FY 2018 IPLE Site Survey Instructions

- **Instructions**: An IPLE Site Survey must be completed for each program site that the IPLE Lead Agency is proposing to fund with FY 2018 IPLE funds.

    Please **complete one (1) IPLE site survey for each group and center based program; Head Start program; and/or public preschool program where IPLE funds will be used in FY18.**

    To create a record for an IPLE site, click the "Add New Program" button

Program Summary	Print Program Summary
No program found.	
Add New Program	

IMPORTANT: All fields require a response.

Responses to this section must be consistent with responses as offered the Budget and Budget Narrative, the Narrative Questions, the Projected Deliverables, and the Required Grant Forms.

- IPLE Program Summary and IPLE Site Survey are generated based on information submitted in this section, and must be downloaded from the links in **Required Grant Forms (Part 9)** and submitted with the grant application.

- Please review and revise responses, as needed, to ensure information provided in the Site Survey is consistent will all other sections of the Grant Application.
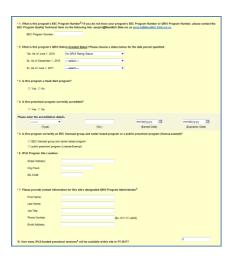
For the FY 2018 Grant Application, applicants must provide responses to Questions 1 thru 19, including all questions about anticipated enrollments for October 1, 2017.

All questions in the IPLE site survey must be completed in full. An incomplete site survey will not be eligible FY 2018 IPLE funding.

Please remember to save your information frequently.

Answer Questions 1 - 8
then click the "Save Information"

- **Answer Questions 1 - 8** and then **click the "Save Information" button** to save your program information for the first time.

- Use the scroll bar to get to the **"Save Information"** button is located at the end of. the survey.

Program Information

* Program Name: [_____]

* 1. What is this program's EEC Program Number[2]? If you do not know your program's EEC Program Number or QRIS Program Number, please contact the EEC Program Quality Technical Desk via the following link: eecqris@MassMail.State.ma.us eecqris@MassMail.State.ma.us

EEC Program Number: [_____]

Program Name:

- For EEC- Licensed Program, enter the **Program Name,** as it appears on your EEC License.

- Public Schools should enter their Program Name as follows "**School District: School Name".**

  o The name of the program and/ or public school where IPLE grant funds will be used to support the salaries of Preschool Lead teachers, Preschool Teachers, and/ or Assistance teachers / Paraprofessional.

  o These programs, also referred to as **"IPLE Sites" must** also **meet the Required Services** of the grant.

1. Program Number:

- An EEC Program Number is assigned to each EEC- Licensed Program and appears in the top left hand side of the program's EEC License.

- Public Schools are assigned a QRIS Program Number; this number appears in parenthesis after the school Name.

- If you do not know your program's EEC Program Number or QRIS Program Number, please contact the EEC Program Quality Technical Desk via email at: **eccqris@MassMail.State.ma.us**

QRIS Status, Head Start & Accreditation

2. What is this program's QRIS Rating Granted Status? Please choose a status below for the date period specified:

*2a. As of June 1, 2017	No QRIS Rating Status ⌄
2b. As of December 1, 2017	----select---- ⌄
2c. As of June 1, 2018	----select---- ⌄

* **2. What is this program's QRIS Status and QRIS Rating?**

* **2a. As of June 1, 2017**

Please provide information for "QRIS Status and QRIS Rating Level ONLY.

Please select the QRIS Status for this site.

- No QRIS Rating Status
- QRIS Rating Status: EEC REVIEW COMPLETE
- QRIS Rating Status: EEC REVIEW IN PROGRESS
- QRIS Rating Granted: Level 1
- QRIS Rating Granted: Level 2
- QRIS Rating Granted: Level 3
- QRIS Rating Granted: Level 4

> **QRIS Status Updates are required for grant reporting**
> **2b. December 1, 2017 Due in Mid year report (January 15)**
> **2c. June 1, 2018 Due in Final report (June 15)**

QRIS Status:

- This information is displayed at the top of the program's QRIS Application in the QRIS Program Manager (QPM) and at the top of the program's QRIS Application Summary Profile

- **Note: A program's QRIS Self-Assessed Level may be different than a program's QRIS Rating Granted Level.**

* 3. Is this program a Head Start program?

