**Introduction**

The Georgia Social Emotional Early Development Strategies for Success (SEEDS) grants will be funded through the federal Child Care Development Block Grant (CCDBG) and will support teams of early learning professionals in improving Pre-k and Preschool classroom climate and reducing the use of suspension and expulsion through evidence-based training and onsite supports. Program staff will participate in intensive professional development focused on fostering the social emotional competence of all children utilizing the *Pyramid Model for Supporting the Social Emotional Competence of Infants and Young Children* (The Pyramid Model). The grant will support the hiring and development of an Internal Coach to serve as on-site support for the teachers. In addition, grant funds will be provided to programs for purchasing appropriate classroom materials and supplies to support social emotional learning.

**Applicant Eligibility**

Programs eligible to apply for a SEEDS Pyramid Model Implementation Grant must:

* be a licensed child care center in good standing with DECAL;
* have a minimum of 2 preschool and/or pre-k classrooms;
* achieve and maintain a 2 or 3-star rating in Quality Rated; and
* be a current Georgia’s Pre-K Program provider.

**Head Start:** Head Start programs may apply and are eligible for reduced funding. Section 1302.92 of the Head Start Program Performance Standards requires that Head Start & EHS programs implement research-based approaches to professional development for education staff that address challenging behavior and effective and nurturing adult-child interactions. This includes ensuring all education staff have access to a research-based, coordinated coaching strategy, such as the Practice-Based Coaching. Since this system is already included in the federal grant funding from the Office of Head Start, funding for coaching staff will not be included in these grant funds. Support to Georgia Head Start programs through this grant opportunity will include funds allocated toward classroom materials, substitutes, and travel. Head Start applications must be made at the site level but include the signatures of the Head Start grantee Director and the grantee Education Service Manager. Applications submitted without the endorsement of the grantee-level leadership will not be considered for funding.

**PROGRAMS THAT HAVE PARTICIPATED IN THE SEEDS PYRAMID MODEL IMPLEMENTATION PROJECT IN PREVIOUS COHORTS ARE NOT ELIGIBLE TO APPLY FOR THIS GRANT.**

**Grantee Requirements**

Eligible early learning programs, selected through a competitive grant process, will receive a year-long grant to implement Pyramid Model practices in their preschool and pre-k classrooms. Programs receiving a SEEDS Grant will commit to:

* identifying an Internal Coach who will receive intensive training and support in coaching to support teachers in their program. The Internal Coach is a full or part-time employee and can be identified from existing or newly hired staff;
* working with DECAL to ensure that an External Coach is available to the program to support the Internal Coach and the site leadership team. The role of External Coach may be filled by a regional curriculum director, regional TA support staff, DECAL Inclusion Specialist or other personnel as approved by DECAL;
* implementing Pyramid strategies in pre-k and preschool classrooms;
* participating in all professional learning activities, including but not limited to, off-site trainings and site leadership team meetings, onsite trainings, meetings and individual coaching sessions;
* participating in all evaluation measures, including but not limited to, the use and reporting of data from Teaching Pyramid Observation Tool (TPOT), Preschool-wide Evaluation Tool (Pre-Set), Behavior Intervention Reports (BIR), and surveys; and
* maintaining or increasing the program’s Quality Rated star rating.

**Application Submission**

* Application must meet the following guidelines:
  + Applications must be typed, not hand written.
  + Applications must be completed in FULL, signed and include all supporting documentation.
  + Applications must be submitted by the due date as described below:

Applications submitted must be postmarked or hand delivered to DECAL offices **no later than June 17th at 5:00 pm.**

Applications postmarked after June 17th **will not** be accepted.

Applications should be addressed to:

Georgia Department of Early Care and Learning

SEEDS Grant Application

Attention: Tarnisha Howard

2 Martin Luther King Drive, SE

Suite 754, East Tower

Atlanta, GA 30334

* Applicants will be notified regarding grant awards via email in mid-July.

**Scoring**

* Applications will be reviewed and scored using a rubric with a total of 90 possible points.
* Points will be awarded based on the quality and completeness of answers.
* Up to 8 priority points will be awarded based on the following criteria:
  + Programs located in rural counties (4 points)
  + Programs in which the majority of their preschool and pre-k staff have been trained in the SEEDS Pyramid Model training within the last 12 months (2 points)
  + Programs that can provide their own External Coach (2 points)
    - This role can be filled by a regional curriculum director or other regional TA support staff. Programs that are unable to provide an External Coach may work with DECAL to identify a DECAL Inclusion Specialist to fill this role. The External Coach does not have to work on site but must dedicate at least **8 hours per week** to supporting the program-wide implementation of the Pyramid Model strategies in Preschool or Pre-K classrooms. The External Coach must ensure that the site leadership team meets regularly and work with the grant administrator to ensure that all data requirements are met, and that data is collected and submitted to DECAL as required by the grant. The External Coach attends all Site Leadership team meetings.

