                   |                              |  |  |
|  |            |                   |                              |  |  |
|  |            |                   |                              |  |  |
|  |            |                   |                              |  |  |
|  |            |                   |                              |  |  |

## SECTION 4: CONTINUOUS QUALITY IMPROVEMENT SYSTEM

All providers will be expected to maintain RI Pre-K approval and utilize a system of continuous quality improvement that aligns to the quality expectations described in Rhode Island's vision for high-quality Early Care and Education programs.

- 1. Explain your program's approach to Instructional Leadership. How do you ensure that the supervision will support teacher development, instructional practices, curriculum development, assessment gathering, data reflection, and family engagement opportunities?**

## **SECTION 4: CONTINUOUS QUALITY IMPROVEMENT SYSTEM**

**2. Provide details on how you intend to sustain the system of staff support in an ongoing and reflective manner to support the Pre-K teaching staff, create a healthy climate for all, and improve student outcomes.**

## SECTION 5: FUNDING MODEL

Please review the descriptions of the funding models in the RI Pre-K Application Guidance. In this section, describe which funding model(s) you are applying for and how you will successfully implement the high-quality standards for RI Pre-K within that model.

**Respond to the questions below for only the funding model(s) for which you are applying.**

### **Model 1 - Traditional RI Pre-K**

1. Describe how opening a new classroom(s) will not displace any other children in your program or reduce the number of infant/toddler classrooms.



## SECTION 5: FUNDING MODEL

### **Model 2 - Head Start Extended Day or Year**

- Describe how you will be expanding the learning time - either through expanded day or extended year - to meet the RI Pre-K requirements. What impact do you anticipate this having on your program as a whole? How will you mitigate any issues?

## SECTION 5: FUNDING MODEL

### **Model 3 - Head Start Braided Funds**

- Speak to your ability to braid federal and state funding to support a mixed delivery seat model, while maintaining compliance with all Head Start requirements. Describe any experience your organization has or work you will undertake to ensure that the accounting across funding streams will be in compliance with Head Start and state grant requirements.
- Describe how you are estimating the number of children who will be funded by Head Start and the number of children who will be fully funded by RI Pre-K grant dollars.

## SECTION 5: FUNDING MODEL

### Model 4 - CCAP Supplemental

#### Reminders -

- *A minimum of 9 children who are receiving CCAP are required to participate in this model.*
  - *Programs will participate in a matriculation training session, if awarded.*
- Describe how you will utilize currently employed staff within the RI Pre-K classrooms and how the addition of RI Pre-K will support the quality of the entire program.

## SECTION 5: FUNDING MODEL

### Model 5 - LEA General Education Expansion

- Describe the transition from the district's current preschool approach to a full-day general education RI Pre-K classroom. Within the explanation describe the plan for the RI Pre-K general education teacher, how will you structure the classrooms to balance the extended day, seats within the classroom, and provide special education services to all qualified children?
- Speak directly to the existing funding directed to preschool and how that funding will be applied within your budget, understanding that IDEA funds cannot be used in creating RI Pre-K classrooms.

## SECTION 6: BUDGET PROPOSAL AND NARRATIVE

### **Part 1: Budget Narrative**

RI is interested in identifying opportunities to leverage other funding sources as we expand high-quality RI Pre-K. Based on the proposed funding model, address the specific components regarding leveraging other state, federal, or local funding and identify the source for these contributed funds.

- Model 1: Any in-kind or matching fund
- Models 2 & 3: Head Start funds
- Model 4: CCAP funds
- Model 5: Funding formula, Title I, or other funding source

- 1. Provide a detailed explanation of how the proposed budget for the RI Pre-K grant will be used; include a rationale for how the funds are reasonable and sufficient to achieve RI Pre-K outcomes.**

## SECTION 6: BUDGET

**2. Explain how the proposed budget supports the funding model chosen. Describe the assumptions, the potential risks and challenges, and the anticipated financial benefits to the program with the funding model and budget proposed.**

## SECTION 6: BUDGET

### **Part 2: Budget Proposal**

Using the budget forms below, prepare a preliminary budget proposal based on the anticipated costs to operate the RI Pre-K classroom(s) in the cost categories outlined below. Please note that funds may only be used to cover the costs of operating the RI Pre-K classroom(s). While this can include an appropriate allocation of shared expenses such as facilities costs and administrative costs, programs may not use Pre-K funds to cover costs that are not directly related to the RI Pre-K classroom