     ○ Yes ○ No

* 4. Is this preschool program currently accredited?

     ○ Yes ○ No

Please enter the accreditation details.

---------- ⌄		mm/dd/yyyy 📅	mm/dd/yyyy 📅
(Type)	(No.)	(Earned Date)	(Expiration Date)

* **3. Is this program a Head Start program?** **Please select:** Yes **or** No

* **4. Is this preschool program currently accredited?** **Please select:** Yes **or** No

- **If Yes,** then
- **Select: NAEYC** or **NEASC**
- **Enter** the **program's Accreditation Number** <u>and</u>
- **Enter the following dates** for **Earned Date** and **Expiration Date**

License Type, IPLE Site Location & QRIS Program Admin Contact

* 5. Is this program currently an **EEC licensed group and center based program** or a **public preschool program** (license-exempt)**?**

Please select one:

- EEC licensed group and center based program

    OR

- Public preschool program (License-Exempt)

* 6. IPLE Program Site Location

- **Street Address:**
- **City/Town:**
- **Zip Code**

- **Please enter the physical address for the IPLE-funded using the street address, City and Town and zip code.**
  Do not include "MA" in the City and Town field.

* 7. Please provide **contact information** for this site's designated **QRIS Program Administrator**?

First Name:
Last Name:
Job Title:
Phone Number:
Email Address:

- **All FY 2018 IPLE-funded sites must have at least one designated QRIS Program Administrator.**

- **Please note a current EEC Single Sign In User Name and password, and current profile in the EEC Professional Qualifications Registry (PQR) are required to access EEC's online QRIS application system, the QRIS Program Manager (QPM).**

How many IPLE-funded Preschool sessions will be available at this site? When will they be offered?
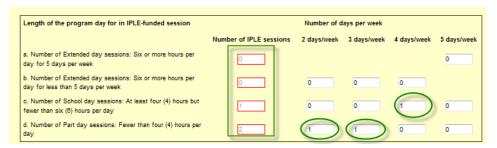
> - The term **IPLE-funded session** refers to the **part of the program day where grant funds are used to support the cost of salaries and fringe benefits of the educators who provide direct program services** to a group of preschool-aged children, **in a setting that meets grant requirements of an inclusive preschool learning environment**.

*8. How many IPLE-funded preschool sessions[4] will be available at this site in FY 2017?   `3`

*8. How many IPLE-funded preschool sessions will be available at this site in FY 2018?

- Count the sessions where grant funds will be used. **Only count each session one time.**
- **Click Save Information after Question 8 answered.**

`Cancel Save` `Save Information`

* 9. How many weeks between July 1, 2017 and June 30, 2018 will this IPLE-funded site provide grant-funded services? Maximum Number must not exceed 52 weeks)

Length of the program day for in IPLE-funded session	Number of IPLE sessions	2 days/week	3 days/week	4 days/week	5 days/week
a. Number of Extended day sessions: Six or more hours per day for 5 days per week	0				0
b. Number of Extended day sessions: Six or more hours per day for less than 5 days per week	0	0	0	0	
c. Number of School day sessions: At least four (4) hours but fewer than six (6) hours per day	1	0	0	1	0
d. Number of Part day sessions: Fewer than four (4) hours per day	2	1	1	0	0

* 10. For each IPLE-funded session to be offered in FY 2018**,** please **provide a count** of the number of sessions **by the length of the program day (hours of each session) and number of days per week** that **each session will be offered.** (Please enter "0" if this program does not offer this type of session.

- **The number of sessions reported in Questions 8 and the sum of the number of sessions reported in Question 10 must be equal.**

There are three types of IPLE-funded sessions.

a. Extended day session refers to that meets **six (6) or more hours per day** and are offered **5 days per week,**

b. Extended day session also refers to a session that meets **six (6) or more hours per day** for at least **2 or more days per week**.

c. School Day Session refers to a session that meets at least **four (4) hours per day**, but **fewer** than six (6) hours per day for at least **2 or more days per week)**, and

d. **Part Day Session** refers to a session that meets fewer than **four (4) hours per day, for at least 2 or more days per week**.