**Funding Awards**

Applicants may apply for funding based on the total number of preschool and pre-k classrooms in the program. Funding awards are based on the size of the center. (See Appendix A). See Appendix B for Head Start funding award amounts. Programs must include all Preschool and Pre-K classrooms in the grant activities.

Grant funds must only be spent as outlined in the Grant Guidelines. The current grant guidelines are posted on the DECAL website at <http://decal.ga.gov/documents/attachments/2019-2020SEEDSGrantGuidelines.pdf>

Funding guidance includes:

* **Internal Coach Salary**: This funding is available to childcare programs only. Head Start programs are not eligible for funds to cover the Internal Coach salary. Funding must be used to employ an Internal Coach. Centers with 2-5 classrooms will receive funds to support a part-time (20 hours per week) coach. Centers with 6-10 classrooms will receive funds to support a full-time (40 hours per week) coach. A minimum salary of $15.00 per hour for the appropriate number of hours per week must be met. Programs must spend a minimum of $14,400 on salary for a part time coach (20 hours X $15 X 48 weeks) or $28,800 on salary for a full-time coach (40 hours X $15 X 48 weeks). Funds are also provided to support appropriate benefit costs associated with the Internal Coach position. ***The Internal Coach may not fulfill any other job duties or roles during the hours they are being paid as a coach.***
* **Classroom materials and supplies**: A minimum of $600 must be spent in each classroom for materials, equipment, and supplies to support social emotional learning. Classroom inventories will be completed in each classroom by the program director and assigned DECAL Inclusion Specialist.
* **Travel Costs:** Grant funds should be utilized to cover the costs of travel including mileage, meals, and overnight stays incurred due to professional learning activities approved for the grant.
* **Substitutes:** Grant funds should be utilized to pay for additional staff such as a substitute teacher or “floater” staff to support a lead or assistant teacher’s participation in professional learning including workshops, coaching sessions, or other identified professional learning activities. This is limited to specific Pyramid training and up to $100 per day per teacher may be spent with a maximum of two teachers per classroom per event. Grant funds can only be utilized when staff are participating in professional learning activities approved for the grant

Grant funds cannot be used for:

* Supplies, equipment, and materials not related to supporting children’s social emotional development and the implementation of Pyramid Model practices (examples of disallowed items include playground equipment such as climbers and ride-on toys, portable sinks)
* Capital improvements
* Administrative costs
* Food items
* Director or classroom teacher salaries and benefits

**Grant Overview**

**Professional Development:**

Program staff will be required to participate in professional development focused on fostering the social emotional competence of all children utilizing the Pyramid Model. Site Leadership Team members will receive additional targeted training to support the implementation responsibilities associated with their role on the team. This grant requires team members from each program to attend a total of 22 days of training across the grant year. However, all staff will not attend every training. Please see below for a chart of trainings and required participants.

**Site Leadership Team Roles:** (please see the Guidelines for a description of team member roles) <http://decal.ga.gov/documents/attachments/2019-2020SEEDSGrantGuidelines.pdf>

Programs must establish a Site Leadership Team that will meet on a monthly basis. The Site Leadership Team membership must include:

**Program Administrator:** This is the Center Director or Assistant Director. In cases where programs have multiple directors, one must be specifically designated to fill this role.

**External Coach:** This can be a regional curriculum director or other regional TA support staff or a DECAL Inclusion Specialist as available.

**Internal Coach:** This is a full or part-time paid position hired or promoted from within. This position should be filled with someone with good interpersonal skills and excellent classroom skills.

**Behavior Support Staff:** This can be an assistant director, education specialist or other staff member. The internal coach can also fill this role.