### **Budget Forms** *(Submit one form for each site)*

The Grantor estimates the budget for this work to be performed under this Agreement as follows:

| Expense Category                                 | FY25<br>Requested Pre-K Grant Funds |
|--|-------------------------------------|
| Salaries (51000)                                 |                                     |
| Fringe Benefits (52000)                          |                                     |
| Professional & Technical Services (53000)        |                                     |
| Property Services - Facility/Maintenance (54000) |                                     |
| Other Purchased Services (55000)                 |                                     |
| Supplies and Materials (56000)                   |                                     |
| Property and Equipment (57000)                   |                                     |
| <b>SUBTOTAL</b>                                  |                                     |
| Indirect Cost (60000)                            |                                     |
| <b>TOTAL</b>                                     |                                     |

It is understood and agreed that the amounts indicated above for the several line items are estimates of expenditures to be incurred by the Grantor on behalf of this Agreement and to be claimed by the Grantor for reimbursement under this Agreement. It is further understood and agreed that actual expenditures may vary from the estimates set forth above and that such variations shall not in themselves be cause for disallowance of reimbursement by RIDE; provided, however, that the Grantor shall notify the grant officer of the variance and obtain pre-approval, in writing; and provided further that unless permission of the grant office shall have been obtained in advance, no expenditure shall be claimed by the Grantor for reimbursement by RIDE under this Agreement if such expenditure shall have been incurred in a line item category not listed above. Transfer of funds between categories requires prior written approval by RIDE. In no event shall the total amount of reimbursement claimed by the vendor under this agreement exceed the total approved grant amount.

**RI PRE-K GRANT FUNDS BUDGET DETAIL SHEET\*** (Submit 1 per classroom)

FISCAL YEAR 2025

Site Name:

Classroom Name:

**EMPLOYEE COMPENSATION (51000) and EMPLOYEE BENEFITS (52000)**

| POSITION              | FTE | EMPLOYEE COMPENSATION<br>(51000) | EMPLOYEE BENEFITS<br>(52000) |
|-----------------------|-----|----------------------------------|------------------------------|
| Administrator         |     |                                  |                              |
| Education Coordinator |     |                                  |                              |
| Teacher               |     |                                  |                              |
| Teacher Assistant     |     |                                  |                              |
| Substitutes           |     |                                  |                              |
| <b>TOTAL</b>          |     |                                  |                              |

**PROFESSIONAL AND TECHNICAL SERVICES (53000)**

| CATEGORY                             | ITEM DESCRIPTION | TOTAL |
|--------------------------------------|------------------|-------|
| Catering/Purchased Food<br>Services* |                  |       |
| <b>TOTAL</b>                         |                  |       |

**PROPERTY SERVICES (54000)**

| CATEGORY                     | ITEM DESCRIPTION | TOTAL |
|------------------------------|------------------|-------|
| Building Rent/Lease/Mortgage |                  |       |
| Building Maintenance         |                  |       |



|                             |  |  |
|-----------------------------|--|--|
| Telephone/Internet Services |  |  |
| <b>TOTAL</b>                |  |  |

**OTHER PURCHASED SERVICES (55000)**

| CATEGORY                         | ITEM DESCRIPTION | TOTAL |
|----------------------------------|------------------|-------|
| Printing/Copying                 |                  |       |
| Property Insurance               |                  |       |
| CCAP Supplemental (Model 4 Only) |                  |       |
| <b>TOTAL</b>                     |                  |       |

**SUPPLIES AND MATERIALS (56000)**

| CATEGORY                          | ITEM DESCRIPTION | TOTAL |
|-----------------------------------|------------------|-------|
| Food/Snacks **                    |                  |       |
| Educational Materials             |                  |       |
| Program Supplies                  |                  |       |
| Formative Assessment              |                  |       |
| Family Engagement Activities      |                  |       |
| Utilities (Gas, Oil, Electricity) |                  |       |
| <b>TOTAL</b>                      |                  |       |