Example: As reported in Question 8, this site has 3 IPLE-funded sessions. One session is offered at least 4 hrs. but less than six hrs. per day / 4 days a week, one session is offered less than 4 hrs. per day /3 days per week, and one session is offered less than 4 hrs. per day /2 days per week.

IPLE Enrollment Capacity
What is the [largest number] of children who can be enrolled and in attendance in each IPLE-funded session
Maximum Enrollment Capacity

---

*11. What is the anticipated TOTAL ENROLLMENT CAPACITY for the IPLE-funded preschool sessions identified in Question 10?

- 11a. Of the total number of children reported in **Question 11**, what is the enrollment capacity for **children without IEPs** who will participate in the proposed IPLE funded sessions?

- 11b. Of the total number of children reported in **Question 11,** what is the enrollment capacity for **children with IEPs** who will participate in the proposed IPLE funded sessions?

IPLE Enrollment Capacity

*11. What is the anticipated TOTAL ENROLLMENT CAPACITY for the IPLE-funded preschool sessions identified in Question 10?   `50`

    a. Of the total number of children reported in Question 11, what is the enrollment capacity for **children without IEPs** who will participate in the proposed IPLE funded sessions?   `31`

    b. Of the total number of children reported in Question 11, what is the enrollment capacity for **children with IEPs** who will participate in the proposed IPLE funded sessions?   `19`

The sum of the enrollment capacity for children without disabilities (11a) PLUS the enrollment capacity for children with disabilities (11b) must EQUAL the total enrollment capacity reported in Question 11.

The example above shows that 31 children without IEPS and 19 children with IEPs are the maximum number of children that may be enrolled in the session at any one given time and 31+ 19 = 50

---

12. For each session reported above in Question 10, What is the enrollment capacity for the IPLE-funded sessions proposed?

Enter the maximum number of children that may be enrolled will be enroll in each session based on this site's IPLE operating schedule reported in Question 10.

Please enter "0" if this program does not offer this type of session.

Enrollment Capacity for each IPLE Session Type	Maximum Number of children that may be enrolled in the IPLE-funded sessions.			
What is enrollment capacity for the proposed IPLE – funded sessions	Total number of children	2 days/week	3 days/week	4 days/week	5 days/week
a. IPLE Extended day sessions: six or more hours per day for 5 days per week	0				0
b. IPLE Extended day sessions: six or more hours per day less than 5 days per week	0	0	0	0	
c. Number of children enrolled in IPLE School day sessions: At least four (4) hours but fewer than six (6) hours per day	20	0	0	20	0
d. Number of children enrolled in IPLE Part Day sessions: Fewer than four (4) hours per day	30	15	15	0	0

The example for Question 12 (left) shows when the **50 IPLE children are enrolled.**

- **20** children attend **at least 4 hrs but less than six hrs/ day for 4 days per week**

- **15** children **less than 4 hrs /day for 3 days per week,**

- **15** children **less than 4 hrs /day for 2 days per week.**

*12. For each session reported above in Question 10, What is the enrollment capacity for the IPLE-funded sessions proposed? Enter the maximum number of children that may be enrolled will be enroll in each session based on this site's IPLE operating schedule reported in Question 10. **Please enter "0" if this program does not offer this type of session.**

The number of children reported in Question 11 must equal the total number of children reported in Question 12.

- **Responses for Question 13.** Actual Enrollment by Session Type December 1, 2017 - Due in Mid year report
- **Responses for Question 14.** Actual Enrollment by Session Type June 1, 2018 - Due in Final report

IPLE Enrollment by Age of Child and Disability Status

Instruction: Provide an unduplicated enrollment count for children enrolled in IPLE-funded sessions only.

* An enrollment number for **"Anticipated Enrollment by October 1, 2017" must be submitted with the FY 2018 Grant Application.**
Note: for actual enrollment numbers, if the enrollment numbers are not yet available, please fill in the boxes with a "0".