**Teacher Representatives:** This should include a teacher or assistant from each age-level.

**Data Support Staff:** This can be an Assistant Director, education specialist or other staff member.

*Please note that team members can hold more than one role on the Site Leadership Team.*

**Professional Development Timeline**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Location** | | | | **Who is required to attend?** | | | | | | | |
| **Atlanta** | **Regionally** | **On-Site** | **Telephone** | **Director** | **Internal Coach** | **External Coach** | **Behavior Specialist** | **Data Coordinator** | **Full SLT** | **Center staff** | **Other1** |
| Grant Overview and Orientation Session   * August 2019 (1 day) | X |  |  |  | X |  |  |  |  |  |  |  |
| Grant Administrator Check-in Calls  Monthly one-hour calls scheduled from August 2019 through September 2020 |  |  |  | X | X |  |  |  |  |  |  |  |
| Pyramid Model PS Practices Training (on-site)2   * 8 training modules (up to 16 hours) scheduled over time from July 2019-September 2019 |  |  | X |  | X |  |  |  |  | X | PS  PK |  |
| Monthly Site Leadership Team Meetings |  |  | X |  |  |  |  |  |  | X |  |  |
| Initial Site Leadership Team Meeting (2 days)   * September 2019 |  | X |  |  | X |  |  |  |  | X |  |  |
| Behavior Incident Report/Data Entry Training (4 hours)   * October 2019 * Quarterly data PLC (4 hours) * January 2020, April 2020, July 2020 |  | X |  |  | X | X | X\* |  | X |  |  |  |
| Teaching Pyramid Observation Tool (TPOT) Reliability Training (2 days)   * October 2019 | X |  |  |  |  | X |  |  |  |  |  | X |
| Practice Based Coaching Training (2 days)   * November 2019 | X |  |  |  |  | X | X\* |  |  |  |  |  |
| Essentials of Coaching Training Series (1 day/mon)   * October 2019 * November 2019 * December 2019 * January 2020 |  | X |  |  | X | X | X\* |  |  |  |  |  |
| Site Leadership Team Mid-Year Meeting (1 day)   * January 2020 |  | X |  |  | X |  |  |  |  | X |  |  |
| Behavior Specialist/PTR-YC Training (2 days)   * February 2020 | X |  |  |  | X |  |  | X |  |  |  |  |
| Site Leadership Team End of Year Meeting (1 day)   * May 2020 |  | X |  |  | X |  |  |  |  | X |  |  |

1 Another staff member, chosen by the Director/SLT, that is critical to ensuring the work is carried out and increases the center’s capacity to implement practices with fidelity

2 All admin staff and all PS/PK staff are required to have all Preschool Pyramid Practices training within the last year. If staff was trained less than 1 year ago, refreshers may be scheduled as needed.

\* External Coach attends this training only as needed, if he/she has not already completed the training

**Data Collection and Evaluation:** Evaluation for the Pyramid Model implementation grants will be rigorous and include meaningful, research-based measures and tools. Applicants agree to participate in all data collection, submission, and evaluation activities including:

* **Program Benchmarks of Quality (BoQ):** a resource for coaches and teams implementing the Pyramid Model to improve the fit of their Pyramid systems with the needs of children and their families.
* **Teaching Pyramid Observation Tool (TPOT):** an observation instrument that documents how well individual teachers are implementing the 3 tiers of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children in classrooms serving children 2–5 years of age.
* **Preschool-Wide Evaluation Tool (PreSET):** a comprehensive tool that provides an accurate snapshot of a program's overall implementation through a review of program documents, classroom observations and interviews with the administrator, teachers, and three children from each classroom
* **Behavior Incident Report (BIR):** a form that is completed by teachers, or other program staff, immediately following an incident of significant challenging behavior. These forms are then collected, entered into a data system, and reported/analyzed on a regular basis by the Site Leadership Team. This data is used to identify trends at the behavior, child, teacher, classroom, team, and program levels to inform data-based decisions.
* **Teacher, coach, and director surveys:** surveys designed to gauge the perceived changes in skills and attitudes of teachers, coaches and directors.

Below is an outline of all data collection and submission requirements of the grant:

|  |  |  |  |
| --- | --- | --- | --- |
| **Data** | **Collected By** | **Frequency** | **Submitted to DECAL** |
| Benchmarks of Quality (BoQ) | Internal Coach | At least twice per year | September 2019; May 2020 |
| Teaching Pyramid Observation Tool (TPOT) | Internal Coach | Quarterly | December 2019; February 2020; May 2020 |
| Behavior Incident Report (BIR) | Various | Immediately following incidents of significant challenging behavior | Program and classroom spreadsheets submitted monthly on the 10th of the month for the previous month (ex: Sept. 10th for 8/1-8/31) |
| PreSET | DECAL | Twice per year | N/A |
| Surveys | DECAL | Twice per year/annually | Electronically – August 2019 and May 2020 |

**SEEDS Grant Application Checklist**

Applicants must include the following forms and documents in their application package.