**PROPERTY AND EQUIPMENT (57000)**

| CATEGORY               | ITEM DESCRIPTION | TOTAL |
|------------------------|------------------|-------|
| Furniture and Fixtures |                  |       |
| Equipment              |                  |       |
| <b>TOTAL</b>           |                  |       |

**INDIRECT COSTS (60000)**

| CATEGORY        | ITEM DESCRIPTION | TOTAL |
|-----------------|------------------|-------|
| Office Expenses |                  |       |
| <b>TOTAL</b>    |                  |       |

**Classroom Budget Request:**

**Total Budget Request:**

*\*Please include a detail budget sheet for each state fiscal year (July 1st - June 30th)*

*\*\*Net reimbursement from USDA CACFP*

## RI PRE-K LEADERSHIP COMMITMENT & PROGRAM ASSURANCES

A successful, high-quality, RI Pre-K classroom requires a significant commitment from all levels of leadership to ensure quality and sustainability. The RI Pre-K expectations, deliverables, and timelines are rigorous. To ensure positive child outcomes, quality instruction, and reflective leadership RI Pre-K grantees agree to the following leadership commitments and program assurances.

Please note that these are minimum expectations, and all RI Pre-K grantees are encouraged to review the RI Pre-K Policies for further clarification.

### **Program Operations**

Operate classrooms for a minimum of 6 hours a day, 180 days a year, and begin by September 8, 2023.

### **Leadership Commitment**

Administrators and districts acknowledge the expectations, supports, and systems needed for the success of RI Pre-K classrooms and commit to achieving successful outcomes for all children through the life of the grant and adherence to all RI Pre-K policies and procedures.

### **Education Coordinator**

RI Pre-K classrooms will have regular and ongoing access to a qualified, on-site Education Coordinator that is able to devote the time, energy, and resources to the critical demands and responsibilities of RI Pre-K and is in accordance with the number of total classrooms supervised.

### **Staffing**

RI Pre-K classrooms are staffed with qualified teaching teams (1 Lead teacher and 1 teacher assistant) at all times. Grantees are responsible for ensuring appropriate and adequate staff for all classrooms, including absences and leaves. Grantees must inform RIDE of changes in staffing and provide documentation for qualified coverage.

### **Planning and Prep Time**

RI Pre-K teaching staff are provided a *minimum* of 2 hours weekly to support the instructional cycle, curriculum planning, assessment gathering, reflection, collaboration with special educators, regular supervision, and family engagement. These hours should be thoughtfully planned work times designed for productivity, collaboration, and effectiveness.

### **PD/TA**

RI Pre-K completes 24 hours of RIDE-approved ECE PD annually and works with a Technical Assistant, to support the successful completion of the RI Pre-K deliverables and expectations. These PD hours may occur outside of the traditional school hours and leadership must make accommodations for attendance.

### **Suspension and Expulsion**

No child shall be expelled or suspended from any RI Pre-K classroom. When programs have concerns about a child, they will refer to their comprehensive services plan, community and educational supports, and work with RIDE and the family while maintaining the child's enrollment.

Families are not charged for any portion of the 6-hour RI Pre-K school day. Families utilizing before and after-school or vacation services may be charged according to the program's tuition rate.

The opening of RI Pre-K classroom(s) will occur without displacing current children and families.

RI Pre-K salaries and benefits align with salaries in comparable public education positions and are reviewed annually. Starting RI Pre-K teacher salaries begin at a minimum of \$50,000 and are adjusted annually by 3%.

Grantees are responsible to attend annual CACFP training, completing student enrollment, and monitor the food program according to all CACFP regulations.

RI Pre-K classrooms are expected to achieve and maintain a minimum 5.0 on the ECERS-3 observational tool, and leadership will commit to supporting facility, educational, and quality initiatives based on the data received.

Commitment and support from all levels of leadership is fundamental to the success and sustainability of RI Pre-K. Within the organization or school district seeking renewal, all levels of leadership must review and sign the commitment form.