** Awarded IPLE Grantees will be required to update these responses to satisfy the FY 2018 IPLE Performance Reporting Requirements

* 15. Number of children to be enrolled in this IPLE-funded site by Age and Disability Status:

Provide an unduplicated enrollment count for children enrolled in IPLE- funded sessions

IPLE Enrollment by Age[5] of Child and Disability Status	Anticipated Enrollment October 1, 2017 *		Actual Enrollment December 1, 2017 **		Actual Enrollment June 1 , 2018 **	
	Children with IEPs	Children without IEPs	Children with IEPs	Children without IEPs	Children with IEPs	Children without IEPs
a. Total number of children enrolled in IPLE-funded sessions?	5	0	5	0	25	0
b. Of the total, Number of Three Year Olds?	5	0	5	0	25	0
c. Of the total, Number of Four Year Olds?	0	0	0	0	0	0
d. Of the total, Number of Five Year Olds?	0	0	0	0	0	0
e. Of the total, number of children 2.9 years, but under Three Years old?	0	0	0	0	0	0

- **15. Number of children to be enrolled in this IPLE-funded site by Age and Disability Status: Provide an unduplicated enrollment count for children enrolled in IPLE- funded sessions**

- a. Total number of children enrolled in IPLE-funded sessions? **With IEPs? Without IEPs ?**

  (auto sum of all ages below)

  b. Of the total, Number of **Three Year Olds**? What number of children have IEPs? What number of children do not have IEPs?

  c. Of the total, Number **of Four Year Olds**? What number of children have IEPs? What number of children do not have IEPs?

  d. Of the total, Number **of Five Year Olds**? What number of children have IEPs? What number of children do not have IEPs?

  e. Of the total, number of children **2.9 years, but under Three Years old?** What number of children have IEPs? What number of children do not have IEPs?

15. Actual Enrollment Age and Disability Status
   as of December 1, 2017 - Due in Mid year report
15. Actual Enrollment by Age and Disability Status
   as of June 1, 2018 - Due in Final report

Cancel Save   Save Information
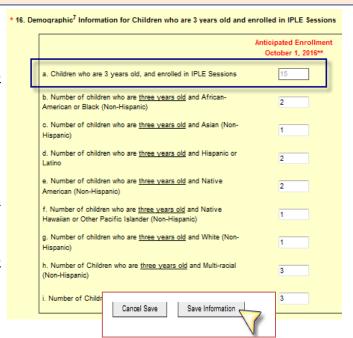
IPLE Enrollment by Age & Race/Ethnicity

Instruction: Provide an unduplicated enrollment count for children enrolled in IPLE-funded sessions only.

Note: for actual enrollment numbers, if the enrollment numbers are not yet available, please fill in the boxes with a "0".

- An enrollment number for "**Anticipated Enrollment by October 1, 2017" must be submitted with the FY 2017 Grant Application.**
- Awarded IPLE Grantees will be required to update these responses to satisfy the FY 2017 IPLE Performance Reporting Requirements.
- **Actual Enrollment as of December 1, 2017 - Due in Mid year report**
- **Actual Enrollment as of June 1, 2018**
  - Due in Final report

Anticipated Enrollment October 1, 2017

*16. Demographic Information Children who are **3 years old** and enrolled in IPLE sessions.

*17 Demographic Information Children who are **4 years old** and enrolled in IPLE sessions.

*18. Demographic Information Children who are **5 years old** and enrolled in IPLE sessions

*19. Demographic Information Children who are under **3 years old** and enrolled in IPLE sessions.