**Program Information:**

2019 SEEDS Grant Cover Page

2019 SEEDS Grant Application

SEEDS Applicant Questions (Page 10)

**Finance and Business Information:**

Completed Verification of Lawful Presence Affidavit

Completed Vendor Management Form

Voided Check or Letter from Bank with Account Number

Vendor TIN Verification

Documentation from the IRS (confirmation letter) reflecting your business employer identification number (EIN)

Completed W-9 Form

Secretary of State’s certification page of Articles of Incorporation

**SEEDS Grant**

**2019 Application**

**Cover Page**

|  |  |
| --- | --- |
| Program Name: | Click or tap here to enter text. |
| Person Completing Application | Click or tap here to enter text. |
| Title/Role | Click or tap here to enter text. |
| Telephone Number | Click or tap here to enter text. |
| Application Date | Click or tap here to enter text. |
| Total Pages | Click or tap here to enter text. |

**SEEDS Grant Application**

**THIS APPLICATION MUST BE COMPLETE AND ACCURATE.**

1. **Program Contact Information**

|  |
| --- |
| Program Legal Name: Click here to enter text. |
| Program Site Name: Click here to enter text. |
| Address: Click here to enter text. |
| City, State Zip Code: Click here to enter text. |
| County: Click here to enter text. |
| Phone Number: Click here to enter text. |
| Email address: Click here to enter text. |

1. **Center/Site Information**

|  |  |
| --- | --- |
| Center License Number: Click here to enter text. | Hours of Operation: Click or tap here to enter text. |
| **Total** Center Enrollment: Click here to enter text. | Quality Rating (2-, or 3-star): Click here to enter text. |

1. **Classroom Teacher and Child Information**

|  |  |
| --- | --- |
| **Preschoolers (36-48 months)** | **Private Pre-K** |
| Total # of classrooms: Click here to enter text.  Total # of Teachers: Click here to enter text.  Not Applicable | Total # of classrooms: Click here to enter text.  Total # of Teachers: Click here to enter text.  Not Applicable |
| **Georgia Pre-K** | **Inclusion Georgia Pre-K** |
| Total # of classrooms: Click here to enter text.  Total # of Teachers: Click here to enter text.  Not Applicable | Total # of classrooms: Click here to enter text.  Total # of Teachers: Click here to enter text.  Not Applicable |
| **Total Numbers** | **Total Numbers** |
| Total # of children (all ages) enrolled in the program: Click here to enter text.  Not Applicable | Total # of children (all ages) receiving CAPS: Click here to enter text.  Not Applicable |

1. **Contract Signatory\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Person authorized to sign contract:Click or tap here to enter text. | | | Title:Click or tap here to enter text. | |
| Mailing address of contract signatory:Click or tap here to enter text. | | | | |
| City:Click or tap here to enter text. | State:Click or tap here to enter text. | County:Click or tap here to enter text. | | Zip:Click or tap here to enter text. |
| Phone Number:Click or tap here to enter text. | | Email Address:Click or tap here to enter text. | | |

**\*** The Contract Signatory must be an officer or representative vested with the powers to commit the organization to a binding agreement if the grant is awarded. The contract signatory (CEO, COO, CFO, President, Sole Proprietor, School Superintendent) who has apparent authority or legal authority for the program/company/school system/etc. applying for the grant must sign the grant agreement if the grant is awarded**.**

1. **Center/Site Director’s Information**

|  |
| --- |
| Name: Click here to enter text. |
| Phone: Click here to enter text. |
| Email: Click here to enter text. |
| Number of years at the center: Click here to enter text. |
| Number of years as an early childhood administrator: Click here to enter text. |
| Total number of staff (teaching/administrative) at the center: Click here to enter text. |
| List additional administrative staff and their titles: Click here to enter text. |