NAME OF SCHOOL OR PROGRAM:

*The below commit to the above-listed RI Pre-K Leadership expectations and program assurances.*

Signature: \_\_\_\_\_ Job Title/Role: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Job Title/Role: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Job Title/Role: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Job Title/Role: \_\_\_\_\_ Date: \_\_\_\_\_

## RI PRE-K EDUCATOR COMMITMENT FORM

**Teacher Name:**

**Email Address:**

**Name of School/Program:**

**Name of Administrator:**

A successful, high-quality, RI Pre-K classroom is led by a Bachelor's degree or Pre-K-2 certified teacher. The expectations and demands of the RI Pre-K teacher are rigorous. To ensure positive child outcomes, RI Pre-K teachers agree to adhere to the following commitments. These are minimum expectations and teachers are encouraged to review the RI Pre-K Policies. This document must be signed by each RI Pre-K Classroom staff prior to the school year's start date.

- RI Pre-K classrooms must implement a RIDE endorsed curriculum. The curriculum is to be implemented with fidelity, planned, and informed by assessment data to introduce and strengthen developmentally and individually appropriate skills. RIDE will have access to review the planned curriculum informally and formally during monitoring visits.
- RI Pre-K teaching teams will collect evidence of child growth using an approved formative and summative assessment system to document children's progress toward the RIELDS. This data will be regularly reviewed and used to inform learning experiences. proficiency using
- RI Pre-K teachers will be given a *minimum* of 2 hours of prep time each week to support the instructional cycle; plan curriculum, document, review, and reflect on assessment data, support families, collaborate with colleagues, and work with outside service providers.
- RI Pre-K teachers are expected to have two (2) parent-teacher conferences each year to share child development and assessment data.
- RI Pre-K teaching teams complete 24 hours of RIDE-approved ECE professional development annually.
- RI Pre-K teachers participate in monthly Communities of Practices, which may occur outside of school hours.
- RI Pre-K teachers collaborate with district special educators to embed special education services in their classrooms for children with an IEP.
- RI Pre-K classrooms are expected to achieve, and maintain, a 5.0 on the ECERS-3.
- RI Pre-K classrooms have a CLASS observation to use for formative assessment and professional growth.
- RI Pre-K classrooms will have regular site visits for observations and monitoring from RIDE representatives.

I acknowledge that I have read and understand the expectations for an RI Pre-K teacher and commit to fulfilling these responsibilities to the best of my ability.

**Signature:**

**Date:**

## CCAP ATTESTATION FORM (MODEL 4 APPLICANTS ONLY)

Preserving the integrity of a fair and equitable system that includes family choice, best practices, and access for vulnerable children and families is of the utmost importance to Rhode Island. With that in mind, RI Pre-K Funding Model 4 is designed to leverage federal funding into the existing B-5 system and ensure that families who participate in the Child Care Assistance Program (CCAP) have access to high-quality education and care for their children.

Model 4 allows CCAP families to maintain placement in their current program while creating an opportunity for access to RI Pre-K classrooms and creating enrollment opportunities for other classrooms within the program.

Programs awarded a classroom through this model will offer a minimum of 9 age-eligible children with current CCAP subsidies the opportunity to enroll in an RI Pre-K classroom. The remaining seats within this classroom will be filled through the RI Pre-K lottery process.

Programs will submit for CCAP reimbursement through the CCAP portal. RI Pre-K funding is layered on top of the CCAP reimbursement to support the continuum of quality within RI Pre-K classrooms. RI Pre-K will cover parent CCAP co-pays for children during the six-hour RI Pre-K day. Families who use before and after-school services may be responsible for co-pays to support the quality of those services.

**By signing this attestation form, the program is agreeing to the following criteria.**

1. Children must be age-eligible, 4 by September 1, 2024.
2. Students have been enrolled for at least three months prior to selection.
3. Programs have a minimum of 9 eligible children to enroll in the RI Pre-K classroom.
4. Students receiving special education services have pre-established service arrangements that will not be altered.
5. Programs are responsible for explaining RI Pre-K policies (attendance, screening, assessment, etc.) to all families during enrollment.
6. Programs will support families in renewing and securing CCAP funding.
7. Programs will complete a matriculating enrollment sheet before the lottery

I hereby acknowledge and commit to adhering to the aforementioned criteria for RI Pre-K funding Model 4. I understand that matriculating students must meet the identified criteria and the program must support the state's ability to ensure fair and equitable access to RI Pre-K seats. I understand that both RIDHS and RIDE may ask for documentation to support the implementation and fidelity of Model 4.

**CCAP Provider ID #:**

**Date:**

**Program Name:**

**Program Director Signature:**