* 16. Demographic[7] Information for Children who are 3 years old and enrolled in IPLE Sessions

	Anticipated Enrollment October 1, 2016**
a. Children who are 3 years old, and enrolled in IPLE Sessions	15
b. Number of children who are three years old and African-American or Black (Non-Hispanic)	2
c. Number of children who are three years old and Asian (Non-Hispanic)	1
d. Number of children who are three years old and Hispanic or Latino	2
e. Number of children who are three years old and Native American (Non-Hispanic)	2
f. Number of children who are three years old and Native Hawaiian or Other Pacific Islander (Non-Hispanic)	1
g. Number of children who are three years old and White (Non-Hispanic)	1
h. Number of Children who are three years old and Multi-racial (Non-Hispanic)	3
i. Number of Childr...	3

Cancel Save   Save Information

The total children by age reported in Question 15 must equal the same total number of children by race and in Question 16, 17, 18, 19. ethnicity for each age as identified

EXAMPLE: Question 15

total # of 3 year olds = 15

total # of 4 year olds = 30

total # of 5 year olds = 5

total # of children under 3 year olds = 0

THEN IN

- **Question 16 report on Race/Ethnicity each of the 15 three year olds.**
- **Question 17 report on Race/Ethnicity for each of the 30 four year olds.**
- **Question 18 report on Race/Ethnicity for the 5 five year olds. (etc.)**

IPLE Enrollment by Age and Other Demographic Information

Questions 20 – 23 Actual Enrollment as of December 1, 2017 - Due in Mid year report

Questions 20 – 23 Actual Enrollment as of June 1, 2018 - Due in Final report

- **20. Dual Language Learns Enrolled By Age**
- **21. Economically Disadvantaged Enrolled By Age**
- **22. Children identified as homeless Enrolled By Age**
- **23. Children identified as "high needs" Enrolled By Age**

20. Dual Language Learners by Age

Number of Children who have been identified as Dual Language Learners whose home language is not English (DLL/ELL/LEP)

	Actual Enrollment December 1, 2017	Actual Enrollment June 1, 2018
a. Age 3	0	0
b. Age 4	0	0
c. Age 5	0	0
d. Under 3	0	0

21. Economically Disadvantaged

Number of Children who have been identified as economically disadvantaged, Low Income, or, Eligible for free/reduced priced meals

	Actual Enrollment December 1, 2017	Actual Enrollment June 1, 2018
a. Age 3	0	0
b. Age 4	0	0
c. Age 5	0	0
d. Under 3	0	0

22. Homeless Children

Number of Children who have been identified as Homeless

	Actual Enrollment December 1, 2017	Actual Enrollment June 1, 2018
a. Age 3	0	0
b. Age 4	0	0
c. Age 5	0	0
d. Under 3	0	0

23. High Needs Children

Number of who have been identified as "High Needs"[7]

	Actual Enrollment December 1, 2017	Actual Enrollment June 1, 2018
a. Age 3	0	0
b. Age 4	0	0
c. Age 5	0	0
d. Under 3	0	0

Cancel Save   Save Information

Create One Site Survey per Program
IPLE Site Survey & IPLE Program Summary

Instructions: An IPLE Site Survey must be completed for each program site that the IPLE Lead Agency is proposing to fund with FY 2018 IPLE funds.

To create a record for a IPLE site, click the "Add New Program" button.

To VIEW or EDIT information for the IPLE site, click "View/Edit" next to that site's information.

To VIEW or PRINT a draft copy of a IPLE Site Survey, Click "Print PDF"

To DELETE an IPLE Site Survey, click "Delete".

Program Summary											Print Program Summary
Program	**Program Number**	**City/Town**	**QRIS Level**	**IPLE Sessions**	**Weeks Open**	**IPLE Enrollment Capacity**	**Children With IEPs**	**Children Without IEPs**			
School District: School Name	1234	Anytown	QRIS Rating Granted: Level 1	3	38	50	19	31	Edit/ View	Delete	Print PDF
Program Name 2	9234567	IPLE Program Site Location	QRIS Rating Granted: Level 2	10	51	150	70	80	Edit/ View	Delete	Print PDF
Total	**2**			**13**		**200**	**89**	**111**			

Several responses in the Projected Deliverables (Part 8) should be equal to the responses provided in the IPLE Site Survey.

Each IPLE Site survey when saved should be displayed in the Program Summary Section. The Program Summary displays the information as entered into each Site Survey.