|  |
| --- |
| Number of Preschool and Pre-K teaching staff and administrators who have been employed by the center for two or more years: Click here to enter text. |
| Curriculum used within the program: Click here to enter text. |
| Does your program use a supplemental curriculum to support social-emotional development? Yes  or No  Supplemental curriculum used: Click here to enter text. |
| Assessments used within the program: Click here to enter text. |
| Does your program have access to mental health or behavioral consultants? Yes  or No |
| Will you provide your own External Coach? Yes  or No  (see page 2 of this application or the grant guidelines for examples of who might serve as external coach and an overview of the duties required)   * Has he/she been trained to serve as a coach? Yes  or No  If so, please describe the training in coaching that this person has received. Click here to enter text. * Does this person have experience coaching other early learning professionals as their primary role? Yes  or No  If yes, how much experience? Click here to enter text. * How many hours he/she can devote to the project per week? Click here to enter text. |
| Has your program received SEEDS Pyramid Model Training in the last 12 months? Yes  or No  **If yes**, please indicate the trainings received:  Come Together – Nurturing Positive Relationships  All in a Day – Daily Schedules and Routines  MOVE-ing Forward with Transitions  Clarity and Consistency – Expectations and Rules  Happy, Scared, Excited, Oh My! – Promoting Emotional Literacy  Taking a Deep Breath – Promoting Self-Regulation  You’ve Got a Friend – Strategies for Promoting Friendship Skills  **Program GaPDS Number**: Click or tap here to enter text. |

1. **Program Staff Information**

**SEEDS Grant Applicant Questions**

Applicants should provide a complete answer to each question in the boxes provided below. Failure to answer all questions in their entirety will result in the application being incomplete. Incomplete applications will not be reviewed.

1. What makes your program a good candidate for a Pyramid Model Implementation Grant?

|  |
| --- |
|  |

1. Please describe your program’s current strategies and approaches to preventing and responding to challenging behavior. Please include any training or experience you have in social emotional development or supporting children with challenging behaviors.

|  |
| --- |
|  |

1. What is your program’s experience with the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children? Please describe any training you have had in this specific model.

|  |
| --- |
|  |

1. Describe the fiscal oversight in place to properly administer funds allocated through the Pyramid Model Implementation Grant.

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|  |

1. Stable child and teacher relationships are crucial in early childhood environments. Describe how you recruit and retain credentialed staff. How do you handle teacher turnover and support the transition of new staff for both children and families? How do you ensure new teachers and administrative staff are adequately trained?

|  |
| --- |
|  |

1. This grant has many requirements for teachers and administrators. How do you plan to ensure that your staff is actively engaged in the grant activities?

|  |
| --- |
|  |

1. Staff buy-in and morale are essential to the successful implementation of this grant. Describe your center’s approach to supporting teachers in their daily work as well as their professional growth and development. What professional development experiences do you provide for your teachers and administrative staff?

|  |
| --- |
|  |

1. The grant includes the identification of an on-site Internal Coach as a support to teachers. How would you use a coach in your program? What would you expect their day to day tasks to include? How would you prepare the teachers in your center to be coached by a peer?

|  |
| --- |
|  |

1. What does your program hope to gain by participating in the Pyramid Implementation Grant program?

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| --- |
|  |

**Appendix A**

**2019-2020 SEEDS Grants Budget Detail**

**Funding by # of Classrooms**

2 Classrooms

Program: $21,400

2 X $600= $1,200

Total: $22,600

3 Classrooms

Program: $21,400

3 X $600=$1,800

Total: $23,200

4 Classrooms

Program: $21,400

4X $600= $2,400

Total: $23,800

5 Classrooms

Program: $21,400

5X $600=$3,000

Total: $24,400

6 Classrooms

Program: $40,800

6X $600= $3,600

Total: $44,400

7 Classrooms

Program: $40,800

7 X $600=$4,200

Total: $45,000

8 Classrooms

Program: $40, 800

8X $600= $4,800

Total: $45,600

9 Classrooms

Program: $40,800

9X $600= $5,400

Total: $46,200

10 Classrooms

Program: $40,800

10X $600= $6,000

Total: $46,800

**Appendix B**

**2019-2020 SEEDS Grants Budget Detail – Head Start**

**Funding by # of Classrooms**

2 Classrooms

Program: $12,000

2 X $600= $1,200

Total: $13,200

3 Classrooms

Program: $12,000

3 X $600=$1,800

Total: $13,800

4 Classrooms

Program: $12,000

4X $600= $2,400

Total: $14,400

5 Classrooms

Program: $12,000

5X $600=$3,000

Total: $15,000

6 Classrooms

Program: $12,000

6X $600= $3,600

Total: $15,600

7 Classrooms

Program: $12,000

7 X $600=$4,200

Total: $16,200

8 Classrooms

Program: $12,000

8X $600= $4,800

Total: $16,800

9 Classrooms

Program: $12,000

9X $600= $5,400

Total: $17,400

10 Classrooms

Program: $12,000

10X $600= $6,000

Total: $18,000