> The Information has been SAVED successfully.
>
> Go back to Program Summary

After each site survey is saved you may return the Program Summary page by clicking the button. "Go back to Program Summary".

Please complete one IPLE site survey for each group and center based program; Head Start program; and/or public preschool program where IPLE funds will be used.

Please review and revise responses, as needed, to ensure information provided in the Site Survey is consistent will all other sections of the Grant Application.

IPLE Program Summary & Projected Deliverables

IPLE Program Summary displays the information as entered into each Site Survey.

Responses to these sections **must be consistent** with responses as offered the Budget and Budget Narrative, the Narrative Questions, the **Projected Deliverables**, and the Required Grant Forms.

Program Summary

Print Program Summary

Program	Program Number	City/Town	QRIS Level	IPLE Sessions	Weeks Open	IPLE Enrollment Capacity	Children With IEPs	Children Without IEPs			
EEC Licensed public school	4212144	EEC program town	QRIS Rating Granted: Level 2	2	52	30	10	20	Edit/View	Delete	Print PDF
Public School District.Name of PublicSchool	7517	Publicschool Town	QRIS Rating Granted: Level 1	1	52	15	5	10	Edit/View	Delete	Print PDF
Total	**2**			**3**		**45**	**15**	**30**			

IPLE PROGRAM SUMMARY (above)		(Part 8) Projected Deliverables – (below)
Count the number of EEC licensed programs (green)	=	Projected deliverables 1a.
Count the number of public preschool program /EEC *licenses-exempt* (purple)	=	Projected deliverables 1b.
Total number of IPLE Sessions (orange)	=	Projected deliverables 1d.
IPLE Enrollment Capacity (blue)	=	Projected deliverables 1g.
IPLE Enrollment Capacity with IEPs (Turquoise)	=	Projected deliverables 1i.
IPLE Enrollment Capacity without IEPs (red) =	=	Projected deliverables 1h

1g.	FY 2018: Anticipated total enrollment capacity for all IPLE-funded sessions.	45	Total IPLE Enrollment Capacity (blue) displayed in IPLE Program Summary
1h.	FY 2018: Anticipated number of children **without IEPs** who will be enrolled in IPLE sessions. (based on enrollment capacity)	30	Total IPLE Enrollment Capacity without IEPs (red) displayed in IPLE Program Summary
1i.	FY 2018: Anticipated number of children **with IEPs** who will be enrolled in IPLE-funded sessions. (based on enrollment capacity)	15	Total PLE Enrollment Capacity with IEPs (Turquoise) displayed in IPLE Program Summary

IPLE Site Survey & IPLE Program Summary Submission
Part 9 Required Grant Forms

Instructions:

Step 1: Download the following documents as required by the Grant Application by selecting the attached documents, opening and saving them to your computer

o QRIS Self Assessment Level 1 Agreement and Verification Documents (For all Public School Sites)

o FY 2018 IPLE Site Survey Summary

o FY 2018 IPLE Site Survey

Step 2: These completed documents need to be uploaded from your computer.
Preschool Tuition Policies and Procedures and Preschool Tuition Sliding Scale Rate Schedule (provide sections applicable to preschool only)
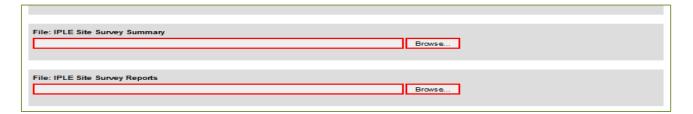
• FY 2018 IPLE Site Survey Summary – **Save with "Agency Name" in file name**

• FY 2018 IPLE Site Survey Reports – **Save with "Agency and program name" in file name.**

• QRIS Participation Documentation

   • **QRIS Application Summary Profile with a Status of QRIS Rating Granted at Level 1** or higher **for each IPLE site**

        or

   • QRIS Self-Assessment Level 1 Agreement and Verification Documents (For Public School sites that do not have a QRIS application with a Status of QRIS Rating Granted at Level 1 or higher)

• Lead Agency Indirect Cost Rate Letter

• Subcontractor Indirect Cost Rate Letter

• **Please note that the link called "FY18 IPLE Site Survey" when clicked includes all completed IPLE Survey reports as one PDF file**

Also include these PDF documents as a hard copy with your required forms mailed submission

IPLE Site Survey & IPLE Program Summary Submission
Part 9 Required Grant Forms

File: IPLE Site Survey Summary

[   ] Browse...

File: IPLE Site Survey Reports

[   ] Browse...

Instructions for Uploading a Document

Step 1: Once you are ready to upload the documents, click the 'Browse' button.

Step 2: Next locate and select the file from your computer.

Step 3: Click the 'Open' button to attach each file.

Step 4: After attaching all files, click the 'Save Information' button located below.

To See Definitions – Scroll to End of Site Survey

[1] **Program Name**: For EEC- Licensed Program, enter the Program Name, as it appears on your EEC License. Public Schools should enter their Program Name as follows "**School District: School Name.**"

[2] **Program Number** (An EEC Program Number is assigned to each EEC- Licensed Program and appears in the top left hand side of the program's EEC License. Public Schools are assigned a QRIS Program Number; this number appears in parenthesis after the School Name. If you do not know your program's EEC Program Number or QRIS Program Number, please contact the EEC Program Quality Technical Desk via the following link: eecqris@MassMail.State.ma.us

[3] **All FY 2018 IPLE-funded sites must have at least one designated QRIS Program Administrator**. Please note a current EEC Single Sign In User Name and password, and current profile in the EEC Professional Qualifications Registry (PQR) are required to access EEC's online QRIS application system, the QRIS Program Manager (QPM).

[4] The term **IPLE-funded session** refers to the part of the program day where grant funds are used to support the cost of salaries and fringe benefits of the educators who provide direct program services to a group of preschool-aged children, in a setting that meets grant criteria of an inclusive preschool learning environment. There are three types of IPLE-funded sessions. A **Part Day Session** refers to a session that meets fewer than four (4) hours per day, for at least 2 or more days per week). **School Day Session** refers to a session that meets at least four (4) hours per day, but fewer than six (6) hours per day for at least 2 or more days per week), and an **Extended day session** refers to a session that meets six (6) or more hours per day for at least 2 or more days per week.

[5] **3-year-old/4-year-old/5-year-old:** Children considered to be 3 years old during the 2017-2018 school year are those eligible for entry into kindergarten two years later, during the 2018-2019 school year. Children considered to be 4 years old during the 2017-2018 school year are those eligible for entry into kindergarten one year later, during the 2019-2020 school year. Children considered to be 5 years old during the 2017-2018 school year are 5-year-olds who were already eligible for kindergarten at the beginning of the 2017-2018 program year.

•[6] **Race/ Ethnicity Descriptions:**
•African-American or Black: A person having origins in any of the black racial groups of Africa. (Non-Hispanic)
•Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. (Non-Hispanic)
•Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
•Native American: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. (Non-Hispanic)
•Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. (Non-Hispanic).
•White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. (Non-Hispanic)
•Multi-race, Non-Hispanic: A person selecting more than one racial category and non-Hispanic.

i.[7] For the purposes of this grant, the term **"high needs children**" is defined as children who have two or more of the following risk factors shown to be linked to poor outcomes in such areas as school performance, health, and mental health:
ii.Low-income households/children eligible for free or reduced priced meals;
iii.Children with special needs/disability (IEP or 504 Plan);
iv.Children and families who previously participated in Early Intervention services (IFSP);
v.Children who are homeless or move more than once per year, as defined under the McKinney-Vento Homeless Education Assistance Improvements Act of 2001;
vi.Children who are Dual Language Learners whose home language is not English (DLL/ELL/LEP);
vii.Parent(s) with education less than a high school diploma or GED;
viii.Parent(s) with chronic illness or disability affecting care-giving ability;
ix.Children who have experienced multiple traumas or losses;
x.Young children whose family recently immigrated to the U.S. (parent(s) who came to the U.S. within the past 10 years);
xi.Families and children involved with multiple state agencies; and
xii.Children with parent(s) who are deployed and are not living on a military base.